

# Personal, Social and Health Education and Citizenship Policy

Committee	Governors' Curriculum Committee
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# **WESTBOURNE SPORTS COLLEGE**

## **POLICY ON PSHE AND CITIZENSHIP**

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### **1. Introduction**

Westbourne Sports College is an urban 11 - 18 comprehensive school of approximately 1200 students serving the western area of Ipswich. This reflects the social, ethnic and religious diversity within this area.

### **2. Aims and Objectives**

This policy is a working document which provides guidance and information on all aspects of PSHE and Citizenship in the College for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

The aims of the PSHE and Citizenship programme are to:

- Allow pupils to develop confidence, responsibility and make the most of their abilities.
- Prepare pupils to play an active role as citizens.
- Inform pupils how to develop a healthy, safer lifestyle.
- Help pupils to develop positive relationships and respect the differences between people.
- Regularly monitor the programme aims to be responsive to the needs of individual pupils, parents, staff and the community.
- Give pupils opportunities to explore issues that allow them to make informed decisions that assist in the preparation for adult life.

The college PSHE and Citizenship programmes cover the themes of health, relationships and citizenship.

### **3. Definition of PSHE and Citizenship**

Pupils' Personal, Social and Health Education and Citizenship education are key to their participation as active members of the school community and the provision of a broad and balanced curriculum.

Through PSHE and Citizenship pupils should be provided with learning opportunities to enable them to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society through becoming informed, thoughtful and responsible citizens aware of their duties and rights
- make the most of their and others' abilities
- develop spiritually, morally, socially and culturally, making them self-confident both in and beyond the classroom
- develop an understanding of our economy, including the world of work and their role as consumers, and democratic institutions
- reflect on issues and participate in discussions
- make a positive contribution to our school community.

Westbourne Sports College has achieved Healthy Schools Status through the Suffolk Healthy Schools Programme. This addresses a number of the issues detailed above.

To reinforce the area of student safety, a group (known as WASPS) has been set up to address bullying issues within the school. This initiative is run by Cathy Cook (Assistant Headteacher). In Year Nine pupils have the opportunity to apply to be a WASP. During the Summer Term, pupils visit the feeder primary schools in order to assist with the transition process. In September WASPS's act as buddies to Year Seven form groups and are there to help with any issues.

#### 4. Moral and Values Framework

The PSHE and Citizenship programme at Westbourne Sports College reflects the college ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

#### 5. Equal Opportunities Statement

The College is committed to the provision of SRE. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision is allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

#### 6. Content - The PSHE curriculum is delivered in the following way

Year group	
Year 7	PAL Personal Alternative Learning
Year 8	
Year 9	PSD Personal Social Development
Year 10	PACE Personal and Citizenship Education
Year 11	

#### Teaching and Learning

The nature of PSHE and Citizenship means that it is both taught as a discreet curriculum subject but that the skills, knowledge and understanding of PSHE and Citizenship are also accessed by pupils in a range of ways.

- Elements of PSHE are taught by form tutors during Tutor Time sessions twice a week.
- Curriculum subjects, in particular Humanities, Physical Education and Science, provide an identified contribution to the PSHE/Citizenship curriculum.
- There is a planned Careers Education programme that is taught within Tutor Time and curriculum time.

Within PAL/PSD/PACE lessons pupils learn about the risks and making healthy choices within SRE and DAT (see the Sex and Relationships Education and Substance Misuse and Related Incidents policies for more detail). They learn about human rights and how to live within a democratic society. Pupils also explore social issues associated with youth crime.

The range of materials used is available to parents/carers and a more detailed scheme of work is available on request.

## **Active participation**

Pupils are positively encouraged to participate as active members of the school community in a wide range of ways and this forms a significant element of the provision for PSHE and Citizenship.

- The School Council is elected by and meets to represent pupils in Years 7 to 11.
- Year 8 pupils act as Office Helpers. This involves assisting the office, reception and administrative staff.
- Pupils from all year groups regularly assist at school events such as Open Evening and Parents' Evenings.
- Students are actively encouraged to attend the Student and Community Governors Meetings

## **7. Organisation**

PSHE and Citizenship are delivered as part of the PAL/PSD/PACE programmes to the mixed ability and mixed gender form groups. A variety of teaching styles and methods are employed. These may include techniques such as discussion activities, problem solving, presentations and role-play. By using a range of techniques, pupil entitlement and access will be addressed more effectively.

Appropriate and suitably experienced/knowledgeable visitors from outside the College are often invited in to contribute to the delivery of PSHE. The following code of practice is always followed:

- Visitors are invited in because of their particular expertise or contribution they can make;
- All visitors are familiar with and understand the college's SRE, DAT and PSHE policy and work within it;
- All input is part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times.

Westbourne Sports College believes in the importance of training for staff delivering PSHE and Citizenship. Staff are encouraged to access appropriate training and support to help them deliver effective PSHE and Citizenship.

### **7. 1 Resources**

The PAL/PSD/PACE team have access to resources for their specialism (PACE) within their own room, whilst other resources are stored in the PAL/PSD/PACE office. The allocation is the responsibility of the PAL/PSD/PACE Team Leader. All members of the department have access to these to support them in their lesson planning. Schemes of work are available on the "O" Drive and are accessible to all teachers.

PAL/PSD/PACE is allocated a budget by the Head teacher, this is used to update resources and purchase stationary. Resources are carefully selected to make sure that they are suitable for the age and maturity of the pupils.

## **7.2 Controversial or Sensitive Issues**

When covering sensitive issues in the classroom it is advisable that teachers and pupils set ground rules, these ensure that everyone feels comfortable in discussions, there is no pressure on anyone to disclose personal information and there is clarity with regard to confidentiality. It must be stressed that support is available to anyone who feels they need it and how to access that support.

There may be times in a lesson when covering sensitive issues where pupils make personal disclosures to the teacher or class. Most information within the context of the planned lesson can be kept confidential, but sometimes information may need to be passed on in the child's best interest, i.e. child protection issues. In these cases the school policy on child protection must be followed. Any incident that a member of staff is unsure about should be referred to the HOY or child protection officer for further advice. Also see the SRE, Drugs and Safeguarding policies.

## **7.3 Withdrawal**

Parents/carers have the right to withdraw their children from aspects of PSHE and Citizenship provided at college except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher, who will explore any concerns and discuss the impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take participate in the specific part of the PSHE programme until the request for withdrawal has been removed. Also see SRE and Drugs policies.

## **Dealing with Questions**

Pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The college believes that individual teachers must use their skill and discretion in this area and refer to the designated teacher for safeguarding if they are concerned.

## **7.4 Differentiation**

It is acknowledged that there are pupils with varying levels of emotional, social and academic maturity. These need to be carefully considered when planning differentiated lessons. Through the PAL/PSD/PACE framework and social inclusion all pupils should have access to the curriculum.

## **8. Assessment and Evaluation**

Evaluation of the programme is conducted using a variety of activities which have been built into the programme. Teachers are required to evaluate each lesson and students evaluate at the end of the block of work.

### **Assessment, recording and reporting**

Due to the nature of PSHE and Citizenship it is not always appropriate to assess these curriculum elements in the same way that other curriculum subjects are assessed.

- Pupils' progress in the PSHE elements covered in Tutor Time is assessed by form tutors on an ongoing basis.
- At the end of Key Stage 3 and 4 a judgement is made, based on the attainment levels achieved by pupils and their contributions made both within lessons and as members of the school community, as to whether pupils are achieving national expectations in Citizenship in terms of their knowledge and understanding, skills of enquiry and communication and skills of participation and responsible action.

### **Monitoring and evaluating**

The teaching and learning of PSHE and Citizenship is monitored and evaluated through observations of PAL/PSD/PACE lessons and Tutor Time sessions. The quality of pupil work is monitored by Heads of Year and the Team Leader for PAL/PSD/PACE. The quality of Careers Education is monitored by the member of staff with responsibility for Careers using feedback from Heads of Year. The overall quality of PSHE and Citizenship is monitored and evaluated, using information provided from lesson and Tutor Time observations, the monitoring of pupil work and pupil attitude surveys, by the member of the Leadership Group with responsibility for PSHE and Citizenship who feeds back to the Leadership Group and Governors.

## **9. Working with Parents and Families**

Parents and the college have joint responsibility in the personal social development and personal social education of children. There may be opportunities in the P.S.H.E. programme where parents can be involved in their child's learning.

## **10. Links to other policies**

Other policies that link with the PSHE Citizenship policy are SRE, Drugs, safeguarding and child protection, SEN, behaviour, school assessment, and equal opportunities policies.