



<b>PSHE and Citizenship Policy</b>	
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## 1 Aims

The aims of personal, social, health and economic (PSHE) education in our school are to develop:

### Health and Well-Being Education

- To provide factual information on health-related issues in an objective, balanced and sensitive manner, set within a clear moral framework
- To develop decision-making skills related to health matters
- To encourage students to take responsibility for their own actions and well-being and prepare them for adult life.

### Careers Education and Guidance and Work-Related Learning

- To enable students to plan for their transition between key stages and to investigate and plan for the next stage of their education/training or employment
- To develop self-assessment skills and set targets for their future development
- To acquire the skill of being able to locate and use sources of information to assist with personal decision-making and careers action planning.
- To encourage students to take responsibility for their own actions and well-being and prepare them for adult life and the world of work
- Please refer to the Careers Education, Information, Advice and Guidance (CEIAG) policy for more detailed information.

### Personal and Social Skills Development

- To develop confidence, self-awareness and positive self-esteem, including the ability to lead when appropriate
- To understand and develop good relationships and to be able to work effectively with a group of individuals
- To promote the development of good relationships and to appreciate and respect the differences that exists between people
- To encourage students to take responsibility for their own actions and well-being and prepare them for
- adult life
- To promote personal skills including empathy, social skills, self-awareness, motivation and managing feelings
- To develop understanding and skills in relation to social, moral, spiritual and cultural (SMSC) contexts.

### Enterprise and Economic Well-Being

- To develop enterprise capability
- To develop financial capability
- To develop economic and business capability
- To encourage students to take responsibility for their own actions and well-being and prepare them for adult life.



## Citizenship

- To acquire the knowledge and understanding necessary to become informed citizens, including understanding about democracy and political parties
- To develop skills of enquiry and communication
- To develop the skills of participation and responsible action
- To encourage students to take responsibility for their own actions and well-being and prepare them for
- adult life
- To promote the development of good relationships and to appreciate and respect the differences that exists between people

## 2 Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

This policy also complies with the terms of our funding agreement.

## 3 Content and delivery

### 3.1 What we teach

As stated in Section 2, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see the attached [curriculum map](#) for more details about what we teach in each Key Stage.

### 3.2 How we teach it

PSHE and Citizenship, like many of the National Curriculum subjects, requires an emphasis on active learning, an enquiry approach, and a discussion of issues, problems and events which are set in a topical context. Students are provided with opportunities to discuss critical issues, to work together, to make decisions, to take responsibility for their own actions and participate in school and community events. As a result, there are a number of different combinations of approach (as shown below), all or some of which may be used by staff to aid their delivery of the programme.

The range of approaches for PSHE and Citizenship delivery are:

- At KS3 and KS4 there is discrete curriculum time of one period every two weeks of PSHE and students follow a rotation of themes (see PSHE overview). On occasions outside speakers visit these lessons
- Teaching in and through other subject/curriculum areas
- Through extra-curricular activities and events



- Through the pastoral care and guidance systems
- Through weekly Tutor activities as current affairs
- Through weekly themed assemblies.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
- Able to engage with the key messages We will also:
- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## **4 Roles and Responsibilities**

### **4.1 The Local Governing Board**

The Local Governing Board has delegated the approval of this policy to the Head of School.

### **4.2 The Head of School**

The Head of School is responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

### **4.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **5 Monitoring arrangements**

The delivery of PSHE is monitored by the Subject leader of PSHE and the link SLT member through:

- Book looks and learning walks
- Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems



- This policy will be reviewed by the Subject leader of PSHE every year. At every review, the policy will be approved by the Head of School. This policy is subject to review by the Governors.

## **6 Links with Other Policies**

This policy links to the following policies and procedures:

RSE Policy