

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



Reviewer: JS/JC/HG November 2023  
Education Committee: November 2023

Next review by: December 2024

## 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.

## 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, with particular regard to the 'protected characteristics' listed in the Equality Act: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.
  - 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):

<b>Year</b>	<b>Allocation of time to PSHE</b>	<b>PSHE taught by:</b>
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	PSHE teachers
9	1 x 25 minute lesson with whole form; Relationships and Sex Education (RSE) delivered in 1 x 55 minute lesson on an 8 week rotation.	Form Tutor; two specialist teachers for RSE

10	1x 55 minute lesson with whole form	PSHE teachers
11	1x 55 minute lesson in groups of 15/16 girls; rotation of modules on First Aid, Skills for life (finance, budgeting, meal planning), mindfulness/yoga, and Relationships and Sex Education (RSE).	Specialist teachers
VI form	Sessions of Relationships and Sex Education, Drug and Alcohol Awareness, online safety, occasional sessions of mindfulness and managing stress positively; P.E.- includes yoga; Tuesday lecture programme, year group assemblies and form activities often supplement issues pertinent to PSHE	School nurse, visiting speakers, PE staff/specialists

- 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 personal safety, drugs, alcohol and sexual health.
- 4.4. Aspects of PSHE and Citizenship are also taught across the curriculum. Examples include:
- The effects of smoking, pregnancy, contraception and STIs 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 the activities organised by the Social Impact Committee and Deputy House Captains.
- 4.6. In all year groups, participation in the democratic life of the school is carried out via the School Council. Representatives are elected from each year group. The Sustainability Committee 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.
- 4.8. The PSHE Coordinator is responsible for the PSHE programme: providing resources; supporting PSHE teachers; ensuring that they feel confident about the delivery of the programme. She is supported in this role by the Deputy Head (Pastoral) and Assistant Head: Staff and Student Wellbeing and Development. The programme is assessed frequently to meet the needs of our young people in a fast moving and changing society. Meetings are arranged to aid with teacher training and to discuss feedback from the course.

## **5. Relationships and Sex Education (RSE)**

- 5.1. PSHE is a statutory element of the curriculum and RSE has always been an integral part of our PSHE curriculum for all year groups. In September 2020, RSE became statutory for all pupils in secondary education, and there is a separate RSE Policy available to view. Parents have the right to withdraw their child from the sex education elements of RSE, up to and until three terms before their daughter turns 16. All other components relating to relationships education are compulsory.
- 5.2. 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.

### ***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 toxic relationships.

## **6. Monitoring, assessment, reporting and evaluation**

- 6.1. Staff are given an opportunity to reflect critically on delivery of the PSHE curriculum through dialogue and surveys with the PSHE Coordinator There is active encouragement to share good practice amongst teachers.
- 6.2. Students will have opportunities to review and reflect on their learning during lessons and other discussion activities. Student voice will be influential in adapting and amending planned learning activities.
- 6.3. The Deputy Head (Pastoral) and Assistant Head: Staff and Student Wellbeing and Development report on PSHE provision to the Governors' Education Committee from time to time.

- 6.4. PSHE teachers report on pupil progress via comments in the student's annual written report. Pupils' engagement and progress throughout the year is also monitored via our internal reporting systems.
- 6.5. PSHE teachers make use of a range of assessment techniques in lessons, including quizzes, questions/assignments on Google Classroom, written tasks and response to verbal questioning and contributions in class.
- 6.6. The School subjects its PSHE/RSE approach to external scrutiny. For example, from May to September 2022 It Happens conducted an external audit of PSHE and RSE at the School, as part of their PSHE support programme.

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

	<b>Democracy</b>	<b>The rule of law</b>	<b>Individual liberty</b>	<b>Mutual respect</b>	<b>Tolerance of those of other religious faiths/beliefs</b>
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 one another. Listening skills. Cyber bullying and learning to respect others online.	Charity project term. Thinking of others and working as teams.
Year 8 PSHE Module One	Assertiveness (2/3 lessons). Conflict resolution	Ground rules - guidelines on behaviour towards others. Negotiation skills. Legal status of marriage and civil partnerships	Peer group pressure in friendships.	Friendship - encouragement of empathy, sensitive understanding and compassion for others.  Conflict resolution	Bullying. Racism. Stereotyping/prejudice. Sharing and respecting other people's views. Marriages including arranged marriages
Year 8 PSHE Module Two	Well-being – both personal and in larger communities.	Mental Health - personal responsibility and helping with issues of mental health. Online/Digital resilience	Peer group pressure. Positive 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 citizenship module	Democratic processes: How Government works The Cabinet Elections M.Ps.	The role of the U.N and the Universal Declaration of Human Rights including children's rights. The Home Office and why there is a need to police.	Political parties - gaining insight into why people may choose different political parties.	British Values What is "Britishness?" Exploration of other cultures and their values.	Multiculturalism and racism. The importance of tolerance and understanding in a democracy. Concept of "Britishness."
Year 9 PSHE RSE 8 lessons	Knowledge to enable safe and well informed decision making.	Sex and the law – age of consent.	Peer group pressure - choices in relationships.	Contraception Decision making Individual choice Evaluating risks.	Respect for personal decisions and beliefs.
Year 9 PSHE	Understanding choice. The importance of knowledge.	Drugs and the Law: – finding out about the law surrounding different types of drugs. The law surrounding alcohol and vaping	Risks of drug taking – the effects on the body. Alcohol and vaping	Vulnerable groups in society, including those with disabilities.	Tolerance and help for the most vulnerable people in society.
Years 10 and 11	General ethos of team building and how teams work effectively together.	Year 10: Recap of drugs and alcohol education from Year 9. Consent in relationships  Year 11: RSE- including pornography and sexting	Year 10: Values in our society  Emotional literacy involving consent and choice	Year 10: Relationships - family/friendships  Self-awareness – emotional intelligence.	Respect of other's points of views Stereotyping/prejudice  Personal development and emotional intelligence.

Sixth form	<p>Current affairs form times (these include specific activities looking at and discussing Democracy to coincide with general elections in the UK and Presidential elections in the USA)</p> <p>School Council – ongoing with election of classroom rep</p> <p>Form times on British values</p>	<p>British values form time</p> <p>Talk from Bob Tait on drug and alcohol awareness and the law</p> <p>Safeguarding talk and offer of further training from Jade Smart (DSL) for students who might be working with younger children</p> <p>Workshop on FGM</p> <p>Tech control form times - digital tidy up and how to stop yourself being scammed</p>	<p>Sexual health and relationship education: from 'It Happens'- consent and choice within healthy relationships; from 'The Sex Lies and Love Project' on consent, relationships and the impact of pornography</p> <p>Health and first aid for gap year/University session with Nurse - freedom to make own choices around health</p> <p>Year meeting on challenging perfectionism</p> <p>Q&amp;A with school counsellor on topic of mental health</p>	<p>Mr Corish's assembly - Travelling Tales encouraging respect for cultural differences</p> <p>Diversity committee assembly on Black History Month</p> <p>Current affairs discussion based form times</p> <p>Form time on how to listen effectively</p> <p>Form time on learning new languages</p>	<p>Student-led Anti bullying week assembly on challenging devaluing behaviour</p> <p>Holocaust Memorial Day assembly (including presentation led by JSOC)</p> <p>Sixth form volunteers running clubs including JSOC and Christian Union</p> <p>Diversity committee form time and assemblies</p>
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### Teaching styles

1. Establishing ground rules at the beginning of lessons
2. Open discussions in larger groups
3. Small group discussions with groups regularly being mixed up
4. Time for plenaries after discussions so views are shared and respected
5. Circle time so that each student has an opportunity to express themselves
6. Decision making activities



7. Individual presentations as well as pair or group presentations



## An Overview of The Godolphin and Latymer PSHE Curriculum

Year group	PSHE	Citizenship and Economic issues
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>• Puberty (talks delivered in specialist sessions by our school nurses)</li> <li>• Reflection and gratitude diaries</li> <li>• It Happens RSE talk entitled ‘All the Relationships.’ This is an introduction to the importance of building relationships with others based on mutual respect and understanding and is a precursor to a more detailed focus on consent in older year groups</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>• Relationships – different types; marriage; friendships; conflict resolution; 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>• Coping with change: puberty (physical and emotional changes); identity (link to Equality Act 2010/gender identity); social changes</li> <li>• RAP Project talk on digital safety topics and positive body image</li> <li>• It Happens talk on ‘The Adolescent Body’, as a development of the talks on puberty introduced in Year 7</li> </ul>	<ul style="list-style-type: none"> <li>• Equality Act 2010 (prejudice, stereotyping and discrimination on the basis of age, marriage, civil partnerships, pregnancy and maternity or sex)</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> <li>• RSE: STIs, contraception, choices and consent in the context of positive relationships and self-understanding</li> <li>• Vulnerable groups in society linked to the Equality Act 2010 and discussion of discrimination of these groups.</li> <li>• It Happens talk on 'Habit Forming' looking at making safe, healthy and informed lifestyle choices</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and the School Council</li> <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>• RSE - including understanding sexuality</li> <li>• It Happens talk on 'Digital Relationships'</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>• RSE: gender equality, pornography, LGBTQ, consent, healthy relationships and sexual health</li> <li>• It Happens talk on staying safe socially, including safe behaviour at events such as parties and festivals. This is a precursor to two talks provided in the Sixth Form by It Happens on sexual health and positive decision-making in relationships at university and beyond</li> <li>• Mindfulness/Yoga</li> <li>• Appreciation of culture and cultural variety in music art, theatre and literature</li> </ul>	<ul style="list-style-type: none"> <li>• First aid- responsibility to others and oneself and including mental health first aid and drugs/alcohol</li> <li>• Finance and food – budgeting and making sensible decisions regarding cost and reward. Planning and cooking a well-balanced, low cost meal</li> </ul>
LVI	<ul style="list-style-type: none"> <li>• RSE : Sexual health and consent; pornography and relationships</li> <li>• Drug and alcohol awareness; vaping</li> <li>• Nutrition, mood and sleep</li> <li>• Mental health issues (Q&amp;A session)</li> </ul>	<ul style="list-style-type: none"> <li>• Public service and careers</li> <li>• First Aid</li> <li>• Away day at the London School of Economics, participating in workshops run by social entrepreneurs reflecting on how to achieve positive change in society.</li> </ul>

	<ul style="list-style-type: none"> <li>• Safeguarding – for tutoring/volunteering/ babysitting</li> <li>• Digital awareness / tech control</li> </ul>	
UVI	<ul style="list-style-type: none"> <li>• RSE: FGM; cervical health;</li> <li>• Drug and alcohol awareness; addiction</li> <li>• Nutrition and academic performance</li> <li>• Mental health issues (Q&amp;A session)</li> <li>• Safeguarding yourself – refresher</li> </ul>	<ul style="list-style-type: none"> <li>• Careers after university</li> <li>• Health and first aid for university and gap years</li> <li>• Life skills for university and beyond, including personal finance</li> </ul>