



Wellbeing Curriculum PHSE/SRE POLICY

Context and Introduction to Policy

Ancora House school aims to provide high quality, personalised learning programmes to this vulnerable, at risk cohort of pupils, which enable them to make healthy and well informed choices. All students are receiving treatment at Tier 3 or 4 CAMHS for mental health difficulties. The students at the House are in-patient at Ancora House adolescent psychiatric unit and those at the Hub have been referred through the Access and Outreach team.

PSHE is at the centre of the personalised curriculum our pupils follow and underpins all learning. We believe that our students are entitled to an excellent PSHE programme which will help them develop resilience, perseverance and an awareness of how to lead healthy, fulfilling lives. The programme aims to empower our pupils to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students recognize and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

Curriculum Organisation

The PSHE curriculum reflects the key concepts and skills in the three core themes. (Relationships Education, Relationships and sex Education (RSE) and Health Education, DFE July 2018, PSHE Education Programme of Study Key Stages 1 – 5 PSHE Association 2017, Teacher Guidance: Preparing to teach about Mental Health and Emotional Wellbeing PSHE Association March 2015 and Five Ways to Mental wellbeing, Government Office for Science 2008);

- Health and wellbeing
- Relationships
- Living in the wider world

In line with the recommendations within the guidance, content and skills pertinent to our pupils has been selected and organised to provide a bespoke programme. Lessons are taught in small mixed age groups once a week with 1:1 sessions when appropriate.

Health and wellbeing

This module aims to address the specific health and wellbeing needs of our 'at risk' vulnerable cohort. It aims to;

- Build resilience in young people so that they are better equipped to deal with the challenges that come their way
- Raise awareness of mental health, the stigma that surrounds it and how best to respond
- Address particular issues which may affect our pupil's emotional wellbeing
- Encourage young people to reach out for support if they need it
- Provide information and support for sexual health
- Provide awareness of alcohol misuse (Police Youth Engagement Officer)
- Provide awareness of drug misuse (Police Youth Engagement Officer)
- Provide advice and guidance on how to stay safe on-line (Police Youth Engagement Officer)

Relationships

This aspect of the programme is taught in a 6 week block once a term by a joint team of teachers and an external RSE specialist from Esteem ACET UK. It aims to provide the space for the pupils to reflect on their relationships and friendships, identifying the qualities and behaviours they should expect from a healthy relationship, and to build the social skills and confidence to make healthy decisions when faced with bullying/abusive situations. The students are given the time to reflect on the stigma often associated with having mental health difficulties and the importance of respect for equality in a diverse world.

Living in the wider world

Often the students at Ancora House school find living in the community very challenging. Our aim is to allow each student the space and time to think about their future, identifying the challenges and supporting them to think about different realistic pathways.

This module of lessons is taught jointly by the teaching team and members of our community partners. It includes the following sessions;

- Understanding personal finance (Amit – Barclays Life Skills)
- Conservation (Chester Zoo Safari Ranger)
- CV writing
- IIAG sessions to develop employability skills
- Anti-bullying

Prior to each session an assessment is made of the particular needs of the cohort so that the content can be personalised. The emphasis in each of these sessions is to provide information and discuss ways to alleviate 'risk taking' behaviours and to support sustainable transitions

In addition to this programme other one off lessons are planned e.g. International Women's Day, Religious Festivals, Sanctuary.

All of the pupils at The house have a joint OT and Education timetable. During Occupational Therapy sessions the pupils undertake an assessment of their Independent living skills and then access a bespoke programme

IIAG is a crucial aspect of our curriculum to ensure successful, sustainable transitions for this vulnerable group of students. Each student is offered 1:1 sessions to investigate future aspirations and identify the steps required to meet these. Visits to potential colleges, places of employment and volunteering experiences are supported.

Relationship to other Subjects –

All the students at Ancora House School participate in groups eg Art and Crafts, STEM, Forest School and Outdoor Education. Building positive relationships, discussing healthy lifestyles and wellbeing are all addressed in these sessions. During these sessions the team assess and record peer relationships and communication with adults as they do in all academic lessons.

Equal Opportunities and Special Needs - All pupils have the opportunity to study PSHE and are supported through their learning and discussions and all successes are acknowledged and celebrated.

Assessment and Recording – All pupils are given the opportunity to assess their progress from the start of the lesson to where they are at the end. During these sessions the team also assess and record peer relationships, communication with adults, concentration and engagement, as they do in all academic lessons.

Resources – We have a variety of external speakers who come in and work with the students including a police officer, a volunteer from Barclays Bank, member of zoo safari at Chester Zoo and SRE worker. Video clips from web-sites including CEOP and an anonymous question box which allow the students to ask any questions they may have, are examples of the rich set of resources available to the students.

Time Allocation – 1–1.5 hours session once a week.

Aims of the Subject - These lessons provide pupils with an opportunity to develop their self-esteem and to learn about the social aspects of life in a confidential environment which is built on trust. This supportive atmosphere allows pupils to develop their own ideas, question their thoughts and feelings and to learn from listening to other people's experiences. All pupils are encouraged to join in group discussions, pair work and individual activities and to learn through a variety of exercises consisting of interactive quizzes, worksheets, role play, ICT and group work.

Planning of PSHE – All members of the team are involved collaboratively in the planning. Lessons on 'The 5 Ways to Mental Wellbeing' are also included in the wellbeing aspect of the curriculum.