



**Carshalton High School for Girls**

***PSHCE & Citizenship  
Policy***

**Reviewed February 2015**

## Introduction

This policy has been informed by:

- The National Curriculum Programme of Study for Personal, Social, Health and Economic Education, QCA 2007 <http://curriculum.qca.org.uk/>
- The Big Picture Of The Curriculum, QCA 2008
- PSHCE at Key Stages 1-4: guidance on assessment, recording and reporting. QCA 2005. [www.qca.org.uk/PSHCE](http://www.qca.org.uk/PSHCE)
- Ofsted Guidance to Inspectors, July 2008
- Citizenship; a scheme of work for Key Stages 3 and 4, QCA 2002
- Introduction to the National Healthy Schools Programme – NHSP, 2007 [www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)
- Secondary National Strategy for school improvement: Social and Emotional Aspects of Learning for secondary schools – SEAL, DfES 2007 [www.teachernet.gov.uk/SEAL](http://www.teachernet.gov.uk/SEAL)
- The Importance of teaching – The Schools White paper 2010
- PSHCE: A Mapping Study of the prevalent models of delivery and their effectiveness -Jan 2011
- PSHCE, Range and Content, DoE April 2012 [www.education.gov.uk](http://www.education.gov.uk)

## Aims of National Curriculum

Learning and undertaking activities in PSHCE & Citizenship education contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

In the curriculum PSHCE & Citizenship education assumes greater importance and prominence than previously. PSHCE - personal, social, health and economic education is described in two new interrelated programmes of study for both Key Stages 3 and 4: one for personal wellbeing and one for economic wellbeing and financial capability.

Personal wellbeing draws together personal, social and health education, including sex education, the social and emotional aspects of learning, while economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning.

PSHCE & Citizenship education makes a major contribution to the statutory responsibilities on schools to:

- promote children and young people's wellbeing
- achieve the whole curriculum aims
- promote community cohesion
- provide careers education and sex education.

## Rationale for PSHCE & Citizenship Education

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and

sometimes conflicting values. Personal wellbeing helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions. Learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development.

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Education for economic wellbeing and financial capability improves motivation and progression by helping students see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps students to aim high. Students build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can do' attitude and the drive to make ideas happen.

## **The PSHCE & Citizenship Education Curriculum**

### **Provision**

PSHCE & Citizenship is taught in the following way:

- discrete curriculum time delivered in all years for one hour per week. At KS4 it forms part of the Citizenship timetable.
- teaching PSHCE through and in other subjects/curriculum areas
- through PSHCE whole school and extended timetable activities,
- specific projects
- through involvement in the life of the school and wider community
- through tutor time programme
- use of external speakers

During Key Stage 3 and Key Stage 4 students are taught the following knowledge, skills and understanding to aid them in:

- developing confidence and responsibility and making the most of their abilities
- developing a healthy, safer lifestyle
- developing good relationships and respecting the differences between people.

### **During Key Stage 3 students:**

- learn about themselves as individuals and as members of communities become more self aware
- take responsibility for themselves and become aware of the views, needs and rights of others

- make decisions and play an active part in their personal and social life plan and manage choices for their courses and career
- develop and maintain a healthy lifestyle
- learn to cope with relationships
- make the most of new opportunities.

#### **During Key Stage 4 students:**

- use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to take new and more adult roles in school and the wider community
- develop the self-awareness and confidence needed for adult life, further learning and work
- have opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and planning to meet them
- develop their ability to weigh up alternative courses of action for health and well-being
- gain greater knowledge and understanding of spiritual, moral, social and cultural issues
- learn to understand and value relationships
- learn to respect the views, needs and rights of people of all ages.

#### **Teaching Methods and Learning Approaches**

The teaching of Citizenship and PSHCE follows the Teaching and Learning Policy and Homework Policy of the school. The following teaching and learning approaches are particularly effective:

- effective starting and ending strategies
- high order questioning skills
- climate building and ground rules
- working together
- information gathering and sharing
- consensus building
- problem solving
- understanding another point of view
- working with feelings and imagination
- reflection, review and evaluation
- drama and role-play
- use of theatre in education
- discussion and debate

#### **Assessment, Recording and Reporting**

The Citizenship and PSHCE department follows the Written Feedback and Assessment Policy. In PSHCE education there are two broad areas for assessment:

- Students' knowledge and understanding, for example, information on health, understanding of procedures including health and safety
- How well students can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships

The principles of assessment for learning underpin our policy and practice. We aim to improve learning by providing effective feedback to students, actively involving students in their own learning, adjusting teaching to take account of the results of assessment, recognising the profound influence assessment has on the motivation and self esteem of students, both of which are crucial influences on learning and students being able to assess themselves and understand how to improve.

Clearly defined learning outcomes based on the National Curriculum programme of study for PSHCE assist the assessment process.

There are no NC levels in PSHCE. However, there are clearly defined learning outcomes based on the National Curriculum programme of study. These can be used to make judgements for the purpose of report writing. At the end of KS3 we report achievement in line with government regulations.

At KS4 as PSHCE is integrated into Citizenship GCSE recording is based on GCSE grades.

### **Role of the Curriculum Leader for Citizenship**

The curriculum leader will be responsible for:

Policy development- working with SLT to develop a:

- PSHCE policy
- PSHCE development plan
- system for assessing, recording and reporting
- system for monitoring and evaluation.

Curriculum planning-including:

- drawing up a scheme of core provision for Key Stages 3 and 4
- identifying opportunities for PSHCE learning beyond the classroom

Managing learning and teaching-including:

- selecting, deploying, and updating resources
- managing the PSHCE education budget
- building/supporting a PSHCE education team
- co-ordinating assessment, recording and reporting

Liaising/communicating with:

- SLT
- subject departments/faculties
- heads of year/key stage
- LA Adviser/Consultant/AST
- external agencies/initiatives, for example, local council, police

Training and support for:

- PSHCE education trainees - PGCE students, NQTs
- the PSHCE education team
- other colleagues within school

Monitoring and evaluation-including:

- reviewing delivery of the PSHCE education programme
- contributing to the school improvement plan
- preparing for inspection and school self evaluation

## **This section of the policy related closely to the schools Drug Prevention Policy, Sex and Relationship Education Policy**

### **Answering Difficult Questions**

Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHCE Co-ordinator concerned.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Confidentiality**

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- the seriousness of the situation and the degree of harm that the student may be experiencing
- the student's age, maturity and competence to make their own decisions

Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/guardian.

An underlying principle in supporting students in our school is that all students are listened to sensitively and objectively.

Although the school cannot guarantee confidentiality students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

### **Use of Community Based Agencies**

Outside agencies and speakers may be involved in inputting to PSHCE lessons and as points of referral as support services for students. The school actively co-operates with other agencies appropriate to student needs such as theatre groups, the police, the LA and Health to enhance the quality of its PSHCE provision.