

# Personal, Social, Health and Economic Education (PSHE) and Citizenship Policy



Reviewer: AP June 2018

Next review date June 2019

## 1. Introduction

- 1.1. The PSHE and Citizenship programme is an integral and important part of the education programme at our school. This programme aims to foster the personal, moral, spiritual, social and cultural development of our students, as well as helping to enhance their ability to cope with life and its demands. It aims to inspire and encourage our students to become kinder, more confident, more thoughtful and more responsible citizens in the communities in which they live and work.

## 2. PSHE

- 2.1. PSHE aims to help our students develop an increased understanding and knowledge of:
- Health issues: drugs, sex education, mental health, healthy lifestyle, and work/play balance;
  - Personal issues: goal setting, self-awareness, self-esteem, relationships, emotional well-being, safety and safeguarding;
  - Social issues: relationships including family, friends, workplace, teams, disabled people; and
  - Emotional literacy: supporting personal and social development by encouraging resilience, positive self-esteem and confidence. The moral and ethical aspects of issues are discussed to enable students to explore their own feelings and thoughts, as well as developing emotional empathy.
  - Economic issues: managing personal finances, banking, credit lending and interest.

## 3. Citizenship

- 3.1. Citizenship education aims to develop an increasing awareness and a better understanding of:
- What constitutes British values of democracy, respect and tolerance for others, personal liberty and the law.
  - Personal finance and the notion of worth and value.
  - The Equality Act of 2010 and vulnerable groups in our society.
  - Responsibility within the communities that our students interact with both on a smaller scale (such as family), as well as the larger scale (national and global issues).
- 3.2. See Appendix 1 for more details.

## 4. The Programme

- 4.1. PSHE and Citizenship teaching takes place both in designated 55 minute lessons and during the 25 minute form time. Time allocated specifically to PSHE within the timetable is as follows (see also Appendix 2 for more details of the content):

Year	Allocation of time to PSHE	PSHE taught by:
7	1x 55 minute lesson with whole form	Form Tutor or Assistant Form Tutor
8	1x 55 minute lesson in groups of 20/22 girls	Specialist PSHE teachers
9	1 x 25 minute lesson with whole form; sex education to half classes	Form Tutor; two specialist teachers
10	1x 55 minute lesson with whole form	Specialist PSHE teachers
11	1x 55 minute lesson in groups of 15/16 girls; rotation of modules on First Aid, Healthy Living, PSHE and Yoga	Specialist teachers

VI form	Sessions of Relationships and Sex Education, occasional sessions of mindfulness and stress reduction; P.E.- includes yoga; Tuesday lecture programme and form activities often supplement issues pertinent to PSHE	School doctor and nurse, visiting speakers, PE staff/specialists
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- 4.2. A variety of teaching styles encourages the students to be active participants and interact with one another in the lessons as much as possible. Discussion is crucial and central to PSHE and Citizenship education.
- 4.3. Carefully chosen staff ensure the effective delivery of the programme; external speakers are invited into school to talk to girls about a number of issues such as safety, drugs, alcohol and sexual health. A wide variety of excellent resources is provided which is regularly updated; the students have access to a range of resources in the Library and electronically.
- 4.4. Aspects of PSHE and Citizenship are also taught across the curriculum. Examples include:
- The effects of smoking in Biology
  - Fair Trade and sustainability in Geography
  - Prejudice and other social concerns in English
  - Ethics, value judgements and understanding/tolerance of other religions in Philosophy and Religion
  - Democracy, voting rights, women’s suffrage, etc. in History.
- 4.5. The ethos of the school also reflects a focus on good citizenship and thinking of others. There is a strong emphasis on giving to those who are less fortunate through a weekly collection, cake sales, mufti days and other events organised by the Sixth Form Social Services Team. Monthly tea parties and an annual Christmas party for local elderly residents are organised.
- 4.6. In all year groups, participation in the democratic life of the school is carried out via the School Council. Representatives are elected and trained to represent their forms and to lead responsibly; they attend a ‘Leadership Training Day’ and they represent the views of girls in their form at the School Council meetings held twice or three times a term. The ‘Green Team’ promotes environmental awareness throughout the school and encourage a ‘green’ approach to travel, waste and consumerism.
- 4.7. The ability to work as a team and to take others’ views into account is promoted through sport, the Duke of Edinburgh Award Scheme, cross-curricular days and many other curricular and extra-curricular activities. Courtesy and concern for others is a vital ingredient of school life, and indeed life outside school.

## 5. Head of Wellbeing

- 5.1. The Head of Wellbeing is responsible for the programme as a whole: providing resources; supporting PSHE teachers; ensuring that they feel confident about the delivery of the programme. Regular meetings are held for those teaching PSHE in order to discuss progress and any issues arising from the course. The programme is continually assessed to update and meet the needs of our young people in a fast moving and changing society.

## 6. Relationships and Sex Education (RSE)

- 6.1. PSHE is a statutory element of the curriculum and it is recommended that RSE is included within the PSHE program. It is noted, however, that parents have the statutory right to withdraw their daughters from lessons concerning sex and relationships education as delivered through the PSHE programme, though not from sex education within the Science curriculum.
- 6.2. The School's RSE programme aims to develop students' understanding of the topic in the following key areas:

***Knowledge and understanding***

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Considering issues of consent.
- Understanding different aspects of sexuality.

***Attitudes and values***

- Discussing the importance of values and individual conscience and moral considerations.
- The understanding of the value of family life, and stable and loving relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

***Personal and social skills***

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

*PROMOTING BRITISH VALUES IN OUR CURRICULUM – PSHE.*

*PSHE aims to foster tolerance, understanding of democratic processes and mutual respect through a variety of topics and teaching styles.*

	Democracy	The rule of law	Individual liberty	Mutual respect	Tolerance of those of other religious faiths/beliefs
Year 7	School Council – ongoing with election of classroom rep. and meetings in form times etc collecting and disseminating views.	-New school – ground rules; Bill of rights. -How the law works. -Personal safety.	-Behaviour towards each other. - Rights and responsibilities. -Personal identity.	-Getting to know you -Listening skills. -Cyber bullying. Learning to respect others online.	-Charity project term -Thinking of others and working as teams.
Year 8 PSHE Module One	Assertiveness 2/3 lessons.	Ground rules; guidelines on behaviour towards others. Negotiation skills.	Peer group pressure in friendships.	Friendship - Encouragement of empathy, sensitive understanding and compassion for others.	Bullying; Racism; stereotyping / prejudice. Sharing and respecting other people’s views.
Year 8 PSHE Module Two	Well-being –Both personal and in larger communities.	Mental Health- Personal responsibility and helping with issues of mental health.	Peer group pressure /body image.	Mental health and well-being, empathy and sensitive understanding and compassion for others.	Empathy for other people’s feelings, views and personal situations and circumstances with a view to fostering tolerance.
Year 8	Democratic	The role of the U.N	Political parties; gaining	British Values	Multiculturalism and racism. The

citizenship module	processes : How Government works The Cabinet Elections and M.Ps.	humans rights including children's rights; The Home Office and why there is a need to police.	insight into why people may choose different political parties.	What is Britishness? - With exploration of other cultures and their values.	importance of tolerance and understanding in a democracy Concept of "Britishness."
Year 9 PSHE RSE 6 lessons	Knowledge to enable safe and well informed decision making.	Sex and the law – age of consent.	Peer group pressure - choices in relationships.	Contraception/ decisions making, Individual choice / evaluating risks.	Respect for personal decisions and beliefs.
Year 9 Citizenship	Team work in decision making.	Understanding legislation – How a school community works; its application beyond school.	Tolerance in communities allows for choices within a democracy – the idea of "the greater good."	Understanding communities – local/school/global. Exploration of Kindness.	Understanding that different communities may have different value systems.
Year 9 PSHE	Understanding choice – the importance of knowledge. Why people take drugs.	Drugs and the Law – Research on drugs – finding out legislation on different types of drugs.	Risks of drug taking – the effects on the body.	Disability - coping with a disability. Types of disabilities. Facilities for the disabled.	Tolerance and help for elements of society.
Years 10 and 11	Ground rules- both years. General ethos of team building and how teams work effectively together.	Year 10: Drugs education.  Year 11: RSE.	Year 10: Yourself and others – self- identity / personality. Values in our society – values game – what we value.  Year 11: Emotional literacy.	Year 10: Relationships- family/friendships/ understanding sexuality.  Year 11: Self-awareness – emotional intelligence.	Year 10: Respect of other's points of views- citizenship studies - prominent women ; Stereotyping/ friendships. Newspaper audit.  Year 11: Personal development and emotional intelligence.

## **Teaching styles**

1. Establishing ground rules
2. Open discussions in larger groups
3. Small group discussions with a variety of how groups might work together – mixing students up rather than allowing friendship groups to work together
4. Time for plenaries from discussion so views are shared and respected
5. Circle time so that each student has an opportunity to express themselves
6. Decision making games
7. Individual presentations as well as pair or group presentations



## An Overview of The Godolphin and Latymer PSHE Curriculum

<b>Year group</b>	<b>PSHE</b>	<b>Citizenship and Economic issues</b>
Year 7	<ul style="list-style-type: none"> <li>• Emotional intelligence – coping with change –new school/ friends</li> <li>• Friendships - behaviour/kindness/gratitude</li> <li>• Personal identity</li> <li>• Safety – cyber bullying</li> <li>• RSE – puberty</li> <li>• Reflection and gratitude diaries</li> </ul>	<ul style="list-style-type: none"> <li>• Personal finance – Pocket money</li> <li>• Understanding the Equality Act 2010- vulnerable groups</li> <li>• Respect and tolerance for others – new friends</li> <li>• Democracy; The role of the school council; school rules</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>• Friendship/ bullying ( including internet safety)</li> <li>• Self- esteem, assertiveness, body image</li> <li>• Resilience</li> <li>• Well- being – physical and emotional mental health</li> <li>• Puberty- physical, emotional and social changes</li> </ul>	<ul style="list-style-type: none"> <li>• Equality Act 2010 , prejudice , stereotyping and discrimination</li> <li>• British values</li> <li>• Multiculturalism; challenging racism</li> <li>• Government spending and taxes; the Budget</li> <li>• Human rights; the Role of the U.N. in safeguarding human rights</li> <li>• Democracy and voting</li> <li>• the Home Office and Policing</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>• Drugs and Alcohol education</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and the School Council</li> </ul>

	<ul style="list-style-type: none"> <li>• RSE: STIs, contraception, choices and consent in the context of positive relationships and self- understanding</li> <li>• Disabilities (Equality Act 2010)</li> </ul>	<ul style="list-style-type: none"> <li>• The local community- responsibility and improving – how to appeal and change</li> <li>• Justice – slavery</li> <li>• Personal Finance - worth and value</li> <li>• Current affairs</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>• Personality- personal identity and learning styles</li> <li>• Mental health and well being</li> <li>• Drugs education</li> <li>• Positive relationships</li> <li>• RSE - including understanding sexuality</li> </ul>	<ul style="list-style-type: none"> <li>• Personal finance – banking, credit lending and interest.</li> <li>• Media – understanding media and bias</li> <li>• Current affairs – previous topics include leadership and female role models</li> <li>• Democracy in team work / at home/ at school</li> <li>• Equality Act 2010 – sexuality, gender</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>• PSHE Emotional intelligence , empathy understanding</li> <li>• Well being</li> <li>• Healthy living</li> <li>• Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• First aid- responsibility to others and oneself</li> </ul> <p>Note – year 10 and 11 Perspective programmes cover a wide range of citizenship issues</p>