

Personal, Social, Health, Citizenship and Economic Wellbeing Education Policy (PSHCE)

Introductory Statement

The policy aims to make clear the role of PSHCE in providing planned learning experiences to promote the personal, social, health, citizenship and economic wellbeing education of pupils and its importance in ensuring that pupils fulfil their individual potential.

Herschel Grammar School has Healthy Schools status and is strongly committed to maintaining this. PSHCE is one of four key themes in the national standards set out in the National Healthy Schools Programme.

PSHCE helps pupils to lead confident, healthy and responsible lives as individuals and members of society. Through lessons and wide ranging activities across and beyond the curriculum, as well as visits from outside speakers and agencies, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues in life. PSHCE helps pupils to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of and differences between people. It also develops pupils' well-being and self-esteem, encouraging belief in their ability to succeed and to take responsibility for independent learning. It helps to inform future choices in learning and work and develop financial capability and economic wellbeing.

PSHCE also ensures pupils learn about the processes of democratic government and become informed, thoughtful and responsible citizens who are aware of their duties and rights.

The key principle behind PSHCE is that it reflects the five outcomes of the Every Child Matters Agenda.

Additionally the PSHCE programme will have the following emphases:-

Every pupil is an individual – developing self-awareness, confidence and self-esteem, transferable skills and experiences that prepares them for the wider world

Pupils should be encouraged to interact with other pupils – building social skills through working effectively with others and understanding the needs of others

Opportunities should be provided for pupils to contribute to the school and wider community – raising awareness of individual responsibilities, reinforcing partnerships and upholding the School ethos

Objectives

Pupils will develop values, attitudes, knowledge, skills, and understanding in order to meet the Government's aim for every child, regardless of background or circumstance to:

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic well-being

The **Every Child Matters** outcomes underpin the structure for the planned programme throughout all the Key Stages in the school

The PSHCE policy will reflect this ethos to support the development of self-awareness, a sense of responsibility both for their own actions and towards family, friends and the wider community and understanding and respecting diversity regarding religion, culture and sexual orientation.

PSHCE should aim to produce young adults who are:

- Knowledgeable about themselves.
- Self-confident and responsible both in and beyond the classroom.
- Able to maintain successful interpersonal relationships.
- Responsible for their actions and aware of the effect of those actions on others.
- Sensitive to the beliefs, values and ways of the life of others.
- Able to reflect on issues and take part in discussions.
- Informed about local, national and global issues.
- Critical thinkers, unafraid to challenge existing assumptions.
- Concerned to promote justice and equality in relationships and in society.
- Able to work independently and collaboratively.
- Able to reflect on their learning and plan for their own future development.
- Able to apply their knowledge and skills to real life needs in the local community.
- Able to effect change in order to improve their lives and their communities.

School Context

Herschel Grammar School is a rich and diverse community where every pupil is valued and encouraged to explore all of his or her talents.

We strive to develop in our pupils a lifelong love of learning, a sense of responsibility, and personal integrity. We are a community based on trust and mutual respect, and every member of our School is expected to uphold these values.

We believe that PSHCE education plays a very significant part in ensuring the school fulfills its vision statement.

Academic Success and Personal Responsibility within a Caring Environment.

Herschel Grammar School is committed to:

- *Being a caring, inclusive and disciplined environment in which all individuals make a contribution and are valued and rewarded.*
- *Being a centre of excellence where learners achieve their full potential in academic, personal, social, physical and moral development.*
- *Being a working partnership of learners, parents, staff, governors and the community.*
- *Preparing learners for the demands and opportunities in a rapidly changing world.*

Learners will leave Herschel as self confident, tolerant and successful individuals, equipped to make a valuable contribution to the diverse communities in which they will live.

Delivery of PSHCE

PSHCE is allocated a weekly discrete curriculum slot in five of the six half terms. It is delivered partly by specialist teams on a modular basis and partly by form tutors and outside agencies. The programme is fully evaluated and reviewed annually and is sufficiently flexible to respond to changing needs.

Specialist modules are aimed to be delivered by staff with a particular interest, aptitude or experience in relation to the module being taught. Each module has a team leader who coordinates the delivery of that particular module. The organisation and resourcing aims to encourage a range of teaching and learning strategies to promote “active” learning. Time is allocated within the school’s meeting cycle to enhance ongoing planning and review.

The form tutor time is organised and managed by the Heads of Learning drawing on any help and expertise of other staff and outside agencies. The PSHCE coordinator has an overview of the programme of study to ensure coherence, continuity, progression and coverage of the non-statutory programmes of study for PSHE and the coverage of Citizenship.

PSHCE provision is enhanced by assemblies, tutorial time, enrichment and extra-curricular openings (e.g. themed events, Citizenship Days, Duke of Edinburgh Award Scheme, Activities Days, Work Experience, extracurricular activities and Careers provision). A range of external agencies are used to enhance curriculum delivery. Many curriculum areas also support the objectives for the PSHCE framework.

PSHCE is promoted through a range of practical activities such as planning and contributing to assemblies, regular year and school council meetings discussing school matters, opportunities for pupil leadership, the house system, charity fundraising or involvement in community activities such as the service modules of the Duke of Edinburgh Schemes .

Work Related Learning is a significant part of PSHCE provision for pupils and is delivered via the five days of statutory enterprise education across Year 9 and 10, plus a specific module of work in Year 11, preparing pupils for interviews, investigating the labour market and giving them the opportunity to produce their own CV. Opportunities for Work Related Learning are also highlighted in other lessons. Pupils take part in a week of work experience in Year 11 and are encouraged to gain as much from this as possible by setting themselves learning objectives for the week, completing a work experience diary and reviewing and reflecting on their experience afterwards.

Pupils maintain a Work Related Learning log where they identify progress they have made from work related activities and further areas for development.

Careers Education is provided across all year groups, starting with elements of the Real Game in Year 7 and 8, raising aspirations and setting the scene for future economic wellbeing. Clear and impartial advice and guidance is then provided at the key transition points in Year 9 and Year 11 to enable pupils to make the right choices within the 14-19 opportunities available to them, and pupils produce action plans in conjunction with Connexions advisors in Year 11. Pupils are also encouraged to do their own independent research into these opportunities and future careers using the well-stocked careers resource centre in the school library and also the comprehensive and regularly updated school careers website.

A balanced range of teaching strategies is needed to provide for the effective delivery of PSHCE. Activities which emphasise active learning and participation, where pupils are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups and to learn from each other are encouraged.

Assessment and Recording

Opportunities for the assessment of Citizenship are clearly signposted in the Citizenship programme of study and occur once per term in Year 7-11. They involve a variety of tasks including written essay based tasks, oral assessments such as speeches, effective group participation and performance in formal debates, and GCSE style Citizenship questions in Year 10 and 11. Assessment centres around:

- knowledge and understanding about the rights and responsibilities that relate to effective citizenship.
- skills of enquiry and communication.
- skills of participation and responsible action.

All pupils have PSHCE folders and a portfolio of work is developed throughout KS3 and KS4. In addition pupils are responsible for self-evaluation and recording their own learning after a number of PSHCE modules.

PSHCE is included in annual reports to parents. Pupils are given the responsibility to complete a self-evaluation of their progress in PSHCE recognising areas where progress has been made and identifying areas for further development. One of the five principles of effective assessment outlined by the QCA is active involvement of pupils in their own learning and assessment.

Policy Links

The PSHCE policy should be read in context with the other school policies, including SRE, Drugs, Safeguarding, Bullying, Behaviour and Attendance and Health and Safety.

Community Links and Services

The school works closely with a variety of outside agencies, some of which provide support services both within and outside the school. All pupils are made aware of these through posters, leaflets, links through the school website or by information given during lessons.

Dealing with Sensitive Information and Answering Difficult Questions

Teachers conduct PSHCE lessons in a sensitive manner and in confidence. Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering PSHCE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Monitoring and Evaluation

PSHCE is included in the school's annual self-review cycle and is constantly amended in the light of national and local changes. Pupils are involved in the evaluation of each module and pupils evaluate tutor PSHCE provision annually. Consultation and associated feedback with staff, pupils and parents will inform the future development of this policy.