



## St Crispin's School Policy

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### Personal, Social, Health and Citizenship Education (PSHCE) Policy

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Version Number	Date Created	Changes or reason for Update	Date Approved
V1		First Issue	
V2	02/2007	Changed from Deputy Head to Assistant Head (Pastoral) responsible for monitoring	03/2007
V3	06/2008	Change to Focus Days	09/2008
V4	07/2010	Addition of Tutor Time PSHE theme weeks	07/2010
V5	07/2012	Reviewed no changes	07/2012
V6	06/2014	Added Citizenship references	07/2014
V7	05/2016	Minor Adjustments. Added British Values and 2 appendices	07/2016
V8	10/2018	Updated and incorporating Drugs Education	11/2018

Next Review of this Policy is due 11/2020



## **1. Introduction**

- 1.1. Personal, Social, Health and Citizenship Education (PSHCE) concerns the development of a range of skills, concepts and knowledge that will be relevant to students throughout their lives. It enables young people to develop an awareness of themselves and their relationship with others as they assume adult roles in the world of education, employment, family and home. It is an integral part of the school's provision to promote students' personal and social development, including health, wellbeing, and citizenship and underpins and reinforces the whole curriculum.
- 1.2. The aim of all education is to enable students to achieve their full potential. PSHCE emphasises that aim in relation to the development of every individual as a person and as a member of society whatever his or her gender, ethnic origin, class, age or attainment. PSHCE fully supports the ethos of the school and the School Development Plan.

## **2. Purpose**

- 2.1. The main purposes of PSHCE are:
  - to promote an atmosphere of trust and openness in which young people can explore their attitudes and feelings without fear of threat or judgement.
  - to develop an awareness of self.
  - to encourage a healthy lifestyle by considering factors which promote good health in its widest sense, for example stress management and emotional awareness.
  - to provide decision making experience enabling choices to be made in a rational manner.
  - to counteract and challenge racism, sexism, extremism bullying, prejudice and discrimination and take the initiative in giving and receiving support such as peer mentoring.
  - to develop and practise skills such as listening which facilitate the development of personal relationships, aid academic progress and improve the overall quality of life.
  - to provide opportunity to reflect on and interpret experience and consider the ultimate questions concerning the meaning and value of life.
  - to develop students' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.
  - to learn about the options open to them post-14, post-16, including employment and continuing education and training and about their financial implications.
  - to provide financial awareness, ensuring students can become competent at managing personal money using a range of financial tools and services including budgeting and saving in an ever changing society.

## **3. Organisation**

- 3.1. The management and development of PSHCE is the responsibility of the Enrichment Coordinator, line managed by the Deputy Headteacher (Pastoral). The coordinator manages the PSHCE budget and resources and organises the form and scheduling of the PSHCE focus days.
- 3.2. PSHCE is delivered through tutor time and targeted focus days for each year group.



- 3.3. Focus Days cover the statutory requirements regarding Sex and Relationships and Drug Education, at KS3, with Science also covering aspects at both KS3 and KS4. The PSHCE focus days emphasise the relationship aspects and the consequences of risky behaviour.
- 3.4. During Tutor Time, students will cover a variety of topics such as:
- Leadership
  - Organisation
  - Resilience
  - Initiative
  - Communication
  - My Health
  - My Life
  - My Mind
  - E-safety
  - Anti-Bullying
  - British Values
  - Health and Safety
  - Finance.
- 3.5. Careers Education is the responsibility of the Work Related Learning Coordinator. Further details can be found in the Careers Education, Information, Advice & Guidance (CEIAG) Policy

#### **4. British Values**

4.1. British Values are taught through the programme and will include the teaching and understanding of:

- Democracy: Respect for democracy and support for participation in the democratic process
- The rule of law: Respect for the basis on which the law is made and applies in England
- Individual liberty: Support and respect for the liberties of all within the law
- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

#### **4.2. Democracy**

- Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, Assemblies, speaker events and PSHCE programme
- Use the Student Council to teach pupils how they can influence decision making through democratic process
- Include information about the advantages and disadvantages of democracy and how it works in Britain and abroad through the PSHCE, History, Geography, RS, English Curriculum at KS3 /4 , broadening to include Business Studies, Economics at KS5
- Encourage students to be aware of injustice, perceived or real and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives and awareness raising campaigns.

#### **4.3. Rule of Law**



- Ensure school rights and responsibilities (Appendix A) are transparent, clear and fair
- Help pupils to distinguish right from wrong through discussion and modelling positive behaviour
- Use police visits to build links
- Help pupils to understand that the law and living under the rule of law is intended to protect individuals. Use opportunities in lessons to review understanding of the rule of law and its effects upon individuals and groups
- Help pupils to understand that the law is to be respected through upholding and adhering to it as a community and that the same applies to our own school rules
- Use curriculum opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies.

#### 4.4. **Individual Liberty**

- Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge
- Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others
- Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school
- Work tirelessly to establish and maintain a climate in which all students feel safe and bullying is not tolerated

#### 4.5. **Respect and Tolerance**

- Promote respect for individual differences
- Use Curricular and extracurricular opportunities to expose pupils to British and other cultures, their ways of life and faiths, encourage and support pupils in growing their understanding and appreciation of these
- Use RS/Philosophy and Ethics to encourage critical thinking and deeper understanding of difference and beliefs
- Discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society.

### 5. **Outcome**

#### 5.1. We will know we have been successful when:-

- our students are able to assess their developing strengths and build upon them.
- our students show confidence, high self-esteem and self-reliance. They are actively involved in their own learning and are motivated to achieve.
- the school has a caring ethos clearly shown in the quality of the relationships between all members of the school community, allowing students to empathise with people different from themselves.
- our students show honesty, self-discipline and personal responsibility.
- our students are independent members of a community such as school and be included in activities to make a contribution in and around the local community which enrich and support the citizenship and Personal, Social, Health and Citizenship.



- our students actively wish to give and receive respect.
- our students are aware of the main obstacles to health and are prepared to make decisions based on facts.
- our students feel able to ask about sensitive issues without fear of ridicule and can communicate confidently with their peers and adults.
- our students have sufficient factual information, or the knowledge of how to access such information, to make considered decisions on matters concerning their physical social and mental well-being.

## **6. Drug Education**

- 6.1. Drug education is one component of drug prevention. It aims to provide opportunities for students to develop their knowledge, understanding, skills and attitudes about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and other's actions. Drugs education in school is delivered through the statutory elements of science in the national curriculum and the non statutory PSHCE curriculum.
- 6.2. All year groups will be taught about the harmful effects of drugs through the tutor programme and/or focus day. There is progression from year 7 through to year 13 in educating students to make informed decisions and to keep themselves safe and healthy, including
- Assessing, avoiding and managing risk
  - Communicating effectively
  - Resisting pressures
  - Finding information, help and advice
  - Devising problem solving and coping strategies
  - Developing self awareness and self esteem.