PSHE and SMSC Policy

The Bridge Education Centre



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| **Approved by:** | Chris Bayliss | **Date:** 09/2023 |
| **Last reviewed on:** | 09/2023 **By:** Sam Belsey |
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**PSHE and SMSC**

The Bridge Education Centre believes that Personal, Social and Health Education is a major part of the preparation for adult life. Skills will be learned and information gained that will allow pupils to be more in control of their own lives, meaning they are able to make healthy and informed choices. The key aim is that pupils will come to learn that they must accept increasing responsibility in their adult lives.

PSHE is taken from the PSHE Association’s Programme of Study and is tailored to pupils in both KS3 and KS4. In addition, PSHE is covered across the life of the Centre, both in academic lessons onsite and offsite on active. We also ensure that we promote British Values through spiritual, moral, social and cultural development and address our duty to Prevent.

**Aims**

* To develop and cultivate the Social, Moral, Spiritual and Cultural ethos throughout the Centre.
* To promote self-respect trust and tolerance of others.
* To introduce pupils to and develop and help them develop the skills and knowledge necessary for taking control of their own lives and coping with the demands of a modern society.
* To increase pupils’ knowledge and understanding about the implications and possible consequences of use and misuse of substances.
* To give each pupil the necessary life skills to enable them to make informed healthy choices about sexual matters.
* To relate skills learned and promotion of PSHE to all areas of the curriculum and to life generally in and out of school.
* To operate within the framework of the behaviour policy.

Pupils PSHE Curriculum in KS3 and KS4 looks at the three core themes outlined. These are:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World (Economic Wellbeing, Careers and the World of Work)

PSHE lessons are an effective way of providing pupils with time to explore sensitive or controversial issues, while equipping them with the knowledge and skills to understand and manage difficult situations.

Additionally, many themes are complemented in Religious Education, where students are required to discuss and debate topical issues, considering the moral implications of their actions and how consequences can affect society as a whole. Students understand that this is a safe space to ask questions and explore complex feelings and views on controversial topics.

As well as PSHE and SMSC being specifically targeted in RS and PSHE lesson, it is promoted across the whole life of the Centre. For example, healthy eating and obesity is covered in Food Technology and internet safety and cyber bullying is covered in ICT. Additionally, a number of the areas in both PSHE and SMSC are covered on the active curriculum, where pupils are encouraged to work collaboratively, try new experiences and engage in physical exercise.

As ratios of staff are much higher compared to mainstream school; teachers and other staff members are able to challenge and address key areas on a one to one basis when issues arise in the school day.

Through these lessons and the other ways these areas are promoted, pupils are taught to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing. They also develop effective ways of resisting pressures, including knowing when, where and how to get help. We encourage our pupils to develop resilience, determination, self-esteem and confidence.

Additionally, pupils are prepared for life beyond school, by helping them to make informed choices about the next stage of their education, employment, self-employment or training. Pupils are given the opportunity to go to College or work experience from year 10 in fields they would like to explore as future areas of study or work. As well as being supported in writing a curriculum vitae (CV), all pupils are offered the opportunity to meet with a careers advisor in year 11 to speak through options and requirements for the next year and beyond.

To conclude, there are a number of ways that pupils are taught PSHE and in which SMSC is encouraged. Primarily, this is through a broad and balanced curriculum in both KS3 and KS4 that covers the key topics highlighted in the PSHE Association’s Programme of Study. Furthermore, both these areas are also covered in a number of different ways both in Centre and on offsite active sessions.