

North East Futures UTC





Personal, Social, & Health Education (PSHE) Policy

North East Futures UTC has been established to change the education, skills and employment paradigm in our IT and Healthcare Science sectors in the North East. It provides the opportunity for young people from all the communities in this region to benefit from its specialist provision.

Local Governors and all the North East Futures staff are committed to a policy of equality and aim to ensure that all students, employees, job applicants, other member of the school community and visitors are treated fairly and with respect.

We aim to give equal access to the high quality educational opportunities we provide and to ensure that everyone feels that they are a valued member of the school community. We seek to create a safe and happy environment where all our students can flourish and where social and cultural diversity are celebrated.

Reviewed by:	Principal and Trustees
Frequency of policy review:	Biannually
Lead Sub Committee for discussion:	Educational Standards
Last Reviewed:	June 2018
By Dan Sydes	
Ratified by Local Board of Governors on:	26 July 2018
By Michael Whitaker	
Next Review Date:	May 2020

Introduction

At NE Futures UTC we recognise that we have an important responsibility to help prepare our students to be responsible adults and good citizens. The focus of the UTC is on preparing young people for the world of work which includes personal, social and health education and promoting students' wellbeing.

Through this policy we also aim to promote positive relationships between students and between students and staff. We aim to achieve an environment of mutual respect where working together and consideration for others are paramount. Students will also have planned opportunities to fully participate in UTC life.

Core themes

There are 3 core themes which we will deliver for our students (using information from the PSHE Association: www.pshe-association.org.uk)

Health and wellbeing

Students should be taught:

- how to manage transition
- how to maintain physical, mental and emotional health and wellbeing including sexual health
- about parenthood and the consequences of teenage pregnancy
- how to assess and manage risks to health and to stay, and keep others, safe
- how to identify and access help, advice and support
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
- how to respond in an emergency including administering first aid
- the role and influence of the media on lifestyle.

Relationships

Students should be taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships)
- about managing loss including bereavement, separation and divorce

- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support.

Living in the wider world: economic wellbeing, careers and the world of work

Students should be taught:

- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- about the economic and business environment
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

These core themes will be developed into a coherent programme of study which includes discreet Personal Development sessions as well as being integrated into the curriculum and pastoral programme.

Delivery of the Curriculum

Discrete PSHE sessions

PSHE will be delivered through a planned set of weekly 50 minute sessions in Year 10 and Year 11. This will be backed up with additional sessions delivered through the pastoral programme:

- Induction programme that will include aspects of PSHE for all learners
- First Aid training for all learners
- Visits from external speakers covering aspects of the key themes.
Examples include:
 - Personal Finance
 - Emotional Intelligence
 - Regular assemblies for all learners
 - Mentoring sessions
 - External speakers for assemblies on specialist subjects (e.g. SRE, mental health)
 - Themed drop-down days where appropriate

The scheme of work for Personal Development provides a developmental programme that both consolidates and further extends existing knowledge, skills and understanding. Our students will be joining us from a large number of different schools so it is important that we cover all statutory aspects of PSHE.

All external speakers / visitors will follow protocols laid down in the UTC Child Protection policy.

Teaching through and in other subjects/curriculum areas

Provision for some aspects of PSHE will be mapped through learner's subjects. Teachers will be expected to identify areas of PSHE delivered through their subject area and record this in a centralised tracking system. Select examples include:

Subject	PSHE focus
English	emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development, how the media present information
Maths	aspects of financial capability; logical problem solving; counting and sharing; data handling
Science	drugs (including medicines); sex; health; safety and the environment; ethical issues
Health and Fitness	Health & Safety; development of personal and social skills through team and individual activities, games and sports; gender issues
Geography	Understanding the responsibility in making sustainable decisions about future generations, equality and diversity, empathy and inclusion as well as enquiry and communication.

Sex and Relationship Education (SRE)

See SRE Policy

Monitoring and Evaluation

It is the responsibility of all teaching staff to ensure this policy is adhered to and also the principles from the UTC Teaching and Learning policy. This will be supported by a programme of monitoring and evaluation directed by the leadership team.

Monitoring and evaluation may take the form of:

- Lesson observations, both formal and informal (e.g. learning walks), by the leadership team
- Work sampling
- Student voice feedback as well as parental and other stakeholder feedback

- Self-evaluation as well as subject quality assurance e.g. subject reviews
- Establishing an 'open-door' culture in order to encourage and develop the above processes
- External validation through partnerships e.g. through the TCAT Multi Academy Trust

Other Policies

This policy should be read in combination with other NE Futures UTC policies/documents:

- Curriculum Policy
- Educational Visits and Placements Policy
- Child Protection Policy
- Teaching and Learning Policy
- SMSC Policy
- SRE Policy