

Wider Curriculum (PSHE) Policy

1. Context/Rationale

Personal, social, health, and economic (PSHE) education is an important and necessary part of all pupils' education. It gives students the knowledge, skills, and contexts to make safe and informed decisions now and in the future. The majority of PSHE education is now statutory under the Children and Social Work Act (2017), the new Relationships and Sex Education Act, and the new Health Education legislation (2020).

2. Aim and Structure

"Providing opportunities and experiences for all students to develop their skills, knowledge and understanding of issues that will support them in becoming safe, healthy and successful citizens of the 21st Century."

The wider curriculum (how PSHE is referred to here at SWP Training) aims to expose, enrich, and educate students on a wide range of strands and in a wide variety of ways.

3. Implementation

Our staff and students will participate in daily "Talking Wall" discussions. (This will give us a chance to start exploring a topical issue each day.)

Planned group sessions will occur twice a week, and current affairs quizzes will occur once a week. This work will then be consolidated and developed in weekly Tutor Time sessions.

(See Appendix 1 and the "Talking Wall" folder for a detailed plan)

4. Creating a safe learning environment (Principle and Approach)

Content is delivered in a non-judgmental, factual way and allows scope for students to ask questions; those questions will be answered sensitively.

We will :

- Ensure our provision meets all statutory requirements and the needs of our learners.
- Respond to topical and local issues pertinent to our learners' being safe, happy, and confident 'British Citizens'.
- Deliver sensitive topics in a manner that considers our learner's circumstances and life experiences.
- We will consider who is the best person to facilitate learning experiences, and where appropriate, we will work with specialists and outside agencies to provide the best learning opportunities for our students.
- Please get in touch with parents when their children are taking part in learning that may be sensitive.
- Always 'signpost' how students can access further help and support following each topic.
- Respond to any concerns raised or disclosures by our safety policy and procedures.
- Review each event, listen to student voices and continually review our more comprehensive curriculum provision.
- Present all issues in a non-judgmental and unbiased way that challenges stereotypes and facilitates questions that promote discussion, encouraging students to form their opinions.

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- We should not use our educationalist position to influence our students' political beliefs.

The classroom is never a confidential place to talk, which remains steadfast in more expansive curriculum learning environments. Students are reminded that lessons are not a place to discuss their personal experiences and issues—or to ask others to do so—by establishing ground rules or a working agreement.

Any visitor to the classroom is bound by the policy on confidentiality, regardless of whether they have – or their organisation has – a different policy. Visitors are made aware of this to ensure there are enough opportunities for students to access confidential support after the lesson if they need it.

If a student tells a staff member something personal on a one-to-one basis outside of the classroom, the safeguarding policy helps staff decide upon the appropriate action. If the issue is safeguarding or child protection, the policy states who within the staff should talk to and the routes for dealing with concerns.

5. Intended Outcomes/Evaluation

As a result of the Wider Curriculum, our students will:

- Be charitable – recognise and support the needs of others.
- Be open-minded – willing to consider new ideas.
- Be resilient – adapting well in the face of stress.
- Be environmentally – aware of ecological issues.

They will also:

- Develop the skills required to prepare them for adulthood.
- Know and understand how to keep themselves and others safe.
- Understand they have a right to a comprehensive, balanced and relevant body of factual information to make informed choices.

Appendix 1 – Wider Curriculum Plan

Appendix 2 – Wider Curriculum Hours

Appendix 3 – Examples of Provision/Resources

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References

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

<https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse>

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (July 2019)