


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

## Ellesmere Port Catholic High School



Approved by:	Mr J Coucill, Chair of Governors	
Lead of Review:	Mr M Hughes, Assistant Headteacher	
Last reviewed on:	August 2020	
Next review due by:	July 2021	

## **Status**

Recommended

### **Aims and Objectives:**

Our children will be guided, encouraged and taught to:

- Develop confidence, take responsibility and make the most of their abilities
- Develop a healthy, safe lifestyle
- Develop good relationships and respect the differences between people
- Develop their own voice and opinions
- Learn to play an active role as citizens of the world
- Make the most of their own and others abilities

### **We achieve these aims through:**

- Discrete curriculum time within the Personal Development program
- Teaching PSHE in and through other subject areas (including RE and collective worship)
- Participation in activities and social events.
- Our school values - student characteristics and assemblies.
- Knowing how to stay as healthy as possible
- Knowing how to keep themselves and others safe
- Being able to form worthwhile and fulfilling relationships
- Respecting the differences between people
- Developing independence and responsibility
- Playing an active role as members of our democratic society

This approach enables our children to become confident, creative and caring.

Personal, Social, Health & Citizenship Education is the provision of activities, experiences and guidance which enable the children to reflect and make informed decisions. We place an emphasis on active learning by including the children in discussions, investigations, problem solving activities and making decisions. We encourage children to take responsibility and reflect on experiences, e.g. children organising charity fundraising, planning of special events, involvement in activities to help groups or individuals less fortunate than themselves, including: our individual class charity activities, appeals. We invite visitors to share expertise, skills and experiences, to provide added value to the school's work. These visitors can include: Police liaison officers; Authors; Artists; School nurses; Athletes and other members of the local community, e.g. a parent with a new baby or pet, past students sharing their career or areas of interest.

Opportunities are planned as discrete, whole school or cross curricular events. We deliver the PSHE and citizenship curriculum through lessons (1 hour every two weeks), form time, assemblies and RE lessons. The timetabled lesson, on a half termly cycle of Personal Development includes a spiral curriculum made up of Wellbeing, Citizenship, RSE and SMSC, Team Building, Safety and Careers. All children including those with special needs and the most-able, have learning opportunities matched to individual needs. We also take into account targets set for children in ILP's (Individual Learning Plans), e.g. self-esteem, behaviour needs.

## **Purpose**

- To know and understand what constitutes a healthy lifestyle including physical and emotional health.
- Be independent and responsible members of the school, local and wider community and an active member of society.
- Be aware of the real opportunities and risks which may affect students and to have confidence in responding appropriately;
- Develop self-confidence and self-esteem, and make positive, informed choices regarding personal and social relationships;
- Develop positive relationships with other members of the school and the wider community and demonstrate respect for other people and their beliefs.
- The aims of this policy are enhanced by our school mission statement of “I have come that they may have life and have it to the full.”

## **Teaching and Learning**

PSHCE is delivered through discrete curriculum time, by a Team of teaching staff who are led and advised by the Personal Development Leads. We ensure that we use a range of different teaching and learning styles throughout all our sessions. The planning of the sessions enable the students to take part in a number of pair/group discussions, role-plays, involvement in problem solving activities and through the promotion of the core Fundamental British values and SMSC, developed elsewhere in the curriculum. Additional sessions will be arranged in conjunction with outside agencies as appropriate.

## **Who was consulted?**

The programme has been developed in line with national curriculum guidance, PSHE Association and thorough research into good practice. Students were consulted during Student Voice activities as well as staff from EPCHS.

## **Relationship to other policies and documents**

The policy relates to the Child Protection, Drugs, Careers, Assessment and Reporting, Sex and Relationships Education 2020 and SMSC Policies.

The Equality Act of 2010

## **Roles and responsibilities**

**The Headteacher and Assistant Headteacher for Personal Development** will ensure:

- Students will follow a structured programme in Years 7-11 as detailed in the appendix.
- Students in Year 12-13 will follow a tailored programme as detailed elsewhere.

**The Personal Development Leads** will ensure:

- Students have access to appropriate materials for their key stage.
- Students have a variety of opportunities to learn about key social issues.
- The PSHCE curriculum is in line with the statutory delivery of Sex and Relationship Education 2020.

**The teachers** will ensure:

- All lessons are taught as scheduled.

- The PSHCE and Safeguarding Leads are informed of any issues/safeguarding concerns highlighted by lesson content/activity.

### **Arrangements for monitoring and evaluation**

Evaluation will be carried out by students and teachers. The feedback will be analysed by the Assistant Headteacher for Personal Development and Leads. The results will determine the strengths and development needs of the programme.

## **Appendix**

### **Areas covered in Personal Development, incorporating PSHCE**

#### **Year 7 – 11**

EPCHS Students will cover a comprehensive program of Personal Development linked to the PSHE Associations thematic plan.

All students will experience a spiral curriculum which is developmental in its approach.

There are 6 key areas for this program which are taught through the PD Lessons on a bi-weekly basis:

- Careers
- Safety
- Citizenship
- Wellbeing
- RSE and SMSC
- Team Building


Many of these areas will also be covered elsewhere in the curriculum, for example Science lessons considering healthy lifestyles, Drama in dealing with the range of, and expression of human emotions, or History examining the changing nature of British Society.

A copy of the Implementation Plan for Monday PD Lessons is also attached for reference.

**Implementation Plan for Monday Lesson 1 Week A**

<b>PERSONAL DEVELOPMENT – TIMETABLED LESSON</b>						
<b>MONDAY LESSON 1 Fortnightly Session</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Pastoral</b>
<b>Autumn 1</b>	Team Building <b>Residential</b>	Citizenship	Careers	Wellbeing	RSE and SMSC	<b>YR11</b> Electronic Questionnaire to be answered during form time (Careers) to feed into Au2 PD L1.
<b>Autumn 2</b>	Safety	Wellbeing	Citizenship	RSE and SMSC	Careers	<b>YR11</b> Electronic Questionnaire to be answered during form time (Careers) to feed into Au2 PD L3.
<b>Spring 1</b>	Citizenship	Team Building	RSE and SMSC	Safety and Careers	Wellbeing	
<b>Spring 2</b>	RSE and SMSC	Careers <b>Options Information and Guidance</b>	Wellbeing	Safety	<b>CITIZENSHIP Revision Techniques</b>	
<b>Summer 1</b>	Careers	RSE and SMSC	Safety	Citizenship	<b>Examinations</b>	
<b>Summer 2</b>	Wellbeing	Safety	Team Building	Careers <b>Employability Week Work Experience</b>		

**RSE will also be taught through the ‘Theology of the Body’ – Two weeks in the summer term in Religious Education**

	<b>Team Building</b>	<b>Citizenship</b>	<b>Careers</b>	<b>Wellbeing</b>	<b>RSE and SMSC</b>	<b>Safety</b>
<b>Autumn 1</b>	<b>YR7</b>	<b>YR8</b>	<b>YR9</b>	<b>YR10</b>	<b>YR11</b>	<b>YR7</b>
<b>L1</b>	Transition to Secondary School	Human Rights and International Laws	Setting Goals and Learning Strengths  <i>Online presence to be delivered as part of ICT curriculum</i>	Mental Health and Stigma	Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	
<b>L2</b>	<b>See SAFETY</b> 	Contribution to the Community	Employability skills Matching skills to jobs Understanding job adverts	Ill health and safeguarding health	Different families and parental responsibilities	<b>Safety inside and Outside school incl. water and road</b>
<b>L3</b>	First Aid	Previous liberties enjoyed by citizens of the UK	Personal statement and CV creation	Influence and impact of drugs, gangs and role models	Marriage, forced marriage and changing relationships	

	<b>Team Building</b>	<b>Citizenship</b>	<b>Careers</b>	<b>Wellbeing</b>	<b>RSE and SMSC</b>	<b>Safety</b>
<b>Autumn 2</b>		<b>YR9</b>	<b>YR11</b>	<b>YR8</b>	<b>YR10</b>	<b>YR7</b>
<b>L1</b>		The roles played by public institutions and voluntary groups in the UK	The Next Steps Application processes Skill Development for further education, employment and career progression	Alcohol	Relationships and sex expectations	Developing growth mindset and 'Can Do' attitude
<b>L2</b>		The function and the use of money	Changing world of work. The Law, Work and You. Discrimination in the workplace	Drugs and peer pressure	Pleasures, challenges, sexting, media and pornography (Sexting to be introduced as part of ICT curriculum YR8 Au2)	Social influences – how behaviour can affect others, positive friendships gang exits
<b>L3</b>		Parliament – votes, elections and parties	The Future: Setting goals and achieving them (Form Time) Update Personal statement and CV	Mental health, body image and coping strategies (body image also covered in ICT Photoshop module Au2)	Addressing extremism and radicalisation (To be introduced to YR8 Su2 L3 as part of Safety Curriculum)	Having clear personal boundaries – images sharing information



	<b>Team Building</b>	<b>Citizenship</b>	<b>Careers</b>	<b>Wellbeing</b>	<b>RSE and SMSC</b>	<b>Safety</b>
<b>Spring 1</b>	<b>YR8</b>	<b>YR7</b>	<b>YR10</b>	<b>YR11</b>	<b>YR9</b>	<b>YR10</b>
<b>L1</b>	???	Being a Good Citizen	<b>Intro to Work Experience Planning and Prep</b>  <i>Careers team to lead and Safety team to support</i>	Self-efficacy, stress management, future opportunities	Respectful relationships – families and parenting, conflicts and resolution	<i>Careers team to go to Safety class to lead session</i>
<b>L2</b>	???	Rules, laws and justice systems	<b>Team working on organising paperwork/placements</b>	Responsible health choices	Relationship and sex education – consent	The impact of financial decisions, debt and budgets
<b>L3</b>	???	Contribution to the Community	<b>Team working on organising paperwork/placements</b>	Safety in independent contexts	Contraception and STI's	Gambling and the impact of advertising on financial choices

	<b>Team Building</b>	<b>Citizenship</b>	<b>Careers</b>	<b>Wellbeing</b>	<b>RSE and SMSC</b>	<b>Safety</b>
<b>Spring 2</b>		<b>YR11</b>	<b>YR8</b>	<b>YR9</b>	<b>YR7</b>	<b>YR10</b>
<b>L1</b>		Different electoral systems used in and beyond the UK	Strengths and Weaknesses Transferrable skills	Peer influence and substance use	Diversity, prejudice and bullying	Drugs and Gangs Effect on finances and relationships
<b>L2</b>		Human Rights and International laws	Careers and Life Choices Why people change jobs	Gangs	Self-worth, romance and friendship, healthy routines, influences on health	Knife Crime, drugs, gangs and First Aid (How to keep Self and others safe)
<b>L3</b>		Money Skills: Income and expenditure, credit and debit, insurance, saving and pensions, financial products and services	GCSE Options and the process Support networks	Diet, exercise and healthy choices	puberty and unwanted contact and FGM	Managing Risk and Personal Safety Drugs and alcohol affecting decision making Managing peer influence in increasingly independent scenarios

	<b>Team Building</b>	<b>Citizenship</b>	<b>Careers</b>	<b>Wellbeing</b>	<b>RSE and SMSC</b>	<b>Safety</b>
<b>Summer 1</b>		<b>YR10</b>	<b>YR7</b>		<b>YR8</b>	<b>YR9</b>
<b>L1</b>		Local, Regional and International Governance in the UK	My Strengths and Developing new skills		Discrimination in all forms	Gang Exploitation Exit strategies for pressurised or dangerous situations
<b>L2</b>		Europe, the Commonwealth and the United Nations	Careers and raising aspirations		Gender identity and sexual orientation	Managing Risk Social Media, Unwanted attention (Building on Online Presence from ICT curriculum Au1)
<b>L3</b>		Mutual Respect for diverse national, regional, religious and ethnic identities in the UK	Working, Saving, Borrowing and Budgeting		Introduction to contraception	Road Safety Inc Cars, Mopeds, mobile phones.

	<b>Team Building</b>	<b>Citizenship</b>	<b>Careers</b>	<b>Wellbeing</b>	<b>RSE and SMSC</b>	<b>Safety</b>
<b>Summer 2</b>	<b>YR9</b>		<b>YR10</b>	<b>YR7</b>		<b>YR8</b>
<b>L1</b>	<b>???</b>		<b>Getting ready for Work experience</b>	Self-concept		Online Safety – Public and Private information Age restrictions and how to make responsible decisions online Financial security online
<b>L2</b>	<b>RESIDENTIAL ???</b>		<b>Out on work Experience</b>	First Aid		Gambling hooks and impacts
<b>L3</b>	<b>???</b>		<b>Work Experience Evaluation</b>	Healthy Lifestyles and Routines		Online grooming Inc. Extremism and Radicalisation

## **Organisation**

**Team Building** – AHT Mr Hughes

**Citizenship** – Citizenship Lead

**Careers** – Careers Lead

**Wellbeing** – Wellbeing Lead

**RSE & SMC** – RSE and SMC Lead

**Safety** – Safety Lead