



## PSHE at The Bridge

### **Aims and objectives**

Throughout their time at The Bridge, all students undertake a programme of Personal, Social, Health and Economic education. Our PSHE education programme is underpinned by The Bridge ethos of Hope and a Future and fulfils the [Unique Me characteristics](#) we wish every student to develop during their time with us, aiming to equip our students with the following skills –

- [Developing healthy habits](#) - To make healthy and safe lifestyle choices and to gain an understanding of how to stay physically and emotionally well
- [Knowing myself](#) - To recognise their own worth and develop self-confidence and self-esteem
- [Connecting to others](#) – To appreciate that relationships take many forms and to build strong, appropriate and respectful relationships
- [Being financially aware](#) - To make informed decisions about their finances and be consumer aware
- [Finding fulfilling work](#) - To face the future with confidence, have aspirations and play a positive role in contributing to school life at The Bridge and society as a whole
- [Lifelong learning](#) - To become independent, informed and responsible members of our diverse society

The teaching of PSHE at The Bridge also promotes students' social, moral, spiritual and cultural development to provide a truly holistic curriculum designed to equip our young people for life in modern Britain.

### **Teaching and learning styles**

We use a range of teaching and learning styles including discussions, case studies, investigations, witness statements, presentations, project work, games and problem-solving activities. We encourage students to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as World Mental Health Day, enterprise, or involvement in an activity to help other individuals or groups less fortunate than themselves. Classes have a maximum of six students to encourage full participation in discussion and enable individualised learning to take place. Students have opportunities to participate in workshops delivered by external providers where they have the chance to meet and work with members of the community, such as health workers, police, and subject specialists. Regular trips are organised to further support the delivery of the curriculum. "The Unique Me" is a student-led project focusing on a chosen interest or, in Year 11, an aspiration for future work or further study and developed throughout the year to encourage skills such as research, independence, critical thinking and

expression. Where applicable, the project involves a practical element relevant to the chosen area of interest.

### **PSHE planning**

PSHE is not a stand-alone subject and has many cross curricular links with all other subjects taught at The Bridge eg; modules such as Keeping Safe and Healthy are linked with Food lessons and Social Media with ICT lessons. Dedicated one hour PSHE lessons are taught twice weekly across all year groups. We also develop PSHE and Citizenship through activities and whole school events eg; celebrating key events throughout the year such as Remembrance Day, Thought for the Week and promoting key topics such as First Aid etc. Years 9, 10 and 11 follow the ASDAN PSHE Short Course enabling them to receive full certification on completion.

Modules covered are –

- Emotional wellbeing
  - Keeping safe and healthy
  - Social media
  - Alcohol
  - Tobacco and drugs
  - Sexual health
  - Respectful relationships
  - Families and parenting
  - Careers and your future
  - Living in modern Britain
  - Study skills
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- Year 9
- Year 10
- Year 11

Year 7 and 8 students follow the ASDAN Key Steps programme and receive certification according to the number of challenges completed. This may vary student to student depending on their starting point at The Bridge. The following topics are covered each term –

- Autumn term – Identity, Community and Health
- Spring term – Citizenship, Environment, Personal Finance
- Summer term – Enterprise, Values and International

### **Teaching PSHE to students with special needs**

At The Bridge, we teach PSHE to all students, regardless of their ability. We provide learning opportunities matched to the individual needs of each student, including those who are gifted and talented or have learning difficulties. When planning and delivering PSHE and providing feedback to students, any EHCP (Educational, Health and Care Plan) IEP (Individual Educational Plan) and SEND (Special Educational Needs and Disabilities) are taken into account.

### **Assessment and recording**

Assessment needs to value and recognise what students have done or completed successfully, thereby raising their self-esteem. Therefore, a variety of approaches to the assessment of individual achievement is used in PSHE. After introducing a topic, theory will be taught through a variety of

activities. At the end of each module, each student will complete a challenge based on the module content. This may be completed individually or in pairs/groups. The challenge is then assessed using a green What Went Well (WWW) and Even Better If (EBI) sheet and time allocated to making improvements. Assessment may be self/peer or teacher based. Challenges achieved are recorded on a central ASDAN spreadsheet (including Food, ICT and Art) to enable input on the ASDAN website at the end of the academic year ready for certification. Achievements of pupils in PSHE are reported to parents twice yearly, in December and July.

### **Resources**

We use the objectives from both the ASDAN Key Steps/PSHE Short Course and the PSHE Association Programme of Study to plan PSHE lessons. The Bridge has a range of books dealing with aspects of PSHE including bereavement, healthy food and emotional wellbeing. We also have the British Heart Foundation CPR Kit including Resus Annies, a contraception kit and various health education resources. Resources are purchased regularly according to topics being studied.

### **Monitoring and review**

The Bridge Teaching and Learning Co-ordinator (David Turrell) is responsible for monitoring the standard of student work and the quality of teaching. Maria Jackson is Head of PSHE and the ASDAN Centre Co-ordinator, responsible for the regulation of ASDAN assessment and student registration and certification. Monitoring of the PSHE curriculum and areas for development are identified as part of the Personal Development Healthcheck three times a year and discussed with the Head of School and the lead governor responsible for Personal Development. Feedback is then given to the Local Governing Body.