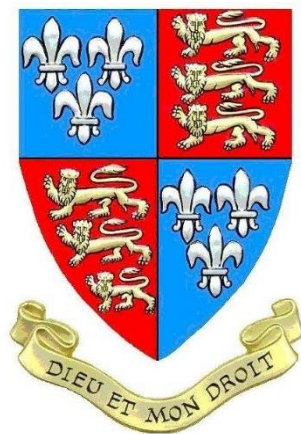


# King Edward VI Grammar School



## Personal, Social and Health Education and Citizenship Policy

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP POLICY**

### **Rationale: The Importance of PSHEE/ Citizenship Programmes**

The PSHEE / Citizenship programmes are:

- (i) an essential part of the School's provision of the broad and balanced curriculum which the Education Reform Act recognised as being necessary if students are to be prepared adequately for adult life.
- (ii) designed to meet the demands of the Act that these aspects of the curriculum should be provided in a systematic and coherent way and should cover the areas of citizenship, health education, study skills, careers, economic and industrial awareness and environmental issues.

### **Aims**

The PSHEE/Citizenship programmes aim to:

- Raise students' confidence and self esteem
- Help students develop interpersonal skills, social skills, planning skills, study skills, and communication skills, all of which are vital in preparing students for adult life be relevant to students' needs and take into account the society in which they live
- Allow pupils to develop and maintain a healthy and safe lifestyle.
- Inform pupils on use social networking safely and know how to report problems.
- Understand the dangers of sexual health risks and the dangers of substance misuse.
- Develop the skills to deal with mental health problems such as stress.
- Understand the financial economy and understand how changes affect their future, and know how to manage their finances
- Enable to research chosen career paths and investigate career options.
- Encourage discussion and respect differences
- Help students acquire knowledge and skills relevant to their development as good, productive and global citizens
- Offer support for the Specific Aims of the School, and in particular to those regarding the development of self-discipline, self esteem, self respect, tolerance for others, and the skills and knowledge required to make a successful transition both through the School and from the School to a wider society and ensure thereby that the School is a place where effective learning can take place
- Encourage pupils to support each other and contribute to the wider community
- Involve outside agencies in the work of the School

**The outcome is for pupils to develop the knowledge and skills they need to be successful now and in the future.**

### **Nature of lessons**

The programme uses a variety of teaching methodologies. Active learning is experienced by individuals, pairs, groups and the whole class. The lessons include the use of role play, group discussion, whole class discussion, videos, guest speakers, games, and practical exercises. The programme is enriched by visits from the Samaritans, Lincolnshire Fire and Rescue, Children's Plan, Lincolnshire Road Safety Partnership, Positive Health, School Nurse, Orthodontist, Doctor, Max Respect, St Andrew's Hospice, Macmillan Cancer Support and Gideons.

The programme is based around the cross-curricular themes of citizenship, environment, health, careers and economic and industrial awareness. The curriculum has a spiral structure; students revisit themes throughout years 7 to 11. Some of the lessons have been designed and developed by the specialist teachers at the school, some have been designed by the various expert guest speakers.

Enrichment days are planned to address key themes through cross curriculum activities for all year groups pertaining to key PSHEE and Citizenship issues including Fair Trade, Alcohol and Awareness.

Registration time is also used to facilitate PSHE by offering 'book Friday', where pupils bring in their own book to read quietly as well as 'word of the day', 'skills' and a reflection of 'this day in History'.

### **Delivery of the Personal, Social, Health & Economic Education Programmes**

Health, citizenship in years 9, 10 & 11, and some aspects of careers education are delivered by a separate team of teachers, but all other aspects of the programme, including much careers teaching, are delivered by the Tutors. Tutors are advised in meetings and through email about effective delivery of the tutorial lessons where the need for sensitivity is also addressed.

Some specialist areas of health education, such as some aspects of sex education and drugs education, are also delivered in tutorial time by guest speakers. Parents and carers are welcome to visit the school to view the lesson materials. Throughout years 7 to 11 the tutorial period consists of one hour per fortnight. A Focus Group consisting of members of the student Parliament, parents / carers, staff, governor, sixth form and Head of Pastoral Care address changes and issues as they arise, constantly reviewing policies.

For the Lower School (years 7 to 8) health education also has a separate one hour period per fortnight). Citizenship is delivered through the Tutorial Period and contributed to by all subjects, across the curriculum.

PSHEE is also embedded into the whole school curriculum, and where possible, material is addressed through the curriculum as well, for example, Health topics such as reproductive behaviour, contraception, dangers of legal and illegal drugs are all covered in depth in Biology lessons as part of the compulsory science curriculum. The importance of stable relationships, tolerance and racial and religious harmony is reinforced through Religious Education lessons.

As well as this, key PSHEE & Citizenship themes are chosen by form groups and are addressed in year group assemblies which are planned and delivered by each form.

Furthermore, as part of the school's International Status, issues pertaining to citizenship through community cohesion and cultural awareness also form an integral part of the PSHEE programme.

### **Reflection on Progress & Careers**

Throughout the programme students are required to both complete self evaluations relevant to particular lessons and review their general progress on a termly basis with their tutors. These assist the students to write their assessment of their academic and more general progress at the end of each year, as part of their school report, They also assist the students to write a personal statement of their experiences and achievements and a Curriculum Vitae

in year 11. A detailed Careers Programme is implemented from KS3 to KS5 within the PSHE lessons.

### **Updating and Evaluation**

All parts of the programme are regularly updated and evaluated for usefulness and suitability, to changing environment to ensure that the aims of the programme are being met. Specialist teachers receive regular training to ensure that Schemes of Work and teaching reflect current trends and are relevant to pupils' needs and experiences and consequently new topics are added, such as 'legal highs', 'energy drinks', 'e-cigarettes', 'exploitation' and 'trolling'. Focus Group has a strong influence on review of the PSHEE curriculum at Kevigs.

### **Programme and lesson resources**

These will be found on the Desktop within the 'PSHE' icon. There is a spreadsheet entitled 'Year 7-11 PSHE Programme'. This contains 5 tabs labeled from Year 7 – 11. Click on the appropriate tab, scroll to the relevant date, and lesson plans and resources including videos will be found on there.

This can be accessed at any point throughout the year. Tutors are encouraged to review the lessons in advance to ensure smooth running and delivery of each session. After each session, tutors should feedback to coordinator by email.

### **Assessment of PSHEE and Citizenship**

The QCA 'End of Key Stage Statements', summarising the information and knowledge that the pupils should have acquired, and the skills they should have demonstrated, by the end of both KS3 and KS4. Relevant skills and knowledge are developed and assessed both formally and informally through discussion and written exercise, complete in Tutorials, Health Education lessons, Careers lessons and Citizenship lessons. Pupil self-evaluation is seen as a vital part of the development of pupils' skills and abilities.

### **Parental and Pupil Involvement**

Pupils play an active role in the review and planning of topics within the PSHEE Programme through discussions with the Student Parliament, Heads of Year and Subject teachers. A prefect is assigned to PSHE to help with research and organization of programme with a team of sixth form students to help develop their skills.

Parents and carers are kept updated through school newsletter about events and activities. Furthermore, parents and carers are provided with guidance on safety issues and with details of essential organizations from where they can seek further help, including Connexions. The webpage also offers guidance on Alcohol Addiction, Bullying, Eating Disorders, Smoking, Study Skills and Sex Education. This is all clearly set out on the school website under the 'Parents' section which is monitored and regulated by the Headmaster.

Pupils are also provided with particular pages in their planners to which parents and carers need to sign to give permission for SRE, Code of Behaviour, Health & Safety, Everyday Rules, Criteria for Achievement Points, School Procedures and Regulations, Computer and Internet Use Policy and details of the school day so that they are kept informed of how to support their child and school.

**PROGRAMME TOPICS**

<b>Year</b>	<b>Citizenship / Personal &amp; Social</b>	<b>Environment/ Citizenship</b>	<b>Health / Citizenship</b>	<b>Careers / Citizenship</b>	<b>Economic awareness/ study skills</b>
<b>7</b>	Bullying Relationships - family, friends Child Protection The School Parliament Cyberbullying E-safety	Community actions Safety Drugs awareness Smoking International walks to school	Dental care Healthy eating Personal Care Skills Growing up Drug awareness Smoking	Recognizing and recording achievement Research skills Interviewing an adult Assessing strengths/ weaknesses Setting short/medium term goals Valuing all sections of work	Study skills Revision skills Advertising pressure to consume
<b>8</b>	Bullying Social relationships Conflict situations Police-student relations The School Parliament E- Safety British Citizenship Holocaust Memorial Day	Environmental awareness Animal exploitation National issues Global issues Work of international charities	First aid Health & fitness Relaxation Body image Health risks Girls & boys relationships Sex & Relationships education (SRE) Drug awareness	Recognizing and recording achievement Assessing strengths/ weaknesses Setting short/medium goals Understanding equality of opportunity	Consumer issues Packaging Study skills Revision skills
<b>9</b>	Self-esteem Child protection The School Parliament Electing a representative Conflict Taxation and government spending General Elections and electoral systems Cyberbullying E-Safety Human Rights	-Homelessness and voluntary agencies -Domestic Violence -Global warming and what all can do to help -Global peace making -Police and the Legal System - Magistrates Trials	Drugs & the law Pressures on boys & girls Negotiation skills Teenage pregnancy and safer sex Coping with bereavement, divorce and family change Eating disorders	Recognizing and recording achievement Assessing strengths and weaknesses Equal opportunities Setting short/medium term goals Transferable skills Job research skills	Media pressures Study skills Revision skills
<b>10</b>	The School Parliament Democracy National/local elections The law The Media E-safety	Fire Safety Local issues: - access for disabled - local facilities	Smoking Contraception & STIs Alcohol abuse Drug awareness SRE Stress Risky Behavior (PH)	Recognizing and recording achievement Planning skills Setting medium and long term goals Exploration of positive career paths and qualifications Work experience Creating Action Plan	Study skills Safety skills Memory skills Revision skills Listening skills
<b>11</b>	Crime & its consequences The School Parliament The Economy & Finance Consumerism Human Rights The EU Globalisation E-Safety Assertiveness	Local issues: - recycling - waste disposal - facilities for young people	HIV & AIDS Drugs & the effects of addiction Positive management of sex and relationships Breast and testicular awareness Homelessness SRE Chlamydia (PH)	Interview technique Writing a CV Writing an NRA Personal Statement Progression to Y12 & post 16 options Life in 6 <sup>th</sup> Form Career research skills Medium and long term goals Financial issues	Interview technique Economic Understanding Study skills Revision skills Financial skills/ managing a budget