

THEALE GREEN SCHOOL

PERSONAL, SOCIAL & HEALTH EDUCATION AND CITIZENSHIP POLICY

Purpose and Background

At Theale Green, students' personal, social and health education is part of whole school approach. The relationship between the PSHE curriculum, pastoral system and school ethos is important. Although PSHE remains a non-statutory subject, PSHE "remains an important and necessary part of all pupils' education" and "all schools should teach PSHE, drawing on good practice" (*DfE PSHE review, March 2013*). The school has a statutory duty to provide a curriculum that is broadly based, meets the needs of all students and:

- Promotes the spiritual, moral, cultural, mental and physical developments of students at the school and
- Prepares students at the school for the opportunities, responsibilities and experiences of later life.

(*2002 Education Act/Academics Act 2010*)

Ofsted recognizes that PSHE education makes 'an outstanding contribution to students' spiritual, moral, social and cultural development' (*PSHE Association, March 2013*).

Citizenship is a statutory requirement as a foundation subject in the National Curriculum at Key Stages 3 and 4. Citizenship aims to provide students with the knowledge, skills and understanding to play a full and active part in society. Students should develop an understanding of rights and responsibilities, democracy and government. Since 2015, it is a requirement that citizenship education helps to prevent students from becoming radicalised. A non-statutory framework for PSHE at all key stages organises delivery through three strands: health and wellbeing, relationships and living in the wider world.

Schools have a wider responsibility under the Equalities Act 2010 to ensure that they strive to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. This means that PSHE education must be sensitive to the different needs of individual pupils and may need to evolve over time as the pupil population changes. At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs.

Therefore, we believe it is vital for students to learn and understand the difference between right and wrong; to know how to form relationships and maintain them; be confident and good communicators; have high self-esteem and self-worth; for them to begin to take responsibility for their actions and begin to become independent and responsible members of the community. By promoting these qualities through the ethos and curriculum of our school, we believe the children have the opportunity to aspire to the 'fundamental British values' (Promoting fundamental British values as part of SMSC in schools, DfE, 2014). The standards set out in the Rights Respecting Schools Award also forms a part of the teaching and learning in PSHE.

Policy Objectives

- To fulfil the statutory requirements for delivery of citizenship education within the curriculum in Years 7 to 11.
- To outline the whole-school approach to delivery of the non-statutory framework for PSHE within the curriculum in Years 7 to 11.
- To provide an overview of the various strands of PSHE, as explained in detail within specific policies such as Careers Education and Guidance & Sex and Relationships Education

- To provide support for students in their emotional, social and moral development, in order to improve behaviour, develop personal awareness and raise standards of achievement, allowing students to become effective learners and active citizens.

Management of Policy

School: This policy is implemented and managed by the Head of PSHE

Governing Body: The Governing Body has delegated the oversight, review and update of this policy to its Student Progress and Welfare Committee.

Approval: Approved by the Governors' SPW on 09 May 2016

Next review due: Spring 2019

Associated Policies and Documents

Careers Education and Guidance	Curriculum	Drugs
Sex and Relationships Education	Anti-Bullying	Equality

Practice and Procedures

Curriculum Provision

The PSHE programme fully meets the curriculum requirements for citizenship, PSHE, information advice and guidance (IAG), social and emotional aspects of learning (SEAL) and other whole school imperatives such as enterprise education and work related learning.

At Key Stage 3, PSHE education acknowledges and addresses the changes that learners are experiencing, beginning with transition into secondary school, the challenges of adolescence and their 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 education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4 and 5 PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. There is an emphasis in Key Stage 5 on exam strategies, target setting, preparing for university, further study or the world of work.

PSHE

The Programme of Study is based on three overlapping 'core themes':

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

For more information on delivery of PSHE education, please refer to the PSHE programme of study (see Appendix)

Citizenship

The citizenship curriculum is delivered through PSHE lessons. These lessons focus on six strands of citizenship:

- rights and responsibilities;
- identities and diversity;
- democracy and justice;
- advocacy and representation;
- critical thinking;
- taking responsible action.

British Values

PSHE will promote the basics of British Values, to ensure all students become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. The British Values are:

- Democracy
- The Rule of Law
- Individual liberty
- Mutual respect and tolerance for those of different faiths and beliefs.

Students will be encouraged to develop:

- Their self-knowledge, self-esteem and self-confidence.
- An ability to distinguish right from wrong and to respect the civil and criminal law of England.
- Responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the local community and to society more widely.
- A broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other culture.
- Respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

(DfE, November 2014)

Organisation

- Students are taught in mixed ability and mixed gender groups. Within Key Stage 3 students are taught within their tutor groups.
- Key Stage 3 receive discrete curriculum time (one lesson per week) delivered by their tutor, wherever possible.
- Key Stage 4, Year 10 receive two tutorial sessions a week focused on PSHE delivered by their tutor.
- Key Stage 4, Year 11 receive discrete curriculum time (one lesson per fortnight) delivered by experienced teachers.
- Key Stage 5, Year 12 and 13 will receive an hour a fortnight delivered by their tutor or a guest speaker.
- All students receive a minimum of one PSHE tutorial session a week focusing on PSHE.
- Further delivery is through school events, careers guidance, pastoral care and guidance, the assembly programme, student voice, guest speakers and through teaching and learning in other subject areas.
- A wide range of teaching resources are available to teachers and for inspection by parents through the subject leader. Resources are user friendly with detailed lesson plans and guidance on the delivery. Resources are easily accessible through FROG.
- Tutors meet regularly throughout the year to reflect on the tutor and PSHE programme.
- Tutors will report (in line with the school's reporting policy) on students understanding of the key concepts explored in the unit, organisation, attitude to learning and participation.

Related Documents (for further guidance if required)

- Chief Medical Officer's annual report 2012: Our Children Deserve Better: Prevention Pays (Department of Health, 2013)
- Preparing to Teach About Mental Health and Emotional Wellbeing (DfE, 2015)
- PSHE Education: a review of impact and effective practice (DfE, 2015)
- Personal, Social, Health and Economic (PSHE) Education (DfE, 2013)
- Personal, Social, Health and Economic Education in Schools (OFSTED, 2013)
- A whole school approach to Personal, Social and Health Education and Citizenship (NCB publication 2006)
- Promoting Fundamental British Values Through SMSC (DfE, 2014)
- Guidance on Promoting British Values in Schools (DfE, 2014)
- The National curriculum: Handbook for secondary teachers in England (DfE, 2014)
- Citizenship programmes of study: key stages 3 and 4 (DfE, 2013)

Appendix

PSHE Programme of Study (located at PSHE Portal, FROG)