



PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC EDUCATION POLICY

This policy is informed by:

- PSHEE and Citizenship Key Stages 3 and 4, latest available QCA guidance at time of writing.
- The National Curriculum Handbook for Teachers (QCA/DfEE 1999).

Rationale: -

The purpose of this policy is: -

- to ensure the Academy is meeting statutory responsibilities with regard to preparing pupils for life and providing for their spiritual, moral, social and cultural development.
- to make explicit the Academy's commitment to delivering PSHCEE, through formally identifying existing good practice and using this as a base for implementation of the PSHCEE Framework.
- to provide guidance and support for staff
- to inform parents / carers and to enable us to respond to community concerns around these issues.

"The interrelated aims of the school curriculum cannot be fully achieved without the provision of PSHCE."
-PSHCE. Initial guidance for schools, 2000

The Principles: -

1. The personal development and fulfillment of young people is described by the outcomes and goals defined in the DfES policy document "Every Child Matters".
2. The five outcomes are included in this policy for information and completeness, and to ensure that the Marsh Academy plays a major part in securing the outcomes.
 - **Be Healthy**
 - Physically healthy
 - Mentally and emotionally healthy
 - Sexually healthy
 - Healthy lifestyles
 - Choose not to take illegal drugs
 - *Parents, carers and families promote healthy choices.*



- **Stay safe -Safe from maltreatment, neglect, violence and sexual exploitation**
 - Safe from accidental injury and death
 - Safe from bullying and discrimination
 - Safe from crime and anti-social behaviour in and out of the school
 - Have security, stability and are cared for
 - *Parents, carers and families provide safe homes and stability.*

- **Enjoy and achieve**
 - Ready for school
 - Attend and enjoy school
 - Achieve stretching national educational standards at primary school
 - Achieve personal and social development and enjoy recreation
 - Achieve stretching national educational standards at secondary school
 - *Parents, carers and families support learning*

- **Make a positive contribution**
 - Engage in decision making and support the community and environment
 - Engage in law-abiding and positive behaviour in and out of school
 - Develop positive relationships and choose not to bully and discriminate
 - Develop self-confidence and successfully deal with significant life changes and challenges
 - Develop enterprising behaviour
 - *Parents, carers and families promote positive behaviour*

- **Achieve economic well-being**
 - Engage in further education, employment or training on leaving school
 - Ready for employment
 - Live in decent homes and sustainable communities
 - Live in households free from low income
 - *Parents, carers and families are supported to be economically active*

3. The aim of the Personal, Social, Health, Citizenship and Economic Education (PSHCEE) programme in the Academy is to establish the foundations for the achievement of many of these goals.

4. PSHCEE at Key Stage 4 helps students to lead confident, healthy and responsible lives as individuals and members of society:

- through work in tutor time, lesson time and a wide range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood.



- By giving students opportunities to reflect on their experiences and how they are developing.
 - By helping them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people.
 - By developing students' emotional intelligence, wellbeing and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.
5. PSHCEE at Key Stages 3 and 4 builds on pupils' own experiences and on work at previous Key Stages.
 6. PSHCEE complements and underpins **Citizenship** in the curriculum and which covers public policy issues related to health, law and family.
 7. The Governors' PSHCEE policy complements and underpins the **Academy Citizenship Policy**, the **Academy Sex and Relationships Education Policy**, the **Academy Teaching and Learning Policy** and the **Academy SMSC Policy** directly.
 8. **The National Healthy Schools Standard** (NHSS) forms part of the wider whole-Academy commitment to good health and an actively healthy lifestyle. When achieved, this initiative will complement and enhance the PSHCEE programme.
 9. The Academy's PSHCEE Policy has many cross-curricular links especially with Science, RE and PE, and also with CEIAG and Work Related Learning.

Values or moral framework

Students will learn about moral values through all aspects of Academy life. The staff, parents, governors and students of the Academy together will create and maintain the Academy aims which, in the context of a multi-ethnic Academy firmly opposed to racism and sexism, are to:

- enable every student to develop as an individual, and reach their full potential physically, intellectually and socially.
- enable all students to acquire skills of language, literacy and numeracy; in addition students should develop scientific, moral, religious, historical, aesthetic and social awareness.
- encourage students to develop an acceptance and understanding of all races, cultures and ways of life.



- enable each student to formulate and discuss their views, take an informed and responsible part in the adult world, including their part in the economic and social life of the community.
- Motivate students towards further learning and subsequent self-enrichment.

Definitions and purpose

- “PSHCEE comprises all aspects of a school’s planned provision to promote their pupils’ personal and social development, including health and wellbeing”
- “Education for citizenship comprises three interrelated strands: - social and moral responsibility, community involvement and political literacy”.
- PSHCEE contributes to equipping pupils “...to lead confident, healthy and independent lives and to become informed active, responsible citizens...” achieved by providing a wide range of activities and experiences.
- The National Curriculum Council emphasizes that Academies are required to ensure every pupil’s entitlement which “...helps pupils respond to their present lives and prepares them for work and adult life”.
- “The curriculum must be balanced and broad and must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of the society and prepare pupils for the opportunities, responsibilities and experiences of adult life”.

Teaching and learning about PSHCEE

PSHCEE is concerned with knowledge, the development of skills and attitudes.

The teaching objectives are to: -

- develop pupils’ confidence and responsibility and make the most of their abilities
- prepare pupils to play an active role as global citizens and develop the confidence to challenge injustice in their community and in society.
- develop healthier, safer lifestyles
- develop good relationships, accepting and respecting differences.

Teaching and Learning in PSHCEE will take place in four ways:-

- Tutor-time activities
- Across the curriculum – through the implementation of related themes in all subject areas through Project-Based Learning.
- PSHCEE activities and Academy events such as journeys and visits
- Ethos, organisation, structures and daily practices of Academy life, such as assemblies, conference days and collective times, work-related learning conferences, students assuming various responsibilities in the Academy, lunchtime activities, Academy council and student voice, drawing up codes of conduct, involvement in Academy development work, mentoring, peer mediation, KS2 transitional activities, the buddy scheme for new arrivals, etc..

We aim to deliver the curriculum by adopting a wide and effective range of teaching and learning styles, as outlined in the Academy's Teaching and Learning policy.

The Delivery of PSHCEE

- A range of teaching strategies are needed to provide for the effective delivery of PSHCEE
- Activities that emphasise active learning and participation, where students are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently, and in groups, and to learn from each other, are to be encouraged (AfL and L2L).
- Whilst there are opportunities for direct teaching, activities that make full use of group work, role-play, visitors, speakers, case studies and simulation to actively involve students are just as valuable.

Assessment, recording and reports

There are two broad areas for assessment: -

- pupils' knowledge and understanding, for example information on health or understanding of procedures
- pupils' use of their knowledge and understanding in developing skills and attitudes, for example through participating in discussion, group tasks, resolving conflict, decision making, relating to peers and adults.

These will be addressed through teacher, self and peer assessment within discrete subject areas. Assessment in PSHCEE will not imply that pupils are failing as people or citizens;



neither will it be a judgement on the worth, personality or value of a pupil or their family. Work undertaken in Tutor Time for EI, WRL, and other mentioned, relevant activities, is to be kept students' files, held by their respective Form Tutors. Achievement for diligence and commitment may be recognised in line with Academy policy.

Working with external agencies/ community links

Staff should be clear when working with external agencies, including inviting parents / carers into the Academy, that the input: -

- complements the Academy's values
- promotes community cohesion
- makes a clear contribution to the curriculum
- is carefully planned
- is monitored.

External agencies and visitors are not to be left alone with a class, group or individual unless it is with the knowledge and consent of the Head of School. Any procedures must be in line with, or complement, the Academy's policy and procedures on Child Protection.

Confidentiality

Teachers cannot offer absolute confidentiality. Some external agencies working in the Academy are bound by their own professional codes of conduct and this needs to be clarified. All individuals working with students must be made aware that if an issue arises that shows a student to be at risk, it must be reported to the designated Child Protection Officer. Please see the Academy's Confidentiality policy.

Staff professional development

The core teams of staff will receive professional development and In-Service Training to enable them to implement this policy, which will enable them to act as consultants to the wider staff body. This will be agreed with line managers in line with usual Academy practices.

Monitoring and evaluation

Teacher- and subject-review processes will inform discussion about the successful implementation of the policy. Judgments about its success can also be made through gathering evidence from: -

- the wider Academy staff, on how the policy supports them
- parents and governors, about the clarity of the information provided
- pupils, on how PSHCEE provision is meeting their needs.

