



Personal, Social, Health and Citizenship Education Policy



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Contents

1. Introduction
2. Aims and Values
3. Statement of Intent
4. Teaching & Learning Strategies
5. Leadership and Management of the PSHCE Programme
6. Covering Sensitive Issues
7. Calendaring and Timetabling the PSHCE Programme

1. Introduction

Personal, Social, Health and Citizenship Education (PSHCE) is a shared enterprise, woven into every aspect of the life of our school. It is essential for the wellbeing of our students because it:

- is at the heart of the school's mission to nurture and foster their personal growth and development
- equips them with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives
- supports and encourages them to be enterprising in making effective transitions, positive learning and life choices and effectively managing their finances
- enables them to explore the values and attitudes of others whilst reflecting on and clarifying their own life choices
- nurtures the 'Fundamental British Values' of democracy, the rule of law, individual liberty, mutual respect and toleration.

enables them to develop their potential as healthy, enterprising and Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.

- Arrange relevant CPD sessions and network meetings.

2. Aims and Values:

PSHCE will motivate and enable students to:

- Explore and understand all the elements involved in achieving a fulfilling, happy, responsible and healthy lifestyle both now and in their future role as citizens.
- Adopt the attitudes, values and habitual forms of behaviour through which the above may be achieved.
- Achieve a sense of personal identity, self-confidence and resilience.
- Enable them to respect the autonomy of others.

The PSHCE programme assumes implicitly and at regular intervals will explore explicitly the four foundation values adopted by the school as a learning community:

- **Respect**
- **Responsibility**
- **Resilience**
- **Readiness to Learn**

In addition to the above, assemblies, pastoral engagement and other daily learning opportunities will be used to make explicit, explore and apply the values to which we all aspire as a humane learning community. These include:

Appreciation, Caring, Co-operation, Courage, Freedom, Friendship, Happiness, Honesty, Hope, Humility, Love, patience, Peace, Quality, Simplicity, Thoughtfulness, Tolerance, Trust, Understanding, Unity.

By 'value' we mean a fundamental attitude, orientation or disposition to behave towards one another in particular ways. The above are all promoted by the great world faiths represented within our community and equally by all people of good will, irrespective of their religious or non-religious stance for living. The realities and pressures of living and working together mean that such values are not always realised. This does not undermine their significance and importance as conscious aspirations.

3. Statement of Intent:

A strong PSHCE education is important to help our pupils develop into well-rounded members of society, who are able to make a positive contribution to their community. We aim to provide students with an excellent all-round education developing the whole person, which will serve as a basis for a successful and fulfilled future as students, employees, employers and parents. We aim to motivate students, improve examination results and develop core employment capabilities; and to provide students with their statutory entitlement to preparation for adult life.

The needs and interests of all students, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHCE Education curriculum.

The programme aims to be:

- Coherent
- Continuous
- Structured
- Assessed regularly
- Evaluated & Reviewed regularly

Personal development in school is the means by which all young people are supported in their spiritual, moral, physical, emotional, cultural and intellectual development according to their needs, and regardless of their social and/or economic backgrounds. It promotes their wellbeing and enables them to develop their potential as healthy, enterprising and responsible citizens in our society. It is therefore our aim to deliver an effective curriculum that includes a planned and coherent approach to personal development and well-being and is reflected in the ethos and values of the school.

Every member of the school staff can contribute to personal development and therefore to the wellbeing of each young person in the school. It is important that delivery of PSHCE is not only through the PSHCE Education time available, through tutorials and enrichment activities but also through all curriculum areas by all staff in contact with the students helping them to develop the whole person in the opportunities and education that they provide.

- A range of teaching and learning styles will be used to teach PSHCE Education.
- Teaching will be student-led and there will be an emphasis on active learning techniques such as discussion and group work.
- Students' knowledge and understanding is assessed formatively through question and answer sessions, discussion groups and quizzes.
- Monitor the PSHCE programme including the use of outside agencies.
- Evaluate the PSHCE programme via students' questionnaires and end of topic tests that will be peer assessed during the form time tutorial.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Arrange relevant CPD sessions and network meetings.

3. Teaching and Learning Strategies for PSHCE:

Achieving the above will be a whole-school enterprise, accomplished through:

- Dedicated PSHCE lessons taught as part of the tutorial programme.
- Focused PSHCE/Values assemblies delivered by speakers/Pastoral staff, with student participation?
- SMSC activities e.g. 'Free Friday'.
- Developing students' understanding, insights and skills as they are encountered in the course of: teaching and learning all curriculum subjects, engaging in the corporate life of the school, exercising pastoral care and support, engaging in extra-curricular and social activities. (See PSHCE Curriculum Map)
- All members of staff owning the school's values and consistently seeking to model them in the course of their work and relationships.
- Students being challenged and enabled to act as role models for peers.

4. Leadership and Management of the PSHCE Programme

	Assistant Headteacher Student Welfare		
PSHCE Coordinator			
Heads of House	RST Team Leaders	Careers Co- ordinator	Heads of Faculty
PSHCE / Values Assembly programme – delivery. Form Tutor monitoring	KS4 tutorial programme. KS4 enrichment day	Careers Programme	Cross- curricular delivery of PSHCE / Values topics
ALL STAFF Explain Explore Discuss Apply Model			

Roles:

Assistant Headteacher (PSHCE):

Report to: Headteacher

Responsible for:

- Planning and oversight of all PSHCE provision.
- Ensuring appropriate staff training and development in T&L of all aspects of PSHCE.
- Cross-curricular mapping of PSHCE.
- Annual creation and monitoring of PSHCE assembly programme.
- Assessing and reporting on outcomes.
- Liaison with external specialist providers, e.g. School Nurse Team

PSHCE Coordinator:

Report to: Assistant Headteacher – Student welfare.

Responsible for:

- Auditing the PSHCE provision across the curriculum to ensure that it meets statutory requirements.
- Developing and monitoring schemes for work for PSHCE to be delivered in tutor time and assemblies.
- Arranging and promoting PSHCE curriculum activities within the school.
- Organising PSHCE days.
- Organising assemblies programme.
- Arranging for external visitors to support and deliver aspects of the curriculum.
- Providing staff training where appropriate.

- Monitoring the quality of delivery of PSHCE in form time and assemblies via e.g.: work scrutiny, learning walks and student voice.

Heads of House:

Report to: Assistant Headteacher – Student welfare

Responsible for:

- Design and delivery of PSHCE/Values assemblies.
- Completion and QA of SMSC assembly forms.
- Supporting the PSHCE coordinator with events.

RST Subject Leaders

Report to: Head of Humanities Faculty

Responsible for:

- Planning programme of assemblies for worship to enrich RST.
- Personally conducting or arranging leadership of assemblies for worship.
- Producing and providing materials for RST enrichment via tutorial sessions at KS4.
- Monitoring quality of above through visits and scrutiny of student responses.
- Planning and organising RST enrichment sessions at KS4

Heads of Faculty/Subject Leaders

Report to: Line Managers

Responsible for:

- Liaising with PSHCE Coordinator annually to review and maintain curriculum map of PSHCE/SMSC
- Ensuring that all colleagues are briefed re: specific contributions within subject teaching programmes to whole school PSHCE programme
- Monitoring effectiveness of subject contribution to PSHCE themes

Form Tutors

Report to: House Offices / PSHCE Co-ordinator

Responsible for:

- Delivery of PSHCE during available Form Time. (It is envisaged that tutors will utilise a minimum of two form periods per week.)
- Following the Schemes of Learning provided. (As long as the objective for the theme is met tutors may, if they wish, develop their own activities.)
- Preparing suggested resources for use in PSHCE lessons.
- Ensuring that all written work is completed in students' PSHCE exercise books.

- Ensuring that the marking policy of the school is applied to PSHCE.

All Staff:

To:

- Be aware of the whole-school values programme.
- Contribute to the effectiveness of the programme by raising values – related issues as opportunity permits in the process of T&L, pastoral care and guidance.
- Be aware of and support values-focus weeks and similar events.
- Make it a best endeavour consciously to model the school's values.

5. Procedure for Covering Sensitive Issues

When dealing with sensitive themes or issues in the course of T&L and pastoral work, colleagues are required to observe the following specific 'ground rules' within the general context of good professional practice:

- use correct terms
- do not make personal comments or divulge personal information
- refrain from 'put downs'

Students who fail to comply will be dealt with via normal procedures.

Relevant school policies, advice and schemes of work are appended to this policy and will be simultaneously reviewed and updated.

Because all these curriculum elements involve a degree of corporate responsibility, all colleagues are required to familiarise themselves with them. Attention is drawn particularly to the school's policy on Sex and Relationships Education.

6. Calendaring and Timetabling the PSHCE Programme

Assemblies:

- Assistant Headteacher – Student Welfare, will produce an assembly calendar on an annual basis.
- Assemblies will be timetabled Monday to Thursday. Two assemblies will be timetabled per week.
- Students will meet for assemblies in House groups.

Tutorial Sessions:

- Each Form Group will be timetabled for two PSHCE sessions per week at KS3 and one PSHCE, plus one RST tutorial per week at KS4.

Enrichment Sessions

A series of enrichment sessions, either internally organised or arranged with appropriate external providers will be calendared to supplement work in:

- RST (At least one enrichment day in Y10 to support RST Curriculum)
- Careers
- Sex Education (At least one enrichment session delivered by School Nursing Team to Y9)