

## **Personal, Social, Health and Economic (PSHE) Education & Citizenship Policy**

### **Introduction**

PSHE is designed to promote our students' personal, social and emotional well-being and development. It helps to equip them with the knowledge and skills they will need to lead healthy, confident and independent lives. It is important in combatting the social exclusion and disaffection experienced by too many young people. Alongside the other component parts of the curriculum, it tackles many of the moral, intellectual, social and cultural issues they will encounter as they develop into adults. The subject includes material designed to give students a deeper understanding and appreciation of British values and to develop their critical and analytical skills, as well as their resilience to prejudice, discrimination or extremist views.

### **The programme of study for Citizenship aims to ensure that all students:**

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

### **Aims**

The overarching aim of PSHE&C education is to provide students with:

- Accurate, balanced and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Opportunities to develop personal attributes such as resilience, self-confidence, self-esteem and empathy
- Understanding of personal financial management principles and techniques
- An understanding of political, social and cultural structures within British society and encouragement to participate fully in these in their later lives

### **Principles**

PSHE&C is guided by the values of:

- Honesty
- Kindness
- Trust
- Responsibility
- Friendship
- Self-control
- Empathy
- Respect
- Tolerance

## The Prevent Duty

Part of the UK Government's Prevent strategy for tackling extremism (both violent and non-violent) and for curbing potential terrorism is the Prevent Duty. Guidance for schools recommends building students' resilience to radicalisation by: providing a safe environment for debating controversial issues helping them to understand how they can influence and participate in decision-making.

## How do we meet these requirements?

- **Living in the Wider World: *Community (Year 7 Summer 1)*** Community Cohesion, Diversity – race, gender, religious belief, Valuing difference.
- **Living in the Wider World : *Democracy (Year 8 Summer 2)*** Democracy Vs Dictatorship Case Studies – Egypt/Libya, Identity and voice, *migration/asylum/refugees*.
- **Living in the Wider world: *Diversity and Discrimination (Year 9 Autumn 1)*** Diversity, discrimination, rights, Challenging stereotypes, Extremism Intolerance, Discrimination in the workplace, Human Rights.
- **Living in the Wider World : *Personal Identity and Values (Year 10 Spring 2)*** Shared identity/shared experience, Challenging discrimination, Discrimination through invisibility, Diverse and conflicting values.
- **Living in the Wider World: *Morals and Ethics (Year 11 Spring 1)*** Morals and ethics in a modern world-Human Rights, Current affairs, Debate, Taking an informed approach.

## British Values

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their students. Through ensuring students' SMSC development, schools can also demonstrate they are actively promoting fundamental British values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance.

## How do we meet these at RPHS?

- **Democracy:** Students are given many opportunities to take on responsibilities, develop leadership skills and become actively involved in the democratic process through PSHE/Citizenship lessons. In order to develop potential in all members within our school we hold elections for student leadership team, school council, and form group responsibilities
- **Rule of Law:** The importance of laws, whether they be those that govern the class, the school or the country as a whole are consistently reinforced throughout the school day through our behaviour for learning policy, assemblies and the curriculum, particularly in Citizenship and PSHE where students are taught about our laws, where they came from and our criminal justice system. We foster strong community links with local authorities such as the Police
- **Individual Liberty:** We strive to prepare students to enter the world as independent, confident citizens that have a life-long passion for learning and making informed choices throughout their lives. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice and support about how to exercise these safely, for example, through our teaching of E-safety in ICT lessons, PSHE/Citizenship lessons and during tutor time as well as through assemblies
- **Mutual Respect and Tolerance:** Through our curriculum and pastoral support systems everyone in our school community is able to learn and thrive together in an environment of high standards, courtesy and consideration. The House System facilitates the promotion of

mutual respect and support between students across different year groups where they work together to achieve goals. Mutual respect and tolerance of diversity is embraced throughout our curriculum through, for example, lively debate from different perspectives in Sociology where students are safe to disagree with each other in a safe and supportive environment. In addition, there is a broad and balanced study of different religions in Religious Studies, investigations of our cultural diversity in Citizenship and learning about the development of a multi faith, multi-cultural and multi-ethnic society in History and Geography lessons

## Teaching and Learning

The PSHE&C curriculum is delivered through use of a variety of resources and techniques in order to achieve successful teaching and learning outcomes. The school bases its courses on the PSHE Association's 2017 programme of study, but derives other material from a wide range of other sources. Teachers are encouraged to use a repertoire of flexible, active methods including:

- Developing high order questioning skills
- Learning to understand others' points of view
- Encouraging team building and working in groups
- Developing strategies leading to consensus building
- Constructive use of discussion and debate
- Learning skills and techniques useful for problem solving
- Working constructively with emotions and imagination
- Effective use of drama and role play
- Learning how to gather and share information
- Critical techniques for identifying mendacious information
- Devising effective starting and ending strategies
- Skills of reflection, review and evaluation
- Use of a variety of accredited outside speakers

Certain parts of the PSHE&C curriculum are taught or reinforced through other subjects and activities. Cross curricular links are particularly important in:

- Biology: physiological aspects of sex education
- Religious education: spiritual, moral and ethical aspects of the curriculum
- Physical education: healthy living
- Geography: understanding of the community and wider world

Extra-curricular opportunities for promoting the aims of PSHE&C are wide, such as through:

- Assemblies
- Whole school events
- Inter-house competitions
- Visits by and to outside agencies
- Duke of Edinburgh scheme
- Careers visits and work experience
- Public speaking competitions
- School council
- Prefect system
- Peer and buddy schemes
- External advice and guidance from professional counsellors

## Organisation

PSHE&C education is organised by the PSHE&C co-ordinator who is line managed by one of the Assistant Headteachers. It is organised at year group level through the Heads of Year. Together, these staff are responsible for planning, running and evaluating the effectiveness of the programme.

The co-ordinator is responsible for:

- Overseeing and implementing the PSHE&C policy
- Monitoring the teaching and learning of PSHE&C
- Meeting with Heads of Year and the Director of 6<sup>th</sup> Form
- Ensuring that certain aspects of the curriculum are being delivered by various departments
- Linking PSHE&C with the School Improvement Plan
- Keeping the Headteacher and Governors informed
- Attending in-service training and disseminating feedback to staff
- Providing training for form tutors on effective strategies for delivering the PSHE&C programmes of study
- Contributing to the induction programme for ITT students and NQTs

## Planning

PSHE&C is delivered by Form Tutors in years 7 to 11 in a tutor time as well as certain elements being delivered by specialist subject teachers at appropriate stages.

In years 12 and 13, PSHE&C is part of the enrichment programme and it is delivered in a series of modules and lectures by subject specialists and outside agencies.

## Curriculum provision

The overall PSHE&C programme of study is delivered within three linked 'Core Themes'. These are

1. Health and well-being
2. Relationships
3. Living in the wider world

*Broadly covering the following areas:*

- Healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education
- Healthy minds, including emotional wellbeing, resilience, mental health
- Economic wellbeing and financial capability
- Careers education, preparation for the workplace and making a positive contribution to society
- Rights, roles and responsibilities of being a citizen and the democratic process

These themes recur at increasingly sophisticated and mature levels of approach as students develop and progress through the school. The areas covered, in brief, are:

## Key Stage 3

Students build on the skills, attitudes, values, knowledge and understanding they have acquired and developed in key stage 2. The PSHE&C course acknowledges and addresses the changes that learners experience, such as:

- Transition to secondary school
- The challenges of adolescence
- Increasing independence

It teaches the skills which will equip them for the opportunities and challenges of life. Students are encouraged to manage diverse relationships, and the increasing influence of peers and the media. PSHE&C helps them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

#### **Key Stage 4**

Students extend and rehearse skills, further explore attitudes and values and deepen knowledge and understanding acquired at key stage 3. PSHE&C reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. By key stage 4, increasing numbers of students may be gaining direct experiences of the issues they have been taught over the years through PSHE&C.

#### **Key Stage 5**

At the end of this stage, many young people will leave home and live as independent adults. At key stage 5, students revisit and reinforce earlier learning by applying it to contexts that they are now experiencing – for example sexual activity. They are helped to think further about the language, skills and strategies for managing behaviour such as work place bullying or domestic abuse. They are encouraged to think about their personal safety: the risks of drug or alcohol abuse, online safety and the potential abuse of social media are also discussed in some detail, as are matters of current concern such as identity theft.

Time is also given to preparing students for interview techniques, application to higher education or training, job applications and the competences they will need for future employment.

#### **Assessment**

The assessment of students' personal, social and emotional development is important. The school's practice is:

- To put together information that indicates students' progress and achievement and informs the development of the programme
- To ensure end of topic self-assessment trackers are completed by the students

#### **Dealing with sensitive issues**

- A member of staff can **never** promise confidentiality to any student
- If disclosures are made regarding suspected drug, alcohol or solvent abuse or dealing in these substances then the Headteacher must be informed at once
- Allegations of sexual abuse and other child protection issues must be referred in the first instance to the Designated Safeguarding Lead (DSL) who will inform the Headteacher. The named person is stated in the staff handbook for reference by all staff. New staff are also informed through the induction programme

## Monitoring and review

Staff responsible	Head of Social Sciences: S. Audley	Monitoring & Evaluation by	Headteacher: KH
School Group Responsible	Pastoral team	Governors Committee Responsible	Standards & Quality
Date approved by Governors	April 2017	Review Date	April 2020