

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

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## **Our Mission**

This school exists to serve the Catholic community in providing education of our young within a faith environment, grounded in the vision of Jesus Christ. Our school aims to ensure that all are able to realise their potential, take their responsibilities seriously, respect themselves and others, and grow in the love of God. We aim to serve each other, the Church, parents and the wider community. We recognise that every person is created in God's image and we value every individual as an equal and with unconditional acceptance. We strive to create an atmosphere where each person is inspired, encouraged and supported to the highest levels of educational achievement.

## **Our Goals**

### ***Worship***

To celebrate our faith by creating structures and encouraging attitudes that will make prayer and liturgy highly valued, with all members of our community becoming involved.

### ***Attitudes and Values***

To create within the school a caring community that respects the dignity, integrity and individual needs of all and to develop an understanding and pride in the diversity that is our school's and country's heritage. In so doing, to ensure that this is a place of truth, honour and kindness where the values of the gospel are seen in all that is attempted and achieved, and where the love of God touches all who come into contact with the school.

### ***Achievement***

To provide all pupils with the means and opportunity to identify and develop their potential intellectually, physically, spiritually and socially, through a balance of self-discovery and excellent teaching.

### ***Community***

To value the diversity of people's backgrounds and faiths in our global community and to promote equality of opportunity for all. In so doing, to work with partners, other schools and local businesses to develop life-long learning opportunities and to establish the school in the wider community.

## **The National Context**

The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that:

- *Promotes the spiritual, moral, social and cultural development of pupils at the school and of society*
- *Prepares pupils for the opportunities, responsibilities and experiences of adult life*

## **Working Together to Achieve Success**

Our programme of learning and teaching encourages high standards of achievement so that all our young people become

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

The provision of a comprehensive, developmental PSHCE programme is a core element of the school's mission. The school offers opportunities for young people to practice personal and social skills and make real decisions about their lives.

Our school offers a very broad curriculum to match the wide interests of our learners. A programme of PSHCE complements academic studies to widen pupils' views on contemporary issues and to engender tolerance and respect for the opinions of others. Pupils are encouraged to explore and join in the range of lunchtime and after-school activities. There is an extensive programme of visits reinforcing classroom work - touring theatre groups, community leaders and business experts are regular visitors to school. This policy is in line with the National Curriculum and guidance from the Department for Education.

## **The School Context: Equality and Diversity**

Our vision for PSHCE at this inclusive learning community is clear: we want to achieve excellence through inclusion. The social justice argument for inclusion is plain and shared by all within this faith community. We are determined that pupils flourish at Cardinal Heenan Catholic High School and it is fundamental that they know, believe and feel that they have a fair and equal chance to reach their potential. We believe that people from a range of backgrounds and experiences can enhance the life and development of the institution and that all individuals should be treated on the basis of individual merit and without prejudice. This commitment is clearly expressed in the school's Mission Statement.

In order to achieve this we recognise that we need a motivated, diverse workforce who can thrive, reflect and interact with the richness of the world that is around us and in so doing, become a truly inclusive school. The school is keenly aware of its responsibility to respond to the wide range of needs expressed by our pupils, parents, other stakeholders, the wider community and society as a whole.

As a truly inclusive school we will recruit talent from all sectors of society, fully develop the talent of all our staff and pupils and build collaboration and a sense of community.

We aim to go beyond statutory requirements and strive vigorously to remove conditions which place people at a disadvantage in order to ensure our staff, pupils and partners have the best educational experience possible. We will challenge any forms of discrimination and stereotyping and remove any such barriers to learning.

At Cardinal Heenan Catholic High School we aim to create a community culture that is inclusive at all levels and evidenced in every system and process we undertake. We will work with pupils, staff and individuals within the school and beyond to hear and help them tell the positive stories about what we have achieved already through inclusion and what we will be doing even better in the future. We are

confident that by building firm foundations in Equality and Diversity we will become a noted fully inclusive school of excellence in the future.

### **Equal Opportunities**

We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHCE programme. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHCE is an appropriate context for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

### **Confidentiality**

Due to the nature of the topics covered in the PSHCE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

### **The Purpose of PSHCE at CHCHS**

PSHCE is central to the development of the pupils in our school. The planned programme is designed to help pupils deal with the complex moral, social and health related issues that arise in their lives and in society. It helps pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. The provision of a comprehensive PSHCE programme is central to achieving our school mission.

### **Key Principles**

Our PSHCE programme recognises that young people will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects the universal and unique needs of our students. We liaise with local professional agencies to enable us to prioritise learning within our programme and to ensure its relevance. We provide PSHCE through a programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach across a range of curriculum subjects.

The programme is taught within a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experiences, views and opinions and put what they have learned into practice in their own lives.

The PSHCE programme is just one part of what the school does to help young people develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHCE education programme supports and is supported by other curriculum areas, cross-curricular learning opportunities, a commitment to providing a 'healthy school's' climate and culture, and the pastoral system.

The school is committed to providing a setting where the responsible choice becomes the accepted choice. The personal and social development of young people is the responsibility of all staff in partnership with families and the wider community. Where appropriate the school encourages their involvement in the programme.

The programme offers a wide variety of teaching and learning styles within PSHCE education, with an emphasis on interactive learning and on the teacher as facilitator.

Where information is provided it is realistic and relevant and reinforces positive social norms. Learning takes a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

The purpose of each lesson is made clear and learning experiences are made to meet the needs of all the young people in the class.

Young people are encouraged to take responsibility for their own learning and to record their own progress. PSHCE encourages young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

### **Organisation**

- We have been developing the role which PSHCE plays in school both within and outside the school timetable. A PSHCE co-ordinator is appointed to map curriculum coverage of PSHCE.
- PSHCE lessons will be delivered for 35 minutes every week, 20% of which focus on the National Curriculum programme of study for Citizenship. This is in addition to regular lessons in Religious Education, PE, History, Food Technology, ICT and Science.
- PSHCE will also be delivered by assemblies, the use of external agencies and speakers, and work experience.
- The school adopts a whole school approach and regularly considers and reviews its organisation and management of the PSHCE programme.

### **Citizenship**

Citizenship equips pupils with the knowledge and skills needed for effective and democratic participation. It helps pupils to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world.

The expectation is that Citizenship Education should be recording achievement along with all other foundation subjects in the national curriculum; in order for this to be achieved it is necessary for citizenship education to receive discrete timetable time.

A key purpose of citizenship education is to equip the next generation of voters with the knowledge and drive to create change in the world around them. Not only are they taught the factual knowledge that will help them to understand the way that the world around them works, but also provides them with the skills they will need to effect change in the world around them, whether this be at a local, national or international level.

### **The Use of Visitors to the Classroom**

Visitors to the classroom enrich the PSHCE programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme there is both learning prior to the visit and as a follow-up. Visitors may deliver talks on sex and relationships, health, drugs awareness, road safety, community service and careers.

### **Pupils with Additional Educational Needs**

As far as appropriate, pupils with special educational needs follow the same PSHCE programme as all other pupils. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. Teaching Assistants work with individual pupils, where

required, sometimes on a one-to-one basis. It is the school's policy not to withdraw pupils with special educational needs from PSHCE to catch up on other National Curriculum subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic achievement.

### **Economic Well-being**

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

### **Monitoring, Evaluation, Assessment**

The coordinator of PSHCE will monitor the planning, teaching and learning of this subject regularly. This will be monitored and evaluated by the Assistant Head-teacher. Planning will be monitored each term and observations of teaching will take place in accordance with the school's monitoring cycle of learning walks and performance management. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle. As with any learning, the assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area, but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on young people's self-awareness and self-esteem and there are opportunities to record learning and progress in different ways.

Summative assessments take place at the end of every term. Future teaching is informed by AfL strategies in class and by formative assessments throughout the lessons.

### **Pupil Development**

By offering as wide a range as possible of opportunities for Personal and Social Development, pupils will be guided and encouraged to take advantage of those which suit their needs. The Mentoring programme, Gifted and Talented provision and regular Target Setting will all contribute to this process.

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities.

## **APPENDIX: Guidance on the Teaching of Controversial Issues**

### **Summary of the Statutory Requirements**

The Education Act 1996 aims to ensure that children are not presented with only one side of political or controversial issues by their teachers.

Section 406 of the Act requires school governing bodies, head-teachers and LEAs to forbid the promotion of partisan political views in the teaching of any subject in schools and to forbid the pursuit of partisan political activities by students under age 12 while in school.

Section 407 requires them to take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views.

Complaints: If anyone has reason to believe that a school is not complying with these requirements, they may make a formal complaint to the governing body under statutory local arrangements for considering complaints about curricular matters. If dissatisfied with the governors' response they may refer the complaint to the LA.

### **Issues for Teachers to Consider**

Teachers will need to consider the following:

Ensuring the students have access to balanced information and differing views on which they can clarify their own opinions and views (*including contributions made by visitors to the classroom*).

Deciding whether, and if so, how far, they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the framework of the school's values.

Ensuring students establish ground rules about how they will behave towards each other and how issues will be dealt with.

Judging when to allow students to discuss issues confidentially in small groups and when to support by listening in to these group discussions.

Ensure they take due care for the needs of individuals in the class when tackling issues of social, cultural or personal identity.

### **The Need for Balance**

In the teaching of controversial issues there is always the risk of bias, whether unwitting or otherwise. Teachers should adopt strategies that will teach students how to recognise bias, how to evaluate evidence put before them, how to look for different interpretations, views and sources of evidence, and how to give reasons for what they say and do. Experienced teachers will seek to avoid bias by resisting any inclination to:

- Highlight a particular selection of facts or items of evidence thereby giving them greater importance than other equally relevant information
- Present information as if it is not open to alternative interpretation or qualification or contradiction
- Set themselves up as the sole authority not only on matters of fact but also on matters of opinion
- Present opinions and other value judgements as if they are facts
- Give their own accounts of the views of others instead of using the actual claims and assertions as expressed by various interest groups themselves
- Reveal their own preferences by facial expressions, gestures, tones of voice, etc
- Imply preferences by a particular choice of respondents or by not opening up opportunities for all students to contribute their views to a discussion
- Neglect challenging a consensus of opinion which emerges too readily

Experienced teachers would also feel secure in establishing a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or by their peers.