PSHE Policy

'Our PSHE framework promotes the spiritual, moral, cultural, mental and physical development and overall wellbeing of children and young people in our school; and prepares such children and young people for the opportunities, responsibilities and experiences of adult. life.'

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Lead:	Louise Bridge
Ratified:	

Ethos

We are a compassionate person Centred, family and community-based school. We wish to teach and guide pupils towards attitudes of kindness, compassion and respect for themselves, others, community, and a care and respect for the environment. We wish to support and enable pupils' self-confidence to know – they can achieve, be healthy, well, and participate and make a positive contribution to society. We believe young people are our future and we wish to invest in their future by offering a high-quality person Centred, differentiated, and diversified curriculum that provides them with the skills, knowledge, values, and experiences to succeed and thrive in all aspects of learning, personal development, and life. We will provide nurturing relationships built upon developed mutual respect, high expectations, and trust in us as emotional available adults to support their learning, personal development, and wellbeing. We foster attitudes of compassion, skillful means of discipline and support, and have high regard for pupils' learning experiences and achievements. We wish to work collaboratively with pupils and parents/carers to promote and enable pupils' positive attitude in their effort to learn and developing knowledge, skills, and values to be able to make positive behaviour choices so they can succeed in school and in their futures.

Raise Education and Wellbeing School have a caring and committed team of highly qualified, trained, and experienced emotional available adults to provide a safe and nurturing environment for children, young people, and staff to feel safe, be safe, and develop and thrive as British citizens. Our school is committed to the principles, policies, and practices outlined in all Children and Young people's legislation and always ensure that we understand, keep fully updated, and implement best practices and procedures according to 'Keeping Children Safe in Education' (DfE 2019/20). Raise Education & Well-being School implement policies, procedures, and practices that promote, provide, and enable effective safeguarding that prevents, protects, and promotes the social, emotional, and physical well-being of children, young people, and staff. Raise Education and Well-being School is committed to supporting the delivery of effective early help and early intervention by using the Multi-Agency Levels of Need and Response Framework and working in partnership with parents/carers, and collaboration with statutory agencies and organisations.

Children and young people experience a broad range curriculum that includes psychosocial education, social emotional literacy, and health and well-being support to promote their welfare and enable them to acquire the skills, knowledge, and values to be able to be safe and promote and enhance their personal, social, physical, emotional development, and support and enhance wellbeing*. Our Curriculum and personal development support and prepare young people for adult life, with regards to developing their knowledge and skills for independent living, citizenship, personal and professional relationships, and family life. Our teaching, care, and support promote young people's wellbeing and enable them to participate and contribute as British citizens to the wider aspects of keeping people and communities' safe and contributing to a healthy, cohesive, and prosperous society.

This document is an explanation of the SMSC development programme planned and delivered through our unique PSHE framework at Raise education and wellbeing school. It contains a statement of the rationale, aims and objectives of the teaching of PSHE at Raise Education and Well-being School.

1. Context

At Raise Education and Wellbeing school we believe that our Spiritual, Moral, Social, and Cultural development (SMSC) delivered by our Personal, Social, Health, and Economic education (PSHE) programmes alongside literacy and numeracy and the incorporation of the seven areas of learning threaded throughout our curriculum are the core elements of all learning and personal development that our children and young people will need to be the foundation of their success in education, training, employment, and life. Raise PSHE Sense framework is a planned provision to promote children and young SMSC development and enhance their personal, social, and emotional development, as well as their health and well-being. We aim to equip our children and young people with the knowledge, attitudes, and skills they need to lead confident, healthy, and independent lives.

We aim to help children and young people to understand and learn about self-awareness, self-control and self-determination, a greater awareness of self and others, community, society, and of the wider aspects of living and positively contributing to society, the environment, and the wider world. We ensure that we teach, mentor, support and provide guidance on our Fundamental British Values (FBV) and how these support and promote our own and others safety and wellbeing and provide endless possibilities to achieve and contribute to society as a positive prosocial citizen. Our PSHE Sense Framework offer aims to enable our children and young people to develop spiritually, morally, socially, and culturally as well as develop social and emotional intelligence that will aid them to be able to navigate through life in the present moment as a child and young person in modern day Britain as well as prepare them for their future. We aim to give our young people an understanding of the rights and responsibilities that are part of being a prosocial citizen and introduce them to some of the principles of a healthy lifestyle, wellbeing, and understanding money, the economy, and prudent financial planning and understanding, therefore, developing a secure sense of identity and capability to function well in the world.

Our PSHE programme (see Raise PSHE Framework, Votes for Schools, Mindfulness in Schools. b appendix) planning is inclusive and mapped against the following:

- The DfE SMSC Framework
- The PSHE Association Framework.
- The Children Act 2004 definition of Wellbeing.
- The Healthy Relationships and Sex Education Policy
- Our own bespoke foundation PSHE programme 'Get RIPPED.'
- Our Own Prosocial social, moral, behavioral development Programme 'Something to Lose.'
- Maslow 'hierarchy of needs'

In addition to these elements of planning we also include the teaching and development of our school respect, safety, and wellbeing rules including the incorporation of FBV and the rule of law. Our school fully integrates the 'Votes for School's' platform into our R U Ok and extended form times each morning as well as utilising the platform during PSHE lessons. Full details of the 'Votes for Schools' mapping of PSHE and SMSC can be found in the appendix section of this document.

Our children and young people are invited to attend, engage, and experience the Mindfulness

in Schools Project 8 week. b mindfulness-based psycho-social-biological education programme within the scope of PSHE. This programme is optional for those parents and children and young people who give their consent and can engage and find the course acceptable (Please see the appendix for the courses map against PSHE associations framework).

We believe that the personal, social and health development of each child and young person, in conjunction with their academic learning, personal development sessions and citizenship skills, has a significant role in their ability to learn, keep safe, be safe, and thrive. We value the importance of PSHE in preparing children for the opportunities, responsibilities, and experiences of adult life. In addition, we believe that our young people need to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding (see Safeguarding Policy and Procedures). School based PSHE complements and helps children and young people make sense of what is implicitly and explicitly learnt at home from parents, carers, family, peers, and wider society. This is a vital part of their personal development.

SMSC - Spiritual, Moral, Social, Cultural Development

The Spiritual, Moral, social, and cultural development of our children and young people is an integral part of our education and wellbeing offer at Raise Education and Wellbeing School. It enables us to promote the personal development of our children and young people, nurture and care for their overall wellbeing, support them to be able to take an active part in society and be able to positively navigate through life in Modern day Britain. Spiritual, Moral, Social, Cultural Development (SMSC) is Part 2 of Independent School Standards 2014. Raise education and wellbeing school ensure that our PSHE programme alongside our curriculum and all other aspects of school life promote the spiritual, moral, social, and cultural development of our children and young people. Raise adopt the DfE framework for SMSC:

SPIRITUALITY

Spirituality is concerned with:

Beliefs – informed by the study of religions and philosophies, but in particular to be able to discuss with others the range of beliefs (both formal and informal) that students and adults share.

A sense of awe and wonder – the way in which students are struck by what they see, feel and hear. For example, opportunities for visits and extra-curricular activities.

Feelings of transcendence – the opportunity for students to discuss unexplainable issues and to feel that there is something beyond themselves.

A search for meaning and purpose – this is encouraged through students asking questions about what is going on in their lives.

Relationships – recognising and valuing the worth of each individual developing a sense of community and building up relationships with others.

Creativity – where the student has the opportunity to express his or her thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions.

Feeling and Emotions – the sense of being moved by beauty or kindness; hurt by injustice or

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aggression; a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth.

Spiritual Pupils should be enabled to:

- Explore beliefs and experience

- Respect faiths, feelings and values

- Enjoy learning about themselves, others and the surrounding world, continuing to develop and attitude of empathy as they progress through their learning

- Use imagination and creativity

- Reflect

MORAL DEVELOPMENT

"Moral development refers to students' knowledge, understanding, intentions, attitudes, behaviour in relation to what is right and wrong" (OFSTED Framework).

This involves making clear to our students the values that we subscribe to as an institution and as a community.

The will to behave morally as a point of principle is fundamental to moral development. In this sense moral development is to do with understanding the principles lying behind actions and decisions and not just behaviour itself.

Moral Pupils should be enabled to:

- Recognise right and wrong

- Respect the law

- Understand consequences

- Investigate moral and ethical issues

- Offer reasoned views

SOCIAL DEVELOPMENT

Social development is the students' progressive acquisition of the competencies and qualities needed to play a full part in society. We therefore aim to promote social development through cooperation and partnership, classroom organisation and management, the grouping of students, leadership and responsibility, extra-curricular activity.

Social Pupils should be able to:

- Investigate moral and ethical issues

- Appreciate diverse viewpoints

- Participate, volunteer and cooperate

- Resolve conflict

- Engage with the British values of democracy, the rule of law, liberty, respect and tolerance.

CULTURAL DEVELOPMENT
Cultural development is students' understanding of their own cultural identity. More than this however, it is also about understanding other groups in a particular society and of other societies beyond their own.

The students need to understand the beliefs, values, customs, knowledge and skills which provide identity and cohesion to a particular society.

Cultural Pupils need to be able to:

- Appreciate cultural differences

- Appreciate the role of Britain's parliamentary system

- Participate in cultural opportunities

- Understand, accept, respect and value diversity

Fundamental British Values (FBV) including protective Characteristics

Promoting Fundamental British values "Actively promotes the fundamental British values of democracy, the rules of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;" DfE Guidelines 5(a).

We aim to ensure that all children, young people and staff know, understand and follow Fundamental British Values.

Democracy - Raise the Youth wishes its Young People to develop the understanding of how citizens can influence decision making through the democratic process. We aim to achieve understanding through the medium of the Raise youth voice. Raise the Youth cannot be of any political persuasion as part of the Community Interest Company status, so we take such steps as are reasonably practicable to ensure that were political issues are brought to the attention of Young persons, they are offered a balanced presentation of opposing views.

The Rule of Law - Raise reinforces the importance of Laws, whether those that govern Education, Raise as a school, or the country, are consistently reinforced throughout the school days. Young people are taught that the laws that Govern and protect us are essential for our wellbeing and safety. It is Raise's aim to develop an understanding that power is separated between the executive and judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
We always strive to convey the consequences of actions when choosing to break laws.

Individual Liberty - Within Raise, Young Persons are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We provide boundaries for all Young People to make choices safely and empower through our Education Provisions. Young people are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Young people are further empowered by being given the opportunity to speak directly to Senior Management Team or during Board visits through youth voice.

We promote the understanding that the freedom to choose and hold other faiths and beliefs is

protected by law. We encourage our Young people to explore their own cultures and beliefs and develop understanding and respect of those with other.

Mutual Respect - Raise's core ethos is respect. It forms the basis of our behavioural policies of rewards, sanctions and reparation.
Throughout Raise staff are trained and supported to model, demonstrate and promote respect for others as are the older Young people that attend the services.
Respect is one of our values taught explicitly within our broad range curriculum. It is shared with home through school-home communication, parents' evenings/meetings, and newsletters and website information.

Tolerance of those of Different Faiths and Beliefs - At Raise we are a culturally rich and diverse school where Young people have unique opportunities to learn from each other by sharing and celebrating their different faiths and cultures. Young People are encouraged to accept that other people have different faiths or beliefs to oneself (or none at all) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. We also wish our Young People and staff to understand identifying and combatting discrimination.

Protective Characteristics – we teach and develop young people understand of all people from a human and legal context and teach young people the value and law related to treating people with respect, kindness, decency, and valuing their diversity. We teach the young people that it is It is against the law to discriminate against someone because of a protected characteristic.

The nine protected characteristics are:

- Age

- Disability

- Gender reassignment

- Marriage and civil partnership

- Pregnancy and maternity

- Race

- Religion or belief

- Sex

- Sexual orientation

2. Aims of our PSHE curriculum

At Raise Education and Well-being School we take a whole school approach to the subject: we believe that PSHE teaching will not impact upon beliefs and behaviour if school systems, structures, experiences, and expectation do not support classroom learning. PSHE is an integral part of the daily routine and support provided during school life and is delivered as a standalone subject, as a planned intervention programme, as well as a discrete subject that is embedded throughout our curriculum.

Within this scope of delivery our children and young people learn and gain the knowledge, attitudes, and skills within the PSHE framework offer by experiential, creative, practical, academic, and therapeutic aspects of learning and personal development. Children and young people attend the following lessons and timetabled activities as part of the whole school approach to personal development that includes SMSC, PSHE, and RSE:

- Daily morning R U OK and extended nurture form group
- Class and whole school assemblies
- Timetabled PSHE lessons
- Timetabled Personal development sessions with assigned youth champion (practitioners and Snr Practitioners)
- All lesson themed weeks/terms i.e., FBV, Respect, Anti-bullying, kindness, and compassion,
- Children and young people with health psychology service appointments will have additional specialized personal, social, health, and emotional wellbeing input.

Our curriculum aims encourage young people:

- To experience the seven areas of learning in engaging and creative ways and to ensure they can learn the foundations of learning that supports the wider aspects of their learning and personal development pathways.

- To promote and enable self-awareness; self-control, emotional regulation, and self-determination to be able to be with others and learn and work with others in a positive prosocial way.

- To enable all pupils to develop as fully as possible in their interests, abilities, and aptitudes and to make additional provision for those who are in any way disadvantaged.

- To allow pupils to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions.

- To experience enjoyment of learning so that they may be encouraged to take advantage of educational opportunities later in life.

- To develop appropriate skills in literacy and numeracy

- To develop programmes of study and experiences which will enhance pupils' self-respect and confidence and encourage them to take responsibility for themselves and their actions.

- To provide pupils with the necessary skills to respond effectively to social, economic, and political changes as well as changing patterns of work.

- To develop social skills that are necessary to work successfully with other people both

inside and outside of the school environment.

- To equip pupils for their adult roles in society and help them to understand the responsibilities of being a human, parents and or responsibility adults, citizens, and consumers.

- To encourage appreciation of, and concern for, the environment

- To develop interests and skills that will continue to give personal satisfaction in the use of leisure time.

- To establish partnerships between the school and the community it serves and help to develop an understanding of the wider community and the ways in which individuals and school relate.

- To develop a curriculum which enhances pupil's knowledge and experience and allows them to learn about themselves and the society in which they live, through a variety of social and moral issues.

- To provide pupils with the experience of school as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture, or ability.

- To enable pupils to make informed choices when considering the development of a healthy and safer lifestyle.

- To give students the confidence to discuss difficult issues by encouraging non-judgmental participation by students and staff.

Core themes and strands of the PHSE Programme

The content and themes of the PHSE programme can be seen in full detail within the Raise PSHE sense Framework document (see in the appendix).

Overview

Our school is called Raise education and Wellbeing school as we strongly believe that the overall promotion of children and young people's wellbeing is vital for the meeting the holistic needs of children and young people and enabling them to flourish in all aspects of life. We actively promote the five aspects of children and young people's wellbeing in accordance with the following:

DfE/Children Act 2004 definition of Wellbeing:

The meaning of 'wellbeing' is defined by section 10(2) of the Children Act 2004 as relating to:

- Pupils' physical and mental health and emotional wellbeing.

- Protection of pupils from harm and neglect.

- Pupils' education, training and recreation.

- Pupils' contribution to society.

- Pupils' social and economic wellbeing.

Adopting the DfE and Government guidance on these aspects we have mapped out our SMSC, PSHE, HRSE and personal development programme on the following ten dimensions of wellbeing (**https://www.isi.net/inspection-explained/inspection-handbook/interactive-version/).**

- Personal wellbeing

- Health

- Relationships

- Environment

- What we do

- Where we live

- Personal finances

- Governance

- Economy

- Education & skills

Maslow Hierarchy of Needs

Raise adopt the Maslow Hierarchy of Needs in order to meet basic children and young people needs and allow all young people to settle down to learn effectively and successfully without the fear, worry and disadvantage of not having their basic needs met:

- **Physiological needs**: Food, water, warmth, rest/sleep, exercise/movement

- **Safety needs**: security, safety

- **Belongingness and love**: Positive relationships, connected to peers, staff, family and community, and to feel cared for and to feel and be liked.

- **Esteem needs**: Feeling valued and capable of achievement. A sense of self through self-awareness and confident in identity.

- **Self-actualisation**: Being able to settle down to learn, attend lessons, learn and be with others, work towards smart targets, goals, aspirations and future destinations.

Raise Core Ethos, values and behaviour attitudes

Throughout our personal development offer there is a strong thread across PSHE, SMSC, RSE, and 1-2-1 personal development sessions with children and young people that teaches and guides young people to learn, understand and develop the capacity to learn our school respect and safety and wellbeing rules, and core ethos as a school including the Fundamental British values; Democracy, Mutual Respect, Liberty, the rule of law, and protected characteristics.

Raise will promote and enable children and young people to lean and understand core elements of our ethos.

- **Children and Young people first**: Young People are our future. We want to work with YOUNG PEOPLE and their families to invest in their futures through our curriculum, personal development with support and learning for life. You are our future believe in yourself and know you can positively participant and contribute to society.

- **Person centred approach:** We are all individual and diverse. Respect and take care of each other and value our individual talents, strengths, and diversity.

- **Compassionate and Forgiving**: For oneself and others.

- **Promote Safety, Wellbeing and Mental Health:** All Young People should have the knowledge and skills to promote and protect their own health and wellbeing.

- **Equity, Fairness and Diversity:** All people, regardless of race, religion, gender, sexuality and any other protected characteristic are accepted and appreciated as unique as ourselves.

- **Restorative and Reflective –** our best practice to manage conflict and restore any harm caused

- **Social Values**: Taking care of our community and the wider world.

Behaviour & attitudes

Raise School expectations for young people's conduct, attitude and values are taught, modelled, experienced and explored within the PSHE, SMSC and RSE learning experience. These levels of understanding, actions and attitudes will be developed overtime and show progression and deeper understanding of importance of respect, care, compassion and our FBV and the overall shared goals of developing positive pro-social young citizens that are ready to fully partake and contribute to society and be prepared for independent adulthood.

Raise's Positive Behaviour & Restorative Discipline Policy and Respect steps set out our expectations. Our core values and attitudes for YOUNG PEOPLE are safety & care for self and others, respect of self, others, community & environment, kindness, compassion, forgiveness, restorative practices/approaches for self and others and wider community, and a 'can do attitude' 'I can because I think I can' growth mindset.

Our PSHE, SMSC, and PD is linked directly to the following behaviour and attitudes we work to instil in all young people in Raise and are part of our respect steps approach:

- **Keeping safe**: Keep myself, other young people, and staff safe when on transport, in school/college, and during offsite activities.

- **Being searched**: Agree to be searched on entry to ensure you support the school & college to ensure we are safe and well and free from any banned objects and substances that may be illegal, cause unnecessary distractions and disruption, and or cause harm to self and others.

- **Mobile phones**: I will only bring my phone to school/college if it is deemed necessary for my own safety and wellbeing. I understand if I do have to bring my phone that I must hand it in immediately on arrival to school/college and will only receive it back when I leave to go home. Failure to do this may result in being sent home and being fixed term excluded for that day for not following school respect and safety rules.

- **Banned items**: I will not bring any banned items onto the school premises. (e-cigs/Vapes, energy drinks/ substances including cannabis, any drug paraphernalia, and

any sharp items etc.)

- **Respect and dignity**: Treat other students and staff with respect and dignity.

- **Offensive words**: I will speak kindly towards staff and other young people. I will learn not to swear or make threats to harm others. I will not use offensive words to staff and young people as swearing and calling staff and young people names is verbally aggressive and causes upset and fear.

- **Personal space**: Respect staff and other young people's personal space. I will stay in my own bubble and not enter other people's bubbles unless it is to safely greet and gain emotional support.

- **Physical harm**: Not cause fear or physical harm towards staff and other young people for example, not push, kick, punch, or pretend to hit out at staff and other young people. Being aggressive and violent towards others is against the law and causes harm to others.

- **Unauthorised spaces**: Understand that I will not go into staff rooms or unauthorised spaces.

- **Skills centre**: Be safe at all times when at the skills centre. I will follow all health and safety and skills practice instructions by the staff. I will wear PPE at all times.

- **In transport**: I will act safely in vehicles whilst being transported by raise staff.

- **Positivity**: I will work with the school/college team to develop positive behaviour and skills that will improve my life and relationships with others.

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SEAL: Social Emotional Aspects of Learning Including Growth Mindset and Brain-Based Approaches.

We promote and support young people social and emotional development and their motivation, engagement, and ability to develop empathy.

At raise we incorporate and fully utilise the SEAL curriculum which breaks down into five main areas:

Self-awareness

- Knowing and valuing myself and understanding how I think and feel. When we can identify and describe our beliefs, values and feelings, feel good about ourselves, our strengths and our limitations we can learn more effectively and engage in positive interactions with others.

Self- management

- Managing how we express emotions, coping with and changing difficult and uncomfortable feelings and increasing and enhancing positive and pleasant feelings. When we have strategies for expressing our feelings in a positive way and for helping us to cope with difficult feelings and feel more positive and comfortable, we can concentrate better, behave more appropriately, make better relationships, and work more cooperatively and productively with those around us.

Social awareness

- Building and maintaining relationships and solving problems, including interpersonal skills. When we have strategies for forming and maintaining relationships, and for solving problems and conflicts with other people, we have the skills that can help us achieve all of these learning outcomes, for example by reducing negative feelings and distraction while in learning situations and using our interactions with others as an important way of improving our learning experience.

  Relationship skills

- **Empathy**: Understanding others' thoughts and feelings, and valuing and supporting others. When we can understand, respect and value other people's beliefs, values and feelings, we can be more effective in making relationships, working with, and learning from, people from diverse backgrounds.

Responsible decision making

- **Motivation**: Working towards goals, being more persistent, resilient and optimistic. When we can set ourselves goals, work out effective strategies for reaching those goals and respond effectively to setbacks and difficulties, we can approach learning situations in a positive way and maximize our ability to achieve our potential. Ensure our decisions and choices do not negatively impact on our own lives and the lives of others.

The themes are covered throughout the Raise SEAL curriculum include:

- A place to learn

- Learning to be together

- Keep on learning

- Learning about me

Mindfulness in schools Project. b mindfulness-based psychosocial education programme (please appendix for Mapping of the PSHE association framework)

. b Mindfulness

A mindfulness-based psycho-social education programme to promote self-awareness, self-regulation, self-control, self-compassion and positive attitudes for self and others. Providing brain-based life skills and knowledge to aid self-management of stress, anxiety, and other powerful emotions.

The programme offered within PSHE/PD lessons over 8-16 weeks that enables young people to be able to develop the life skills and positive attitudes to support them to navigate through life and promote their wellbeing. This programme is mapped towards the PSHE association PSHE framework and is invitational, delivered only with consent from young people and their parents/carers.

. b mindfulness is split into individually targeted and structured deliveries:

- Introduction

- Playing Attention

- Taming the Mind

- Recognising Worry

- Being Here Now

- Moving Mindfully

- Stepping Back

- Befriending the Difficult

- Taking in the Good

- Pulling it All Together

Zones of Regulation

To promote self-awareness, self-control and emotional intelligence we teach, train, and coach children and young people in the 'Zones of regulation.

The Zones of Regulation framework (Kuypers, 2011) teaches children and young people ways to be aware of their feelings/internal state, to have a means to label and communicate to others about them, and some ways to help regulation, prosocial skills, self-care, and overall wellness. This includes tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. Raise's strategy is to incorporate Zones of Regulation into our daily lives, to be taught and practiced with all to promote coregulation and self-regulation and self-control to be able to fundamentally fully access, participate and engage and make progress within all aspects of learning, personal development and support.

Children and young people learn to understand themselves physically, emotionally, socially, sexually and to understand their relationships with others and the outside world. This is sometimes referred to as 'emotional intelligence' which covers five main areas: self-awareness, emotional control, self-motivation, empathy and relationship skills. It also aids good communication with others. We hope that by teaching better emotional understanding it will lead to better learning, friendship and transition to adulthood, as skills developed at school often provide the foundation for future habits.

The Zones of Regulation creates a system to categorize how the body feels and emotions into four coloured zones with which the students can easily identify. We use the coloured Zones of Regulation to help students to explain and understand how they are feeling. Regulation is the skill that helps us to calm down or to make ourselves more alert to focus. Students can learn to do this for themselves – it takes time, and The Zones makes it easier and quicker.

- **Blue Zone**: a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

- **Green Zone**: the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student is in control in the Green Zone.

- **Yellow Zone**: a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student maintains some control of himself or herself in the Yellow Zone.

- **Red Zone**: an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behaviour, panic, extreme grief, terror, or elation when in the Red Zone and is described as being "out of control."

Trauma Informed – Thrive approach

Raise have leaders, specialist practitioners, and staff trained in Trauma and mental health informed processes which inform our curriculum and approach to planning and delivery and enable our young people to develop the skills, confidence, capacity, and ability to be able to develop and be supported in the core developmental strands.

- **Being**: to have a positive experience of dependency and move on. This young person will be self-assured, confident and appropriately trusting of others. They will be receptive of the world and have a capacity for joy. They will ask for help and will demonstrate the full range of feelings. This young person will have established the foundations for making good relationships.

- **Doing**: to get support while being creative and active; to explore doing things. This young person will confidently approach a wide range of activities. They will enjoy investigation and exploring and will use these experiences to learn about environment. They explore their potential through curiosity, creativity and taking initiative. They are active and can be easily stimulated to take an interest. This young person learns through and from doing and being actively involved and processing their own experiences.

- **Thinking**: to understand cause and effect and problem solving; to know about feelings and express them appropriately. This young person can think for themselves. They can think about their feelings and are beginning to express and handle their feelings appropriately. They can make the link between cause and effect and can understand boundaries/rules. The young person is able to take responsibility for their actions and ask for help when needed. This young person has been supported by a close adult to make sense of their experience and the world about them.

- **Power and identity**: developing a positive sense of self and understanding self and others. This young person is developing a positive sense of themselves and establishing an individual identity. They are discovering different roles and relationships with others. They understand the consequences of their behaviour and are familiar with social expectations. This young person is acquiring information about the world, their bodies and their gender identity/role.

- **Being skilful (or skills and structure):** to learn about their own and others' way of doing things; to develop new skills. This young person takes pleasure in thinking about different ways of doing things and acquiring new skills. They take pleasure in difference and are curious about new and different experiences. They enjoy having appropriate responsibilities and understand the need for rules and regulations. Exploration and thought are being given to the values that underpin rules. They identify strongly with peers of the same gender as themselves.

- **Interdependence:** to learn about independence and interdependence; to look forward to being an adult; to recycle unmet needs. This young person is having positive experiences of being an individual and being independent. Sometimes they legitimately need support and are dependent. They test their independence in the context of new experiences, opportunities and challenges. The young person is interested in solving complex problems and will test and question rules to find a direction for themselves. This young person trusts adults enough to know when, where and how to go for help or information when necessary. They are developing a comfortable sexual identity and know about risks and can make informed choices.

Content of our PSHE framework

PSHE Planning Framework for SEND:

Raise take full account and consideration of the four areas of SEND in its PHSE and Preparation for Adulthood planning and have adopted the SEND PSHE framework from the PSHE association that considers:

- Communication & Interaction

- Cognition & Learning

- Social, Emotional and Mental Health

- Sensory and/or Physical

KS3 and KS4

Self-awareness (Me, Who I am, My Likes, dislikes, strengths and interests)

1. Personal Strengths
2. Skills For learning
3. Prejudice and Discrimination
4. Managing Pressure

Self-Care, Support and Safety (Looking after myself and keeping safe; aspects of RSE)

1. feeling Unwell

2. Feeling Frightened/worried

3. Accidents and risk

4. Keeping safe online

5. Emergency situations

6. Public and Private

7. Gambling

Managing Feelings (understanding feelings, and that how I feel and how others feel affect choices and behaviour, aspects of RSE)

1. Self-Esteem and unkind comments

2. Strong feelings

3. Romantic feelings and sexual attraction

4. Expectations of relationships/abuse

Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of RSE)

1. Puberty.

2. Friendship

3. Healthy and unhealthy Relationship behaviour

4. intimate relationships, consent and contraception

5. Long-term relationships/parenthood

Healthy Lifestyles (Being and keeping healthy, physically and mentally)

1. Elements of a healthy lifestyles

2. Mental wellbeing

3. Physical activity

4. healthy eating

5. Body Image

6. Medicinal drugs

7. Drugs, alcohol & tobacco

The World I Live In (Living confidently in the wider world)

1. Respecting difference between people

2. Jobs people do

3. Rules and laws

4. Taking care of the environment

5. Belonging to a community

Raise PSHE programmes

Get RIPPED

Raise's Bespoke PSHE accredited foundational course at level 1 (NCFE) can enable and aid progression and be sequenced with Something to Lose, SWEET and Health and Social care.

Get Ripped develops and embeds YP personal development & Wellbeing through Recreation, interpersonal & Social skills, Personal self-care, Physical Health & Fitness, Emotional Wellbeing, Discipline & Respect.

Recreation

- Participation, contribution, and learning in the area theme of Positive habits, being Active, Sports, Local Activities, Art, Culture, Computers, Music & Media, and Family Activities.

Interpersonal & Social Skills

- Communication, Ways to communicate, Rules, Communicating what you want and need,

Support, Feelings, Employment, Listening, Relationships, Problem solving.

Personal Self-care

- Making safe choices, Rights, Friendships, Routines, Money & debt, Dental health, Cleanliness & hygiene, Caring for your space, Clean machine, Caring for my school, Risk assessment, Risky sex, Harmful people and behaviours, Safe sparks, Safe travel, Accepting help from outside organisations, Accepting help from people you live with.

Physical health & fitness

- Foods and food groups, Working with others, Sports, Improving your body, Saving your lungs, Toxic, Sex and relationships.

Emotional Wellbeing

- Feelings, Values, Thoughts and mindset, 5 ways to wellbeing, Resilience, Accepting help, Parent/carer support

Discipline & respect

- Discipline and respect, Overcoming barriers, Problem solving, Teamwork, Developing plans and routines and sticking to them, Get RIPPED – rules, Respectful relationships, Understanding conflict, Communities, Putting things right, Crime and consequences.

Something to Lose

A targeted group work programme providing social, behavioural, emotional and moral development which includes core themes across PSHE, SMSC, RSE, and Functional skills. The programme is trauma informed and is strength and empowerment focused and builds problem solving skills. At its core it promotes the benefits of pro-social behaviour. This programme is ideally for all K3 students, enables progression and can be sequenced with Get RIPPED and SWEET and health and Social care.

It contributes to:

- Positive and supportive family environments

- Safe and mutual relationships with peers

- Access to a wider supportive and understanding community

- Ability to regulate emotions and manage emotional distress

- Acquisition of practical problem-solving skills

- Compassionate, attuned and supportive responses from professionals

- Early intervention from support, therapeutic or safeguarding services

- Trauma-informed policies & systems that address bullying, harassment or victimisation.

Something to Lose focuses on core fundamental strands:

- **Amplify your Voice (Part 1)**

- o Understand myself

- o Plan my journey

- o Capture some of my strengths

- o Understand the benefits of communicating my needs and to which people

- **Accepting help**

  - o To recognise the importance of getting help

  - o Have skills to look for it and knowledge of different types in different settings

  - o Have a strategy to stop avoiding help

- **Growing your support network**

  - o Know my local community and what's in it for my family

  - o Have the skills to find help online and navigate the sites

  - o Strengthen bonds with the positive adults supporting my journey

  - o Evaluate the pluses and minuses of peer support

- **Working to keep my home safe**

  - o understand and accept why my care givers make rules

  - o understand why a safe home is important

  - o understand how I can help

  - o understand who can help if I'm not feeling safe

- **Community Matters**

  - o Understand the causes of community conflicts

  - o Understand the safe and unsafe places in my community

  - o Understand how behaviours and conflicts affect my community

  - o Understand some ways of making things better

- **Safe from hate and harm**

  - o Understand some of the benefits of diversity

  - o Explore some rights and responsibilities in relation to equality

  - o Understand the harm caused by hate and the law

  - o Better understand exploitation and vulnerability

  - o Know who can help you stay safe

- **Nurturing friendships**

  - Know how to make better decisions about friendships

  - Know how good friendships are mutual

  - Have a "toolkit" to manage negative influences

  - Understand behaviours that strengthen and widen friendships

  - Understand the +\- consequences of peer choices

- **Problem solving**

  - Understand what starts conflict

  - Understand what and who fuels conflict

  - Have a toolkit to solve problems effectively

  - Know how to repair relationships

- **Managing feelings**

  - Understand how my brain works

  - Understand why people flip their lids

  - Understand why I flip my lid

  - Have some ideas how to prevent it

  - Understand the benefits of looking after my feelings

- **Amplify your voice (part 2)**

  - Understand myself

  - Plan my journey

  - Capture some of my strengths

  - Understand the benefits of communicating my needs and to which people

SWEET

Succeeding with Education, Employment & training. BTEC Syllabus level 1 & 2 that is mapped to PSHE framework and builds upon all foundational learning from Raise bespoke programmes and enables children and young people to learn more deeper and wider themes and areas of learning across the PSHE and SMSC curriculum:

- **Physical Health & Wellbeing:** - **Fitter, Healthier, Happier.**
  Physical health, nutrition, body shaming and body positivity, the importance of sleep, alcohol, drugs and dealing with medical emergencies.

- **Emotional Wellbeing: I've Got A Feeling.**

Mental health, wellbeing, and the impact of social media (including discussions around photo editing and apps such as Instagram, Snapchat and TikTok).

- **Social Health & Wellbeing: Skills For Social Success**.

Peer pressure, bullying, online relationships, protected characteristics, discrimination and hate crime (including discussions around gender, sexuality, age, race and ethnicity).

- **Sexual Health & Wellbeing: Let's Talk About.**

Sexual health, consent, exploitation, victim blaming, contraception, STIs, pregnancy, LGBT+ issues and violence against women (including an in-depth look into the Sarah Everard case and the 2021 Ofsted review of sexual harassment in schools).

- **Personal Identity: This is Me!**

How our personal identity is shaped and influenced, what makes us unique, how to increase self-esteem, attitudes, beliefs, values and learning how to empathise with others.

- **Environmental Awareness: Our World, Our Future.**

Climate change, biodiversity, pollution, carbon footprints, environmental organisations and campaigns, recycling and going plastic free.

- **Financial Awareness: making Money Work for Me!**

Financial education, saving money, paying bills, managing a budget, reading payslips, understanding deductions and the dangers of gambling.

- **Personal Progress: Future Roles and Setting Goals.**

Progression plans, careers, short and long-term goals, SWOT analysis, job applications, CVs, personal statements and interviews.

HRSE - Healthy Relationships & Sex Education

HRSE (Healthy Relationships & Sex Education) is about the emotional, social and cultural development of pupils. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity and is taught to all Raise YP with consent.

RSE involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity, instead RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families

- Respectful relationships, including friendships, Online and media

- Being safe

- Intimate and sexual relationships, including sexual health

- Developing positive working relationships with education settings and the community.

RSE is also about the emotional, social and cultural development of young people and involves learning about:

- Relationships

- Sexual health

- Sexuality

- Healthy lifestyles

- Diversity

- Personal identity

RSE promotes developing positive working relationships with education settings and the community. RSE is taught within PSHE scope of delivery. For Core areas of HRSE please RSE Policy:

Votes for Schools – delivered across school and key stages to enable active and live debate and learning covering core aspects of SMSC, PSHE, and FBV:

Votes for schools covers all aspects of SMSC/FBV and can be fully utilised in form group, R u OK, and PSHE/PD sessions to enable all the student groups to participate throughout each day, week, term, and academic year. Votes for Schools provides effective delivery of SMSC (including Fundamental British Values) and Prevent. It supports PSHE and Citizenship. Debating a weekly Vote Topic provides the opportunity for discussion of topical, sometimes controversial, issues. It allows young people to live and experience British Values in an engaging way (see appendix for full PSHE/SMSC mapping):

Spiritual:

- Personal values & beliefs: Pupils have the opportunity to be reflective about their own beliefs (religious or otherwise). Pupils use personal experiences to reflect on their lives. Pupils demonstrate defence in their aims, values, principles and beliefs. Pupils can be holistic in their approach to discussing topics. Schools support pupils with their religious beliefs in a personalised way. Schools facilitate discussions to support reflection.

- Experiencing wonder & fascination: Pupils learn about themselves, others and the world around them. Pupils develop an appreciation of the intangible e.g. love, ambiguity. Schools allow pupils to ask questions; why? How? Who? Where? What?

- Understanding human feelings/ emotions: Pupils show interest and respect for other faiths, feelings and beliefs. Pupils develop empathy, compassion & concern with others. Pupils challenge the barriers, constraints to the human spirit e.g. injustice, greed, poverty, discrimination. Pupils develop a respect for insight as well as for knowledge and reason. Pupils develop understanding of feelings and emotions & the impact of them. Schools allow opportunities for pupils to understand human feelings and how these affect us. Schools develop a culture where students can flourish and grow and respect others. Schools accommodate difference and respect the integrity of individuals

- Using imagination and creativity: Pupils are encouraged to think and use their imaginations and sense of creativity. Staff value pupils' questions and give them space for their own thought, ideas and concerns.

Moral:

- Developing, expressing personal views: Pupils are interested in investigating and adding their own views on moral & ethical issues. Pupils are able to express their views on ethical & personal issues. Pupils are committed to their own values even if others think they are wrong. Pupils enjoy discovering their own and others' views on different topics. Pupils can adapt their values in light of experiences. Schools create platforms for pupils which are safe for them to explore their views and practice moral decision making

- Investigating moral/ethical issues: Pupils are interested in investigating other viewpoints and are able to understand others may hold different views on these issues. Schools use learning to prevent discrimination. Schools give opportunities to explore rights & responsibilities, truth, justice, equality & right & wrong. Schools respect there are different cultures in society and within their school

- Moral codes/ models of moral virtue: Schools model fairness, integrity, respect for people, pupils' welfare, minority groups, resolution of conflict.

- Recognising right/wrong & apply: Pupils know right from wrong and apply this – respecting civil and criminal law. Pupils know right from wrong based on their own moral code and other cultures. Pupils make reasoned & responsible judgements on moral dilemmas.

- Understanding consequences of actions: Pupils understand consequences both positive and negative of their actions – cause and effect. Schools encourage pupils to take responsibility e.g. taking care of their environment, respect

Social:

- developing qualities & social skills: Pupils use a range of social skills in different contexts including working alongside those from differing religions & socio-economic backgrounds. Pupils are given the chance to adjust their behaviour to a range of social contexts demonstrating sensitivity. Pupils reflect on their own contribution to school and their communities. Pupils show respect for people, living things, property and their environment. Schools encourage pupils to recognise and respect social differences and similarities. Schools help Pupils develop their personal qualities such as thoughtfulness, respect for difference, moral principles. Schools provide a platform for understanding and debating social issues. Schools provide opportunities for pupils to engage in a democratic process and participate in community life. Schools provide appropriate links to the wider world and the community.

- Participating, resolving conflict: Pupils co-operate well and are able to resolve their conflicts. Pupils work well together as members of groups or teams; they relate well to each other. Pupils are given the platform to challenge appropriately the views of a group or the wider community. Pupils resolve conflicts and counter forces which militate against inclusion and unity. Schools provide pupils with the chance to exercise leadership and responsibility

- Understanding how communities' function: Pupils engage and accept the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with differing beliefs & faiths. Pupils develop skills and attitudes that will allow them to participate fully in democracy & contribute to society. Pupils appreciate the rights and responsibilities of individuals within the wider setting. Pupils understand how society functions and is organised. Pupils understand the notion of interdependence in a complex society. Schools identify key values and principles on which school and community life is based.

Cultural:

- Understanding, respecting diversity: Pupils explore and show understanding/ respect for different faiths and cultural diversity. Pupils are given the platform to demonstrate their tolerance and positive attitude to local, national and international communities

- Pupils develop an ability to appreciate different cultures and demonstrate dignity and respect to others' views, they challenge discriminatory behaviour. Pupils develop an openness to new ideas and are willing to change their views in light of new experiences

- Pupils are given the opportunity to engage positively to cultural debates and opportunities. Pupils develop personal enrichment through encounter with cultural media and traditions from a range of cultures Schools provide opportunities for pupils to engage in cultural events and to reflect on their significance. Schools develop partnerships with outside agencies to extend pupils cultural awareness. Pupils know about Britain's democratic parliamentary system and how it shapes our history and values. Pupils understand how beneficial it is to appreciate a range of different cultures and its preparation for them as part of a modern Britain. Pupils are given opportunities to understand how a wide range of cultural influences have shaped their own heritage

- Pupils develop an ability to challenge their own cultural assumptions and values. Pupils can identify the cultural influences that have helped shape their own heritage and behaviours. Schools audit the quality and nature of opportunities for pupils to extend their cultural development.

Prevent strategy – HM Government 2007

Schools provide a safe place to discuss and debate topical and controversial issues affecting young people. Pupils can influence and participate in decision making on issues affecting them in their society. Pupils can participate in decision making within their own school environment. Pupils can express their views and appreciate the impact their views can have on others. Pupils can discuss terrorism and the wider use of violence in a considered and informed way. Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change. Pupils should be given the platform to challenge islamophobia, anti- Semitism and other prejudices. Pupils should use safe to learn anti bullying strategies to minimise hate and prejudice-based bullying. Pupils should know how to challenge extremist narratives and promote universal rights. Pupils should develop questioning skills and techniques to open up debate in a safe way. Pupils should feel confident to discuss honestly a plurality of views. Schools should allow pupils to debate fundamental moral and human rights principles. Schools should promote open and respectful dialogue. Model participatory and representative democracy by engaging and examining views expressed. Encourage pupils as citizens to support the vulnerable and to use democratic and lawful vehicles for protest. Help pupils to develop the skills needed to evaluate effectively and discuss potentially controversial issues. Use spaces for pupils to discuss openly issues that concern them, including exploring their own identities and how these relate to the diversity of the society in which they live. Give pupils a safe place to respond to current events that will challenge their beliefs.

Promoting fundamental British values – November 2014

Pupils should gain an understanding of how citizens can influence decision-making through the democratic process. Pupils should have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; Pupils should understand that there is a separation of power between the executive and the judiciary – e.g. police answerable to Parliament. Pupils should understand that the freedom to choose and hold other faiths and beliefs is protected in law; Pupils should accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated. Not discriminated against. Pupils should understand the importance of identifying and combatting discrimination. Understand the

strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries; Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;

Pupils should experience elections that provide them with the opportunity to learn how to argue and defend points of view; Schools should use teaching resources from a wide variety of sources to help pupils understand a range of faiths. Schools should consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

Methods of approach

A variety of teaching and learning strategies will be used to deliver PHSE which consider the young persons' age, development, understanding, religious & cultural backgrounds and needs. Children and young people will work in a safe, secure climate to be able to explore their own and others' attitudes, values, and skills. This will be achieved using internet resources (Votes for Schools), 1-2-1 sessions, group work and embedding throughout the curriculum. Children and young people are baselined in three key areas (Consent, Healthy Relationships, Safe Sex) and at the end of each topic (interpersonal and social, sexual health and relationships, physical health and fitness, personal self-care, emotional wellbeing, discipline and respect) children and young people will be assessed using our Get Ripped assessment booklets, something to lose booklets, and SWEET booklets which acts as an independent accreditation (See 6. Assessment)

Objectives of our PHSE curriculum

Our programme of study is taught in accordance with pupils' readiness and reflects the universal needs shared by all children and young people as well as the specific needs of our children and young people.

Links are made with relevant subjects including the seven areas of learning to provide consistency and consolidation (*e.g. Get RIPPED / Science / Digital Skills / Physical Education/something to lose, SWEET, Functional skills, Art and therapeutic pathway.*

Our PHSE learning framework and individual interventions aim to support the development of the skills, attitudes, values and patterns of behaviour, which enable our young people to; -

- Keep themselves safe and contribute to the safety of others.

- To understand the dangers, they face in modern Britain and how to seek advice, guidance, and support with such issues.

- To contribute to their overall knowledge, skills, and values in relation to being Citizens and potentially becoming responsible parents and carers of others

- Have a sense of purpose.

- Value self and others

- Form relationships.

- Make and act on informed decisions.

- Communicate effectively.

- Work with others.

- Respond to challenge.

- Be an active partner in their own learning.

- Be active citizens within the local community.

- Explore issues related to living in a democratic society.

- Become healthy and fulfilled individuals.

- Become proud British Citizens

- Being aware of the importance of positive well-being and mental health and engaging in support and guidance from staff and outside agencies.

Assessment

"Freedom to teach and learning for life."

We believe that assessment in PSHE is not about 'passing or failing', or solely about behavioral outcomes. It is about children and young people positively engaging and experiencing the areas of learning, enjoying and developing with their peers and learning to be and learn in groups overtime. Teachers and children and young people both need to know that what has been taught, has been learned, and that learning is progressing, and vitally that children and young people are applying this learning to other aspects of their education and life.

The programmes within our framework are all accredited and assessed using the children and young people completed workbooks:

- Our Get RIPPED programme is accredited by NCFE at entry level to level 1 and is internally assessed before external validation.

- Our Something to Lose Programme is accredited by NCFE at level 1 and is internally assessed before external validation.

- The SWEET programme is accredited by Pearson and can be assessed for level 1 and level 2 qualifications.

The PSHE Framework planning, delivery and progress will be led and monitored by the Snr Assistant Principal with SENCo.

Creating a safe and supportive learning environment

We recognize that our PSHE programme works within children and young people's real-life experiences and therefore require a safe and supportive learning environment. We will create this by establishing clear 'ground rules.

We will ensure that if children and young people indicate that they may be vulnerable and at risk, they will get appropriate support from teaching and senior staff and the Assistant Principal, who will work within the school's safeguarding policy to ensure clarity about what is required in such circumstances.

Our values of respect and tolerance permeate all areas of school life. This engenders a climate within which children and young people feel safe and secure and facilitates the fulfilment of potential.

All staff demonstrate respect to everyone with whom they come into contact. They consistently model and promote the behaviours and attitudes that are the foundation of positive relationships. The strong school ethos encourages everyone to consider and support each other and to celebrate the worth and individuality of every member of the school community. Discussions both in and out of the classroom allow the children and young to show respect and reverence to all other individuals, understanding the importance of identifying and combatting discrimination.

3. Confidentiality

Due to the nature of PSHE, children and young peoples' learning may result in them seeking advice or support on a specific personal issue. No teacher can offer complete confidentiality, and it is important for everyone's safety that teachers and children and young people are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses and other health and social care professionals, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

4. Parental / Guardian Involvement

Raise Education and Well-being School believes that the wishes and thoughts of the parents/carers are paramount and so the young person assessment process includes questionnaires for parents and carers.

To facilitate the confident support of the parents/carers we feel there is a huge benefit in keeping them informed of the issues we deal with in PSHE and the advice we give to the C&YP as well as ensuring that we gain the consent and support of parents.

Parents will be given the opportunity to find out about the schools' programme through information supplied via; -
• Messages on the Raise Education and Well-being School and website
• Letters to Parents/ Guardians
• Links to external services
• Consultation opportunities at enrolment meetings

- Access to policies that may lead to involvement in curriculum or policy development.
- Help and guidance on how to implement changes discussed within the topics in the home environment.
- Information provided on Parents Evening/Open Days

5. External Contributors

Raise the Youth will enlist the help and expertise from external contributors from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, PHSE programme whenever possible.

6. Links with other policies

We recognize the clear link between PSHE, and the following policies and staff are aware of the need to refer to these policies when appropriate.
- Healthy Relationships and Sex Education
- Drug and Alcohol Education
- Equal Opportunities
- Raise Child Protection Policy
- Promoting Fundamental British Values Policy
- Raise Positive Behaviour and Restorative Discipline Policy

7. Training and support for staff

All staff benefit from PSHE training to enhance their PHSE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff In Service Training (INSET) programme, drawing on staff expertise and/or a range of external agencies alongside personal Continuous Professional Development (CPD) plans discussed and decided with senior management team.

Appendix 1

K3 – Foundation Personal Development: Get RIPPED (Recreation, Interpersonal skills, Physical self-care, Personal health & fitness, Emotional Wellbeing Discipline & Respect). Incorporates the seven areas of learning, integrated functional skills, and Fundamental British Values.						
Get RIPPED – Raise Foundational PSHE (K3 plus entry level learners)	**PSHE Association Personal Social Health & Economic (PSHE) Framework for SEND**	**Spiritual, Moral, Social Cultural, Development (SMSC)**	**Wellbeing UK Government 10 dimensions of Wellbeing (C.A. 2004, DfE, HM Treasury)**	**Fundamental British Values (FBV) including protective characteristics**	**Healthy Relationships & sex Education (RSE)**	**Maslow Hierarchy of Needs**
Recreation • Positive • Habits • Be Active • Sports • Local Activities • Art • Culture • Computers • Music & Media • Family Activities	Self-awareness -Personal strengths & skills for learning Healthy Lifestyle – elements of a healthy lifestyle. Mental wellbeing. Physical activity.	Social - Participate, volunteer, and cooperate. Cultural - Appreciate cultural differences. Participate in cultural opportunities.	Personal Wellbeing Health Relationships Environment What we do Where we live Education and skills	Mutual Respect for people and the culture of self and others	Healthy lifestyle – exercise and fitness Healthy eating Relationships – building positive and healthy relationships. Friendships and family	Physiological needs: exercise and movement Belonging and love – positive relationships, connected to peers, staff, family, and community. Esteem needs – feeling valued, capable of achievement, a sense of self through self-awareness.

Raise Education and Well-being School PSHE Policy 2024

Interpersonal & Social Skills		Social: investigate moral and ethical issues. Appreciate diverse viewpoints. Participate, volunteer, and cooperate. Resolve conflict. Engage with the British values of democracy, the rule of law, liberty, respect, and tolerance.	Personal Wellbeing	Democracy	Relationships – building positive and healthy relationships. Friendships and family.	Belonging and love – positive relationships, connected to peers, staff, family, and community.
• Communication • Ways to communicate. • Rules • Communicating what you want and need. • Support • Feelings • Employment • Listening • Relationships • Problem solving	, Self- Awareness: 1. Personal Strengths 2. Skills For learning 3. Prejudice and Discrimination 4. Managing Pressure Self-Care, Support and Safety: Feeling unwell, feeling frightened/worried Managing Feelings: Strong feelings Expectations of relationships/abuse Changing and Growing: Friendship Healthy and unhealthy Relationship behaviour The World I Live in: Respecting difference between people Rules and laws		Health Relationships What we do Personal finances Governance Education and Skills	The rule of law Individual liberty Mutual respect Tolerance of those with different faiths and beliefs Treat others with respect and dignity 9 Protective characteristics	Living in the wider world: Economic wellbeing and Careers: Developing skills and aspiration: Intro to careers and jobs; raising aspirations	Esteem needs – feeling valued, capable of achievement, a sense of self through self-awareness. Safety needs: security, safety
		Moral: Recognize right and wrong; Respect the law. Understand consequences. Cultural: Appreciate				

		cultural differences. Understand, accept respect, and value diversity.				
Personal Self-care • Making safe choices • Rights • Friendships • Routines • Money & debt • Dental health • Cleanliness & hygiene • Caring for your space • Clean machine • Caring for my school • Risk assessment. • Risky sex • Harmful people and behaviours • Safe sparks • Safe travel • Accepting help from outside organisations • Accepting help from people you live with	Self- Awareness: 1. Personal Strengths Self-Care, Support and Safety: 1. feeling Unwell 2. Feeling Frightened/worried 3. Accidents and risk 4. Keeping safe online 5. Emergency situations 6. Public and Private 7. Gambling Managing Feelings: Self-Esteem and unkind comments Expectations of relationships/abuse Changing and Growing: 1. Puberty. 2. Friendship	Moral: Recognize right and wrong; Respect the law. Understand consequences. Cultural: Appreciate cultural differences. Understand, accept respect, and value diversity.	Personal wellbeing Health Relationships Environment What we do Where we live Personal finances Economy	Democracy The rule of law Individual liberty Mutual respect Tolerance of those with different faiths and beliefs Treat others with respect and dignity 9 Protective characteristics	Healthy Lifestyle: Healthy body: Personal Hygiene and puberty incl. periods; Dental Health, sleep. Relationships and Sex: consent, 'sexting'; introduction to contraception; warning signs of unhealthy relationships and CSE respectful and intimate relationships: Relationship values; Revisit consent;	Physiological needs: exercise and movement Belonging and love – positive relationships, connected to peers, staff, family, and community. Esteem needs – feeling valued, capable of achievement, a sense of self through self-awareness. Safety needs: security, safety

	3. Healthy and unhealthy Relationship behaviour 4. intimate relationships, consent, and contraception 5. Long-term relationships/parenthood The World I Live in Rules and laws Taking care of the environment Belonging to a community				Starting/Delaying Sexual Activity, STIs, contraception and pregnancy; FGM. keeping Safe: peers, family, public, and online. Safe sex/risky sex, Living in the wider world: Economic wellbeing and Careers: financial risks. financial decision making: Saving; borrowing; budgeting; personal finance, public spending and economic citizenship financial decision making: The impact of	

					financial decisions and financial planning; income and deductions; debt; gambling; the impact of advertising on financial choices	
Physical health & fitness • Foods and food groups • Working with others • Sports • Improving your body • Saving your lungs • Toxic • Sex and relationships	Self- Awareness: 1. Personal Strengths Changing and Growing: 1. Puberty. 2. Friendship 3. Healthy and unhealthy Relationship behaviour 4. intimate relationships, consent, and contraception 5. Long-term relationships/parenthood Healthy Lifestyle: Physical activity healthy eating Body Image Medicinal drugs Drugs, alcohol & tobacco	Moral Right and wrong Law on consent Law on drugs, alcohol, and substances	Personal wellbeing Health Relationships	Rule of law Mutual respect Protective characteristics	Healthy Lifestyle: Healthy body Healthy lifestyle: lifestyle balance and healthy choices incl. pressure related to drug use. substance misuse Relationships and Sex: Building relationships: Healthy relationships incl. romance, friendships, and	Physiological needs: exercise and movement Belonging and love – positive relationships, connected to peers, staff, family, and community. Esteem needs – feeling valued, capable of achievement, a sense of self through self-awareness. Safety needs:

					family; bullying; relationship boundaries and unwanted contact; Child marriage. identity and relationships: Gender identity and sexual orientation; consent, 'sexting'; introduction to contraception; warning signs of unhealthy relationships and CSE respectful and intimate relationships: Relationship values; Revisit consent; Starting/Delaying Sexual Activity, STIs, contraception and pregnancy; FGM	security, safety
Emotional Wellbeing • Feelings	Self- Awareness: 1. Personal Strengths	Spiritual Moral	Personal wellbeing	Democracy The rule of law	Mental and Emotional Health:	Belonging and love – positive

• Values • Thoughts and mindset • 5 ways to wellbeing • Resilience • Accepting help • Parent/carers support	2. Skills For learning 3. Prejudice and Discrimination 4. Managing Pressure Managing Feelings: 1. Self-Esteem and unkind comments 2. Strong feelings	Social Cultural FBV	Health Relationships	Individual liberty Mutual respect Tolerance of those with different faiths and beliefs Treat others with respect and dignity 9 Protective characteristics	understanding Emotions; Self-esteem and resilience. Managing emotions: Positive and negative feelings. Understanding mental health: Health lifestyle Healthy lifestyle: lifestyle balance and healthy choices	relationships, connected to peers, staff, family, and community. Esteem needs – feeling valued, capable of achievement, a sense of self through self-awareness.
Discipline & respect. • Discipline and respect. • Overcoming barriers • Problem solving • Teamwork • Developing plans and routines and sticking to them • Get RIPPED – rules. • Respectful relationships • Understanding conflict • Communities • Putting things right	Self- Awareness: 1. Personal Strengths 2. Skills For learning 3. Prejudice and Discrimination 4. Managing Pressure The World I Live in 1. Respecting difference between people 2. Jobs people do 3. Rules and laws	Moral Social Cultural FBV	Personal wellbeing Relationships Environment What we do Where we live Governance	Democracy The rule of law Individual liberty Mutual respect Tolerance of those with different faiths and beliefs	Keeping Safe: Risk taking. Knife crime. Abiding by the law Teamwork Living in the Wider World: Rights and Responsibilities, British Values and SMSC: British Values	Belonging and love – positive relationships, connected to peers, staff, family, and community. Safety needs: security, safety

• Crime and consequences	4. Taking care of the environment 5. Belonging to a community		Education and Training	Treat others with respect and dignity 9 Protective characteristics	– Individual Liberty and Respect and Tolerance: Rights and responsibilities; human rights and the rights of the child; Diversity, prejudice, and bullying. British Values – The Rule of Law and Respect and Tolerance: The criminal justice system; discrimination in all its forms, incl. racism, religious discrimination. British Values – Democracy and Respect and Tolerance:	

K3/K4/K5 Whole school targeted group work programme to provide social, behavioral, emotional, and moral education that promotes Prosocial behaviour and attitudes. Led by a senior leader and delivered by our Pastoral & Personal development team.						
Something to Lose – Whole School Social, Behavioral, Emotional and Moral development Programme (Pro-Social)	**PSHE Association Personal Social Health & Economic (PSHE) Framework for SEND**	**Spiritual, Moral, Social Cultural, Development (SMSC)**	**Wellbeing UK Government 10 dimensions of Wellbeing (C.A. 2004, DfE, HM Treasury)**	**Fundamental British Values (FBV) including protective characteristics**	**Healthy Relationships & sex Education (RSE)**	**Maslow Hierarchy of Needs**

• **Amplify your Voice (Part 1)**
  o Understand myself
  o Plan my journey.
  o Capture some of my strengths.
  o Understand the benefits of communicating my needs and to which people
	Self-awareness Personal Strengths	Spiritual Social Cultural	Personal Wellbeing	Individual Liberty	Relationships Personal identity	Physiological needs
						
						Safety needs
						
						Belonging and love
						
						Esteem needs.

• **Accepting help**
  o To recognize the importance of getting help
  o Have skills to look for it and knowledge of different types in different settings.
  o Have a strategy to stop avoiding help
	Self-awareness
	
	Personal Strengths
	
	Skills For learning
	
	Self-Care, Support and Safety
		Social	Personal wellbeing Health Relationships	N/A	Mental and Emotional Health
					
					Managing emotions
					
					Building for the future
						Physiological needs
						
						Safety needs

Growing your support network ○ Know my local community and what's in it for my family. ○ Have the skills to find help online and navigate the sites. ○ Strengthen bonds with the positive adults supporting my journey. ○ Evaluate the pluses and minuses of peer support	Self-Care, Support and Safety The World I Live in 1. Respecting difference between people 2. Jobs people do 3. Rules and laws 4. Taking care of the environment 5. Belonging to a community	Social	Personal wellbeing Health Relationships	Democracy Mutual respect Tolerance of those with different faiths and beliefs Treat others with respect and dignity 9 Protective characteristics	Relationships Personal identity Building for the future	Sense of belonging
Working to keep my home safe. ○ understand and accept why my care givers make rules. ○ understand why a safe home is important. ○ understand how I can help. ○ understand who can help if I'm not feeling safe	Self-Care, Support and Safety	Social Moral	Personal wellbeing Health Relationships	Respect Rule of law	Keeping safe	Safety Security
Community Matters ○ Understand the causes of community conflicts.	Self-awareness	Social Moral Cultural	Personal wellbeing Relationships	Mutual respect	Keeping safe	Safety Security

- Understand the safe and unsafe places in my community. - Understand how behaviours and conflicts affect my community. - Understand some ways of making things better	Personal strengths The world I live in Safety					
Safe from hate and harm - Understand some of the benefits of diversity. - Explore some rights and responsibilities in relation to equality. - Understand the harm caused by hate and the law. - Better understand exploitation and vulnerability - Know who can help you stay safe	Self-Awareness: 1. Personal Strengths 2. Skills For learning 3. Prejudice and Discrimination 4. Managing Pressure The World I Live in 1. Respecting difference between people 2. Jobs people do 3. Rules and laws	Social Moral Cultural	Relationships Where we live	Democracy Mutual respect Tolerance of those with different faiths and beliefs Treat others with respect and dignity 9 Protective characteristics	Relationships Personal identity Building for the future	Sense of belonging Safety and security

	4. Taking care of the environment 5. Belonging to a community					
• **Nurturing friendships** o Know how to make better decisions about friendships. o Know how good friendships are mutual. o Have a "toolkit" to manage negative influences. o Understand behaviours that strengthen and widen friendships. o Understand the +\- consequences of peer choices	Self-awareness Self-care, support, and safety Managing feelings Changing and growing Friendship Healthy and unhealthy Relationship behaviour	Social Moral Cultural	Personal wellbeing Health Relationships Where we live	N/A	Relationships Building for the future	Sense of belonging and love Safety and security Self esteem
• **Problem solving** o Understand what starts conflict. o Understand what and who fuels conflict. o Have a toolkit to solve problems effectively.	Self-awareness Self-care, support, and safety Managing feelings	Social	Personal wellbeing Relationships	N/A	Relationships Building for the future	Sense of belonging and love Safety and security

o Know how to repair relationships	Changing and growing					

• **Managing feelings**
  o Understand how my brain works.
  o Understand why people flip their lids.
  o Understand why I flip my lid.
  o Have some ideas how to prevent it.
  o Understand the benefits of looking after my feelings
	Self-awareness
	
	Self-care, support, and safety
	
	Managing feelings
	
	Healthy lifestyle
		Social	Personal wellbeing
			
			Health
			
			Relationships
				N/A	Mental and emotional health
					
					Healthy lifestyle
					
					Keeping safe
						Physiological needs
						
						Safety needs
						
						Belonging and love
						
						Esteem needs.

• **Amplify your voice (part 2)**
  o Understand myself
  o Plan my journey.
  o Capture some of my strengths.
  o Understand the benefits of communicating my needs and to which people.
	Self-awareness
	
	Self-care, support, and safety
	
	Managing feelings
	
	Healthy lifestyle
		Social	Personal wellbeing
			
			Health
			
			Relationships
				N/A	Mental and emotional health
					
					Healthy lifestyle
					
					Keeping safe
						Physiological needs
						
						Safety needs
						
						Belonging and love
						
						Esteem needs.
						
						Self-actualization

Raise Education and Well-being School PSHE Policy 2024

K4 & K5 Personal development Programme to prepare young people for education, training, employment, and life.						
SWEET: Succeeding with Education Employment & Training K4 PSHE BTEC Level 1 & 2	**PSHE Association Personal Social Health & Economic (PSHE) Framework for SEND**	**Spiritual, Moral, Social Cultural, Development (SMSC)**	**Wellbeing UK Government 10 dimensions of Wellbeing (C.A. 2004, DfE, HM Treasury)**	**Fundamental British Values (FBV) including protective characteristics**	**Healthy Relationships & sex Education (RSE)**	**Maslow Hierarchy of Needs**
• **Physical Health & Wellbeing: - Fitter, Healthier, Happier**. Physical health, nutrition, body shaming and body positivity, the importance of sleep, alcohol, drugs and dealing with medical emergencies.	Self-awareness Self-care, support, and safety Healthy lifestyle	N/A	Personal wellbeing Health	N/A	Healthy Lifestyle Keeping safe	Physiological needs Safety needs
• **Emotional Wellbeing: I've Got a Feeling**. Mental health, wellbeing, and the impact of social media (including discussions around photo editing and apps such as Instagram, Snapchat and TikTok).	Self-awareness Self-care, support, and safety Healthy lifestyle Managing feelings	Social Cultural	Personal wellbeing Health	N/A	Mental and emotional health Keeping safe	Physiological needs Safety needs Sense of belonging and love Self Esteem

| • **Social Health & Wellbeing: Skills for Social Success.** Peer pressure, bullying, online relationships, protected characteristics, discrimination and hate crime (including discussions around gender, sexuality, age, race, and ethnicity). | Self- Awareness:

 1. Personal Strengths
 2. Skills For learning
 3. Prejudice and Discrimination
 4. Managing Pressure

 Self-Care, Support and Safety:

 1. feeling Unwell
 2. Feeling Frightened/worried
 3. Accidents and risk
 4. Keeping safe online
 5. Emergency situations
 6. Public and Private

 Changing and Growing:

 1. Puberty.
 2. Friendship
 3. Healthy and unhealthy Relationship behaviour
 4. intimate relationships, consent, and contraception
 5. Long-term relationships/parenthood

 The World I Live in Respecting difference between people Rules and laws Belonging to a community | Moral
 Social
 Cultural | Personal wellbeing

 Health

 Relationships

 What we do | Democracy

 Mutual respect

 Tolerance of those with different faiths and beliefs

 Treat others with respect and dignity 9 Protective characteristics | Relationships and sex

 Keeping safe

 Living in the Wider World: Rights and Responsibilities, British Values and SMSC: | Physiological needs

 Safety needs

 Sense of belonging and love

 Self Esteem |

• **Sexual Health & Wellbeing: Let's Talk About.** Sexual health, consent, exploitation, victim blaming, contraception, STIs, pregnancy, LGBT+ issues and violence against women (including an in-depth look into the Sarah Everard case and the 2021 Ofsted review of sexual harassment in schools).	Self-awareness Self-care, support, and safety Changing and growing The world I live in	Moral Social Cultural	Personal wellbeing Health Healthy lifestyle What we do	Mutual respect Rule of law Protective characteristics	Healthy lifestyle Relationships and sex Keeping safe Living in the Wider World: Rights and Responsibilities, British Values and SMSC:	Physiological needs Safety needs Sense of belonging and love Self Esteem
• **Personal Identity: This is Me!** How our personal identity is shaped and influenced, what makes us unique, how to increase self-esteem, attitudes, beliefs, values and learning how to empathies with others.	Self-awareness Self-care, support, and safety World I live in	Spiritual Moral Social Cultural	Personal wellbeing What we do	Democracy Mutual respect Tolerance of those with different faiths and beliefs Treat others with respect and dignity 9 Protective characteristics	Mental and emotional health Relationships	Safety needs Sense of belonging and love Self Esteem

• **Environmental Awareness: Our** World, Our Future. Climate change, biodiversity, pollution, carbon footprints, environmental organisations and campaigns, recycling and going plastic free.	The world I live in	Social Cultural	Personal wellbeing Environment What we do Where I live Economy	Democracy	N/A	Physiological Safety and security Self-actualization
• **Financial Awareness: making Money Work for Me!** Financial education, saving money, paying bills, managing a budget, reading pay slips, understanding deductions and the dangers of gambling.	Self-awareness Self-care, support, and safety Healthy lifestyles	Social	Personal wellbeing Economy Personal finances	N/A	Living in the wider world: Economic wellbeing and Careers:	Physiological needs Safety needs Sense of belonging and love Self Esteem Self-actualization
• **Personal Progress: Future Roles and Setting Goals.** Progression plans, careers, short and long-term goals, SWOT analysis, job applications, CVs, personal statements, and interviews.	Self-awareness Self-care, support, and safety Healthy lifestyle The world I live in	Social	Personal wellbeing Economy Personal finances Education and skills	N/A	Healthy lifestyle Living in the wider world: Economic wellbeing and Careers:	Self Esteem Self-actualization