



PSE Policy

October 2024

PSE

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1. Aim

Amberleigh Care is a centre of excellence for young males who have exhibited inappropriate or harmful sexual behaviours. We use researched and evidenced based practice models, underpinned by specialist trained staff, to deliver stable placements with best outcomes.

Our aim is to provide a safe place where young people can experience consistent and secure boundaries which support individual growth and achievement. Our therapeutic programme is multisystemic in nature, with care, education and therapy departments working collaboratively to support the individual treatment goals identified for each young person, with smooth and supported transitions through full care pathways.

2. Education

The main aim for our on-site school is to enable each young person to realise their potential, as we recognise that every young person is unique. We believe that helping pupils to develop an individual, bespoke and clear post 18 pathway plan is crucial to their secure engagement in their teaching and learning. Our commitment is to provide a personalised and inclusive learning programme where the focus is on developing knowledge and skills that help young people progress along their learning pathways. All of our young people have individual needs; therefore we cater for educational, emotional and social development. The Individual Development Plan (IDP), Education Health Care Plan (EHCP) and one page profiles reflects the needs of each young person which are developed from a range of integrated educational assessments. Created in collaboration with the young person, the plans address personalised targets, support success and guide progress. The curriculum is firmly rooted in a therapeutic approach which is delivered in a creative and flexible way.

Our education department sees great value in the Accreditation Model. We believe all young people have a wide range of abilities, skills and talents, and we want them to achieve recognition for these aptitudes. Young people at our schools have the opportunity to study and gain accreditation for a range of subjects at GCSE, BTEC and Entry Level. Golfa Hall is approved by National Assembly for Wales. The school is also registered as examination centres with several national awarding bodies. We are able to help young people further to transcend into adult life by supporting them with work experience placements, voluntary and community work, college courses and career choices through careers information, advice and guidance.

3. Summary of Curriculum

Within our community, PSE is delivered in an integrated approach between care, therapy and education.

PSE is tracked, monitored and evaluated through quarterly board meeting reviews. There is a professional from care, therapy and education at each of the meetings. The topics covered in the pupils' individual link worker sessions are dependent on the pupil's therapeutic needs at that time, these topics are decided within the board meeting reviews. These topics are overseen by school and resources provided when required.

Issues around the following topics are included:

- Substance and alcohol misuse
- Domestic abuse
- Sexual violence and exploitation
- Sex and healthy relationships
- Protected characteristics
- Physical and mental wellbeing
- Radicalisation

When issues around these topics occur in the community, they are often tackled within meetings, which include discussions around the risks and dangers that are associated.

Due to pupils' traumatic experiences, which often includes some or all of the topics, PSE is dealt with sensitively within our therapeutic community, as topics can often be triggers for some pupils.

Within the school we also dedicate time to embedding a PSE curriculum within tutorial and intervention sessions. Students at our setting have a tutor, who they will spend two intervention sessions a day with. Through seeing their tutor on a daily basis, students build a positive and trusting relationship with their tutor in a classroom which is familiar and feels safe to them, their tutor delivers dedicated PSE sessions during two intervention sessions one day a week.

The PSE Curriculum is split into five stages, depending on the student's stage not age, will determine what level of curriculum they will participate in. Our curriculum is based on the 'Jigsaw' programme, which includes PowerPoints, worksheets and resources. However, is adapted to suit the needs of our students.

There are six key themes within each of the stages, which will be delivered over a two-year period. These include:

- Being me in my world
- Celebrating difference
- Dreams and goals
- Healthy me

- Relationships
- Changing me

Within each of the themes, there are six sessions, teachers are able to expand on these sessions if they felt it is needed to support the students understanding, or whilst working through the key themes, students will be encouraged to use their 'pupil voice' to share any learning areas they would like to develop their knowledge in for example looking in more detail at the Equality Act for Protected Characteristics.

Each of the themes end with a summative assessment, which ensures the students have sustained the learning through the topic. and at the end of the theme students will complete a summative assessment booklet.

One of the guiding principles of the Jigsaw programme is its alignment to the United Nations Convention on the Rights of the Child (UNCRC), which is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history (1992 in UK). The Rights Respecting Schools Award programme focuses this treaty in a more practical way for schools, by helping them to create safe and inspiring places to learn, and supports learning about their rights as under-18s. Jigsaw offers the next step here, as it teaches about rights explicitly within its unique and comprehensive PSE lessons, most notably in the first unit of the programme called Being Me in My World.

Other areas embedded throughout our PSE curriculum is the Welsh Assembly Governments 'Curriculum for Wales; Health and Well-being: Area of Learning and Experience' and 'The Curriculum for Wales – Relationships and Sexuality Education Code' (<https://20064624.fs1.hubspotusercontent-na1.net/hubfs/20064624/Wales%20Bookshelf/Jigsaw-Health%20and%20Wellbeing%20AoLE%2011-16.pdf>) as well as the 'Wales Digital Competence Framework ([https://jigsawPSE.com/hubfs/Wales%20Bookshelf/Wales-Digital-Competence-Framework-Years-7-to-11%20\(Wales\).pdf](https://jigsawPSE.com/hubfs/Wales%20Bookshelf/Wales-Digital-Competence-Framework-Years-7-to-11%20(Wales).pdf)) These are shown via a document created by Jigsaw, for a age not stage curriculum. The 'The Curriculum for Wales – Relationships and Sexuality Education Code' is also linked throughout the curriculum and referenced on the Medium-Term Plans as a stage not age curriculum.

This Code contains mandatory requirements, the legal basis for which is set out in the legislation summary of this Curriculum for Wales framework guidance. It sets out the themes and matters that must be encompassed in RSE. Teaching and learning must encompass the mandatory element of RSE outlined within the RSE Code. The content is set within the context of broad and interlinked learning strands, namely:

- Relationships and identity
- Sexual health and well-being
- Empowerment, safety and respect.

These strands allow Amberleigh Care to design and develop a curriculum tailored to our learners, making connections and developing authentic contexts for learning across the curriculum.

To assist schools and settings in their planning of RSE, these themes are interwoven into the learning strands. Across the learning strands, curriculum content in RSE must be inclusive and reflect diversity. It must include learning that develops learners' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives. Learning about rights and equity runs through all the strands, as well as embedding learning and experience through a rights-based approach to the learning.

The Act requires that the RSE schools provide must be developmentally appropriate for learners. This means schools and settings must take account of a range of factors including the learner's age; knowledge and maturity; any additional learning needs and anticipating their physiological and emotional development.

At Amberleigh the phases are divided amongst the following stages:

- Phase 1 – Stage 1
- Phase 2 – Stage 2 and 3
- Phase 3 – Stage 4 and 5

To support Careers Education, the 'Careers and the World of Work' framework by WAG has also been embedded throughout the PSE curriculum and is highlighted on the PSE Medium Term Planning.

Careers and the world of work (CWW) is concerned with the relationships between young people, their learning and the world of work. It should help learners to:

- Explore the attitudes and values required for employability and lifelong learning
- Plan and manage their pathway through the range of opportunities in learning and work
- Make effective career choices
- Become entrepreneurial
- Flourish in a variety of work settings
- Become motivated, set long term goals and overcome barriers
- See the relevance of their studies to their life and work
- Develop Key Skills and other skills required by employers
- Prepare for the challenges, choices and responsibilities of work and adult life.

Special Events

We celebrate and recognise special events throughout the academic year alongside our PSE curriculum, which also links to other subjects to include cross curricular work for National Events such as Anti-bullying Week, Safer Internet Day (SID) and Diversity Week etc. In addition, cross curricular links are made with Food Technology through work on Healthy Eating. Outside agencies and school visits are also encouraged through the curriculum where appropriate. For example, the British Heart Foundation is used to demonstrate CPR techniques, or the police are invited to our setting and deliver various workshops based on PSE topics.

Thought 4 the Week/ Tutorial Activities

We participate in 'Thought 4 the Week' (T4TW) during tutorial. T4TW is a resource, which is based on weekly keywords (received a term in advance) and is written to foster pupils' SMSC, Personal Development, Cultural Capital and literacy skills. Thought4TheWeek also incorporates (where applicable) recent news and calendar events, which can include mental health week, consent and belonging.

Furthermore, in tutorial students will also watch recent news via Newsround or Live News. The news is a resource for an inquiring young mind that is unbiased and provides the background to stories that pupils might have heard about. It also enables pupils to become aware of some of the events happening in the world around them, for their own learning and development as a citizen in our society.

PASS Assessments

At the start of an academic year and at the end of the Spring term, all students will complete a Pupil Attitudes to Self and School (PASS) assessment. PASS enables us to have an insight into a student's mindset, allowing for effective interventions to be prescribed with the aim of raising attainment, improving attendance, reducing engagement in risky or anti-social behaviours, and positively impacting mental health and wellbeing.

Results from the PASS assessments will provide us with a clear analysis, at both group and individual level, and by required demographic, such as: year group or ethnicity. A simple traffic light system (green, yellow, amber, red) provides an instant visual indication of problems and their severity, to flag the students who might need additional support and intervention and prioritise vulnerable students. The results from the PASS assessments supports to inform the Nurture programme alongside BOXALL profile (See Nurture Rationale for further details).

Phoenix Fire Course

Students have the opportunity every academic year to attend a one week 'Phoenix Fire course' offsite at the local fire station.. This is delivered by the Mid and West Wales Fire Rescue Service. The course aims to support pupils to be healthy, stay safe, enjoy, achieve and make a positive contribution to their communities and achieve economic wellbeing.

Objectives of the course:

- Reduce levels of offending and anti-social behaviour
- Provide fire and road safety education
- Develop important life skills through group activities
- Boost self-confidence and self esteem
- Raise the profile of the emergency services and promote their activities within communities
- Ensure consistency with the project throughout the Service
- Achieve accreditation for the Project and provide quality assurance

Due to the coronavirus, the course was on hold for a period of time, however the course started running again in late 2022, therefore new students at our setting will attend every academic year from this point.

School Police Officer

As a school, we also have a positive relationship with our schools police officer who delivers workshops to our pupils throughout the academic year. The police officer visits approximately twice a term. The workshops are tailored to our pupils and are designed to support them to make positive, informed decisions and meet the requirements of the PSE curriculum. Please see a list of the workshops below:

People Who Help Us

A variety of visual aids props and stories helps pupils to identify the five services that can help them during an emergency. Through role play they practise making 999 calls and teach Tarian what they have learned.

Safe Haven

This lesson sensitively introduces the concept of domestic abuse. Through the use of role-play, story time and other interactive activities, it helps children explore and understand difficult emotions. The lesson also highlights the importance of talking to a trusted adult if they feel unsafe or uncomfortable.

Playing Safe

Using a variety of visual aids, props and a story the lesson helps pupils to identify safe places to play and reinforces the importance of always telling a trusted adult where they are.

Friend or Foe

The lesson raises awareness with pupils that it's not possible to tell what a person is like just by their appearance. It helps identify potentially dangerous situations and explores coping strategies. A short DVD called Anwen's Story highlights the importance of talking to a trusted adult if they feel unsafe or uncomfortable.

Stay SMART

Stay SMART is a new lesson for 7 to 9-year olds, raising awareness of important safety and privacy issues when chatting or playing online.

Be Cyber Safe

This lesson focuses on a young girl who unwittingly becomes a victim of cyberbullying. The DVD illustrates the vulnerability of children to this form of bullying and the impact it can have on their lives. The lesson highlights the problem and promotes discussion and debate around the issue.

Griff's Story

Griff's Story is a Year 6 lesson designed to educate pupils about the issue of Child Sexual Abuse and Exploitation. This lesson is new for delivery in 2019 by our School Community Police Officers.

Picture This!

In this lesson pupils learn about the positive uses of mobile phones. They watch a DVD about a character called Esther who makes a short film using a camera phone. Unfortunately things go wrong and Esther finds herself in trouble. Through discussion and use of interactive resources, pupils explore the consequences of mobile phone misuse, how to avoid things going wrong and who can help if they do.

The Right to Be Safe

This lesson focuses on all children and young peoples' right to feel safe. Through class activities and group work pupils are asked to consider various safe and unsafe situations, how risks can be reduced, and who they can turn to if they need help or support.

Hidden Hurt

This lesson with the use of a DVD entitled Hidden Hurt focuses on a young couple called Carys and Rhys and their relationship. The lesson helps young people to understand the different forms of domestic abuse and through the use of interactive activities pupils are empowered to identify the warning signs of an abusive relationship. Scenarios are used to help the pupils identify how to access help and support.

Look Who's Talking

- To be aware on-line, that people may not be who they say they are
- To protect yourself and prevent getting into a risky situation
- To know where to go for help, advice and support

Tricked and Trapped

This lesson teaches about child exploitation, the signs of criminal exploitation, the impact on the child and where to get help and support. The Law protects children and that no child can consent to exploitation. It's never their fault. Your School Community Police Officer will help you understand and to resist child exploitation.

Dangerous Deception

Based on a real life event, a DVD describes the story of Lucy who is groomed by a man, who contacted her on the Internet, posing as a model agency. Lucy soon becomes a victim of CSE. Using discussion and interactive activities, the lesson focuses on identifying early warning signs and encourages pupils to make positive choices and keep safe.

Risky Pics

An international award winning film provides the focal point of this lesson where Erin, a school girl makes the decision to send an indecent image of herself to her boyfriend. The film presents the consequences for Erin when she presses 'send' and shows the different course of events when she chooses to 'delete'. Pupils discuss the social and emotional consequences of sexting and discover what the Law says. Pupils are then signposted to help available.

Personal Safety

Pupils have an opportunity to discuss the very many ways that the internet can be used safely. They are also warned about the dangers and given information on how to protect themselves from risk, using DVDs and interactive activities.

Just the Ticket

This lesson reinforces the need to travel safely on school transport, explores what constitutes irresponsible behaviour and considers the serious consequences of behaving in a dangerous manner. A variety of activities, including self reflection and group work also emphasises that abiding by rules is essential for the safety of themselves and others.

Why Weapons?

Using a variety of activities and stimuli, including DVD footage, pupils learn to understand the risks and consequences of carrying weapons. The lesson also seeks to raise awareness of risk situations and potential dangers that young people may face in their everyday lives whenever they are around weapons, to understand the law regarding weapons (especially knives and guns) in public places, on school premises and the police response and to consider what constitutes a legal and illegal weapon and the consequences of carrying such weapons.

No Means No

This lesson introduces the concept of consent and develops strategies to empower young people to understand sexual consent. Pupils watch a DVD clip to trigger group discussion around sexual consent, the law and its consequences and explore scenarios to enable them to make informed decisions. The lesson also highlights local and national support agencies.

Drugs

Who? What? Where?

Pupils meet up with Tarian the dragon puppet. Together they decide what to do with a bag that has been found, containing a range of everyday objects that could harm them.

Sinister Substances

Through the medium of an interactive story and a variety of activities, pupils increase their knowledge of the risks, consequences and Laws governing Tobacco, Alcohol and Solvent substances.

So, What's the Problem?

Pupils carry out a variety of activities as pairs and groups to discover the harmful effects and consequences of the misuse of alcohol and solvents. A DVD clip "Alcohol on Trial" stimulates discussion about Anti Social behaviour, binge drinking and its effects on the community. They are encouraged to keep mind and body safe and to have respect for themselves, others and the law. Information is given on where to go for help.

It's Your Choice

Through a variety of activities pupils learn that drugs may be legal, illegal or medicines. They develop their awareness of the dangers of illegal drugs and consider the need to make positive choices.

New and Nasty

Pupils discover what NPS are. Through activities and group work they learn to identify the risks and consequences of using the substances. They are given the opportunity to develop strategies to help overcome peer pressure and are signposted to sources of help, support and advice.

Rue the Day

After viewing the video "Rue the Day" young people explore the legal process of being involved in, possessing or supplying illegal substances. During the D'n'A Day young people meet representatives from agencies that provide information and advice to learn about the wider consequences of substance misuse.

Thinking About Drinking

Through discussion, questioning and activities pupils learn about Alcohol, its effects and the risks associated with drinking. They find out about the Law while playing a game and finally are signposted to agencies that offer help and support.

Double Trouble

A variety of activities is used to encourage pupils to think about the risks of drinking Alcohol. Emotive video clips present the consequences of alcohol misuse and the effects of glassing, assault and death are discussed. Pupils discover how they might reduce the risk to their personal safety and where they can go for help and advice.

Solving the Problem

"Flying High", a contemporary DVD produced by young people themselves, is used in this lesson to encourage pupils to consider the risks and consequences of sniffing solvents. Group work and hot seating activities provide opportunities for pupils to discuss key questions that will challenge their own ideas and attitudes towards peer

pressure and taking risks. Pupils are given information and advice about where they can obtain help.

Class Act

Through an interactive workshop in Class Act, pupils increase their knowledge of the consequences and laws governing substance misuse. This lesson also includes important information about New Psychoactive Substances (NPS), previously known as New Emerging Drugs (NEDs). For background information for teachers refer to the New Psychoactive Substances on the page menu.

Vanity Insanity

Pupils develop their awareness about the risks and consequences of using different types of Steroids and image enhancing drugs. The Law regarding their use is discussed within the context of scenarios which reinforce key messages. Information is given on where to go for help.

Other

Helplines

This section provides a list of national and local support agencies and helplines that can be contacted for information, advice and support in relation to drugs and alcohol.

Right and Wrong

Through discussion and drama, pupils consider whether a range of actions are right or wrong. During "tell Tarian time", they remind Tarian how to show respect, care and consideration for others.

Sticks and Stones

Pupils participate in a variety of lively activities to recognise different types of bullying and understand the effect it has on other people. They learn what to do and where to go for help.

I Didn't Think

An impactful DVD about low-level anti-social behaviour that looks at the same events from the different perspectives of the victim, the perpetrator, and the consequences of the actions. This is followed by discussion, group work and interactive activities to encourage children to consider what constitutes anti-social behaviour, the effect it has on others, and the possible consequences, and offers an opportunity to make positive choices.

Noughts and Crosses

Through a variety of activities including discussion, decision making and role play, pupils are encouraged to value and celebrate cultural difference and diversity. Pupils are also taught to recognise how stereotypes can result in prejudice and hate crime.

Kiddo's Choice

Pupils explore the consequences of crime and anti social behaviour aided by a DVD. Youth Offending Teams, Magistrates in the community and HM Prison Service or Victim Support join forces with the police to deliver interactive workshops.

Breaking the Cycle

Using a variety of stimuli including photographs and scenarios pupils learn to empathise with and be sensitive towards other peoples' experiences and feelings. Pupils consider the harmful effects of bullying and assertive ways of dealing with it. The lesson also highlights that in later life aspects of bullying can become criminal offences.

Cultural Identity

Through class discussion, pair work and critical reflection, pupils explore the need to understand cultural differences and recognise expressions of prejudice and stereotyping. Pupils are encouraged to value equal opportunity, cultural and religious diversity and respect the dignity of themselves and others.

Save Me!

Through debate and group work young people learn to value cultural diversity and recognise how stereotypes can result in prejudice and hate crime. Problem-solving scenarios help them to become more aware of community support agencies.

COW

This lesson uses extracts from the "COW" DVD to examine the dangers of distractions when driving. Through interactive activities and group work it highlights the law in relation to driving and explores the consequences for all those involved, whether directly or indirectly.

Rights and Responsibilities

Through a variety of activities including debate and discussion pupils explore the need to be aware of and challenge if necessary social injustice, exploitation and denial of human rights. The lesson also seeks to raise awareness of the range of attitudes, expectations and behaviours in society regarding relationships and understand the difference between arranged and forced marriages.

Olivia's Story

Young people in Wales (aged 16-24) are disproportionately more likely to be casualties in road accidents. They make up 11% of the population and 22% of all casualties. *During 2020 there had been a total of 5 fatal collisions involving a young driver in the Dyfed-Powys area.

Impaired by alcohol and exceeding the speed limit feature within some of the collisions here in Wales, with other contributory factors such as, 'failed to judge other persons path and speed' and 'distraction' within the vehicle.

Following a tragic road traffic collision in North Wales which cost the life of Olivia Alkir in July 2019, North Wales Police and the Wales Fire Service joined together to fund the development

of a new Young Driver's safety input, aimed at years 12 and 13 in schools and Further Education Colleges.

The 'Olivia Project' which comprises of a 15-minute educational film about this incident aims to highlight the consequences of the Fatal 5.

The input also looks to educate young people to be better prepared when driving cars; to understand that some actions have serious consequences and to know the Law relating to driving offences.