



COLOMA CONVENT GIRLS' SCHOOL

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

Date policy agreed: July 2013

Policy for Personal, Social, Health and Citizenship Education (PSHCE)

1. Background of School

Coloma was established by the Daughters of Mary and Joseph for the education of Catholic women. There are approximately 1077 girls at the school between the ages of 11 -16; all girls are baptised and practising Catholics. In the Sixth Form girls join Coloma from other schools and they have rich and varied faith backgrounds.

This policy has been developed in the light of experience and feedback from those involved in the existing scheme. Pupils and tutors have been involved in documented evaluation. In addition formal and informal feedback has been gained from outside agencies, the School Council and parents, as part of the National Healthy School initiative.

2. Rationale

The aim of this policy is to reflect the Mission Statement of the school. This policy has been written to also reflect the Every Child Matters agenda and to fulfil the legal requirements for Secondary Schools.

Specifically, it addresses the following DfEE guidance and requirements:

- Framework for PHSE and Citizenship (1999)
- Citizenship Curriculum (1999)
- Ofsted Report on PSHE in Secondary Schools (2005 & 2010)
- Children Act, 2004 (Every Child Matters)

Rivers et al, 1999 states that a “Whole School Approach to PSHE and Citizenship contributes to school improvement and the promotion of well-being”. At Coloma PSHCE should enable pupils to learn skills, develop their faith and values in order to develop as active and responsible citizens.

PSHCE allows the enshrining of Gospel values, recognising the uniqueness and sacredness of the individual, and also the dignity of each person as a member of the school, local and global community.

PSHCE's statutory core consists of health education, including sex and relationships education and drug education, careers education and guidance, work-related learning and citizenship. Each of these areas has its own distinct policy and requirements. PSHCE unites these areas, and along with citizenship, provide a curriculum focus that can meet the requirements of the individual within the school.

3. Key Responsibilities

Governors – the responsibility that the PSHCE policy meets the requirements of the national curriculum and is guided by the requirements of the Catholic Church. They should ensure that the policy is made available to key stakeholders including pupils, parents, staff and outside agencies. They will also ensure that it is regularly monitored and evaluated.

Mrs Martin – as Headteacher has overall responsibility for the programme.

Elaine Hallam – as Head of Religious Studies and PHSE co-ordinator has overall responsibility for the programme and its delivery in line with non-statutory guidelines.

Andrew Corish – as Citizenship Co-ordinator has responsibility for the delivery of national curriculum requirements related to the Citizenship Programme.

4. Aims of the Policy

The national curriculum (QCA/DfEE, 2008) is underpinned by a stated belief in education as a route to the spiritual, social, cultural, physical and moral development of children, and thus the wellbeing of the individual.

It has two broad aims:

- that the school curriculum should provide opportunities for all pupils to learn and achieve
- the school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities and responsibilities of life.

PSHE and Citizenship are essential to achieving the aims of the national curriculum and enable pupils to develop their own knowledge, skills, attitudes and beliefs.

At Coloma, PSHCE is based on God's command to love one another and to develop one's God-given talents and abilities. It is the intention for pupils to know their rights and responsibilities, to develop their integrity and independence and to be aware of their God-given stewardship of the world in which we live. PSHCE at Coloma should promote the pupils' self-esteem and emotional development which will enable pupils to form and sustain relationships. It is recognised, however, that PSHCE is only one small seed that can be planted in order to achieve spiritual development.

5. Objectives

Through the PSHCE programme, all pupils should:

1. develop confidence and responsibility and be able to make the most of their abilities;
2. prepare for their role as active citizens;
3. develop a safer and healthier lifestyle;
4. develop good relationships and respect the differences between people;
5. enhance their faith and beliefs;

6. develop skills of enquiry and communication;
7. have the opportunity for community participation and action.

6. Implementation

PSHCE is taught through a discrete 50 minute single-lesson per week to Years 7 and 8. In Year 10, this is replaced by five whole days which are particular for specific PSHCE themes and, in Year 9, there is a 50-minute Economics lesson which provides a focus for the Key Stage 3 curriculum. There are also sessions on work-related learning. There are two sessions of PSHCE in the Sixth Form. PSHCE issues are in addition a feature of many subjects and lessons and are frequently the focus of peer-led assemblies.

The Form Tutor is central to the delivery of PSHCE in all Key Stages and teaches the discrete PSHCE lesson. Economics is taught in Year 9 by a specialist team of teachers in line with Ofsted recommendations. Outside agencies such as magistrates, police, Drop-In, careers, local businesses, drugs and alcohol services and other non- Government organisations, are involved on a weekly basis in the delivery of the programme in line with their specialism and expertise. Catholic priests and organisations are included as appropriate. These agencies cover a wide range of topics including sensitive issues in partnership with the PHSE co-ordinator. The programme of teaching reflects the age and conceptual development of the pupils and takes into account the requirement for progression in line with the National Curriculum requirements and Every Child Matters agenda.

There are many other PSHCE experiences for the pupils. These take place within a range of curriculum subjects and also through the extra-curricular area which can include local, national and world community activities. There is a culture of charity and pupils are central to the organisation and delivery of charitable activities at form, house and whole school levels. There are strong links between the PHSE/tutorial team and the pastoral system which includes Heads of Year, a buddy programme and form prefects. Pupils also have the opportunity to access information about community services, for example through the Drop-In Bus programme.

The PSHCE programme at Key Stage 3 covers the non-statutory and statutory requirements of PSHE and Citizenship. It is organised into seven expanded selves, namely bodily self, sexual self, social self, vocational self, moral, political and spiritual self, self as a learner and self in the organisation in the context of others and the community (local, national and international). Specific issues included are bullying, confidentiality, personal well-being and safety. Specific days are also organised off timetable and these include one day retreats in Years 7 and 8 and a three-day careers and work-related role play in Years 8. Teaching and learning strategies are appropriate to the area being taught and include an emphasis on practical activities, discussion and opportunities for peer-led initiatives. Each pupil is encouraged to question and have intellectual curiosity, and to take a critical look at the world in which they live.

At Key Stage 4, in Year 10, the five special days include three days which are focused on careers education and guidance and work-related learning. The other days are centred on relationships, health and personal responsibility. Knowledge and attitudes will be developed within a context of tolerance and an informed appreciation of differences (physical, psychological, sexual, cultural and religious). The emphasis on Careers and Work-Related learning continues in Year 11 but remains within the context of awareness of themselves.

In the Sixth Form the PSHCE programme continues and includes three special relationship days, the general religious studies programme (for all Sixth Form, of all religions), the General Studies programme, and the tutor period. The special relationship days include topics such as relationships, justice for women, HIV/AIDs, child protection (emotional, physical, sexual and neglect), responsibilities for the vulnerable person, and the implications of substance abuse. Although there is an emphasis on direct preparation for life after Coloma including university and job application and related topics, these continue to be set in the context of the development of the seven selves. Display boards are also accessible within the Sixth Form centre, signposting a wide range of services and information sources.

Some of the areas covered within the PSHCE programme have their own ethical codes and requirements. These are outlined and discussed in their own separate policies

- Anti-bullying
- Careers education and guidance
- Child protection (including confidentiality statement)
- Code of conduct
- Whole food policy
- Learning support
- Relationships & Sex Education
- Substance misuse
- Work-related learning

All pupils, teaching, non-teaching staff and visitors involved in the PSHCE programme will be aware of the Equality & Community Cohesion and Health and Safety policies of the school.

Assessment of PSHCE will take place on an ongoing basis and will include self-assessment, peer assessment, teacher assessment and external assessment (e.g. work experience). Reporting will be within the Form Tutor's end of year report.

6. Resources

All Form Tutors will be involved in the PSHCE programme and are provided with training and resources to support the delivery of the topics covered. In addition to Form Tutors other teachers, specialist staff and agencies will be utilised where expertise is required, particularly on sensitive issues, to support students and to deliver the designated programme. Professional needs will be identified through the performance management process and training needs will be forwarded to the Deputy Head (Academic).

An extensive range of materials (workbooks, background material and DVD/videos) are available to all staff covering all subject areas in a designated area. Core schemes are based, at Key Stage 3, on termly teacher and pupil booklets based on the Folens Citizenship and PSHCE programme supported by the Life Skills: Make a Connection material. At Key Stage 4, the programme is derived from Activate Citizenship with sensitive issues being based on materials from the Chalkface Project. Additional use is made of specialist resources and inputs from a wide range of organisations.

The Headteacher, Assistant Headteacher (Pastoral) and Heads of Year will also hold information and a variety of contact details and further advisory services.

7. Monitoring and Review

The policy will be monitored regularly and reviewed annually. It will be updated in line with the changing needs of the learners and both legal education requirement and as directed or advised by the Catholic Church. Account will be taken of feedback from all those involved in the programme: individual pupils, parents, the School Council and teachers.

8. Conclusion

The pupils, according to Ofsted, should have the last word. When asked what value they placed on their PSHCE lessons, a group of Year 10 pupils responded:

“PSHCE is not just about learning facts. We have had the chance to reflect on our own and other people’s feelings and friendships and have been helped to understand our physical and emotional development. We enjoy the chance to talk about issues that are important to us now and in the future.”