



Carshalton Boys Sports College

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| Policy | PSHCE |
| Policy Number: | C07 |
| Review Date: | September 2018 |
| Approved by the Governing Body Committee: | October 2018 |
| Next Review Date: | September 2020 |

DEFINITION

PSHCE consists of the following components:

- Personal and social skills development
- Health Education, including Sex and Relationship Education (SRE) and Drug Education,
- Careers Education and Guidance including Work Related Learning
- Enterprise and economic understanding

Citizenship is a separate national curriculum subject. This includes teaching about democracy and the political system in the UK, financial education, and contributing positively to communities.

The PSHCE course referred to throughout this document includes both PSHE and Citizenship topics except where specific reference is made to one of the principal threads of the programme.

PURPOSE

The purpose of the policy is:

- to provide information for parents/carers as to the aims of the programme and their right to withdraw their children from some aspects of the programme
- to clarify the content and context of the PSHCE programme and the nature of teaching and learning styles that will be used to deliver the various identified themes within the programme
- to identify those areas within the curriculum where provision to develop and support the principal threads can be made within and through other subjects, activities and events
- to make explicit the ways in which the school promotes each student's personal and social responsibility
- to make explicit monitoring, review and evaluation methods and the mechanism for development of the programme
- to confirm that the programme reflects the agreed mission statement, ethos and aims of CBSC.

SPECIFIC AIMS WITHIN THE PSHE PROGRAMME

Health 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.

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 exist 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 understanding

- 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 exist between people.

WORKING WITH PARENTS/CARERS

The policy reflects the aim of CBSC to work in partnership with parents/carers and respects the interest and involvement that parents/carers have with this potentially sensitive area of their child's education. The PSHCE programme should complement the personal and social development of the child that is provided within the family and within the local community.

It is acknowledged that students come from a range of cultural and social backgrounds and that sensitivity is required to avoid offending students or their families. In providing PSHCE for students the school will respect the religious beliefs and values of all members of its community, and make provision to discuss its aims with parents/carers wishing to receive further clarification. Parents/carers are able to contact the school about the policy and any queries are dealt with by the Assistant Principal with responsibility for PSHCE in the first instance.

Parents/carers have the right to withdraw their children from any or all parts of the school's programme of sex education apart from those elements that are in the National Curriculum Science course. Parents/carers can contact the Assistant Principal with responsibility for PSHCE for clarification of withdrawal procedures and are invited to discuss any worries or concerns that they may have.

Students are encouraged by their Tutors to discuss the content in their PSHCE lessons with adults at home.

DELIVERY OF PSHE and Citizenship PROGRAMME

The school values PRIDE (perseverance, respect, independence, discovery and enthusiasm) are embedded throughout the curriculum. The PSHCE course, as well as being informative, has been designed to be skills-focussed stimulating and encouraging the development throughout the course of the Key skills of critical thinking, decision making and communication.

All boys receive a fortnightly PSHCE lesson with their form tutor for Year 7 through to Year 11. The Year 7-11 programme of study is set out below. Year 11 follow one term of PSHCE and then an exam focused programme and Years 12 and 13 a programme specific to KS5 as put in place by the Director of 6th Form.

In addition to this, workshops with specialist speakers are organised for all year groups at different times throughout the year. These focus on specific age-appropriate issues such as anxiety, mental health, e-safety, drugs and alcohol, safe driving, and sexual relationships.

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. We are seeking to make PSHCE an integral part of school life, rooted in the school ethos. When pupils leave CBSC we expect that they will be equipped with the

knowledge, skills and attributes to become morally responsible and valued citizens.

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 a fortnight of PSHE- Tutor Time - lessons. On occasions outside speakers visit these lessons.
- At KS5 PSHE is delivered through the 6th Form tutor programme. This is led and monitored by the Director of 6th Form and includes issues such as SRE, drugs and alcohol, democracy, alongside driving skills and advice on progression through education and employment.
- Teaching in and through other subject/curriculum areas.
- Through extra-curricular activities and events.
- Through the pastoral care and guidance systems.
- Through assemblies
- **There are additional sessions built into each years' programme for topical local or national issues that may arise**

Please see appendix A for a list of current topics being taught in PSHE lessons for each year group.

There are both Statutory, and Non-Statutory elements of PSHE:

Statutory

- Factual aspects of health education are delivered by subject specialists. This discrete provision is through timetabled curriculum time at KS3 and KS4 (see appendix B).

Non-statutory

- The PSHE curriculum is delivered by tutors (in tutor time) or by subject departments as part of their scheme of work.
- **Extra-curricular activities, Activity Days and other events:** Visits, special events in school, paired reading, productions, sports, work experience, work placements and residential trips all provide opportunities for students to plan and work together, develop and maintain relationships with others and discover new skills, qualities and personal characteristics by taking part and being active citizens.
- **Outside speakers:** Where available, outside speakers and health specialists such as community nurses deliver elements of the PSHE programme. All visiting speakers should make a valuable contribution to the education of the students and are expected to operate within the school aims. The suitability of outside speakers must be established by the Assistant Principal with responsibility for

PSHCE before any confirmation of a visit is made. Students will complete evaluation forms at the end of a session for feedback to the speaker, and feedback from the teacher on the session is also sought. Teaching staff will remain with the speakers unless the Principal has agreed special arrangements.

ASSESSMENT, RECORDING AND REPORTING

Tutors will report on involvement, effort and conduct as part of their Tutor comments on the annual written reports to parents/carers.

MONITORING AND EVALUATION

The Assistant Principal with responsibility for PSHCE will lead an annual evaluation of the PSHCE programme.

Consultation with the Heads of Department for Science, Citizenship, PRE (Philosophy, Religion and Ethics) and any other department that contribute to PSHCE programme at CBSC will be entered into.

Learning Coordinators and Tutors delivering the PSHCE lessons will be required to give feedback.

An annual report will be made to the Students Committee of the Governing Body to cover the following areas:

- a summary of the feedback from the various groups, together with any recommendations for change
- a review of the PSHCE policy together with any update on non-taught curriculum areas contributing to the programme
- any national developments in PSHCE with implications for the programme at CBSC
- a summary of developments for the future

ROLES AND RESPONSIBILITIES

The Assistant Principal with responsibility for PSHCE has responsibility for the development, implementation, management and monitoring of the PSHCE curriculum through Tutor lessons in KS3 and KS4. This includes regular communication to Learning Coordinators and Tutors via email, and the running of briefings.

Tutors/Teachers of PSHCE have responsibility for the planning and delivering of individual lessons, which are shared with their Learning Coordinator and Year teams via the school network.

GUIDELINES FOR DEALING WITH SENSITIVE ISSUES

- A member of staff can **never** promise confidentiality to any student. The Principal will decide on the level of confidence to be maintained.

- If disclosures are made regarding suspected drug, alcohol or solvent abuse or dealing in these substances then the Principal must be informed at once.
- Allegations of sexual abuse and other child protection issues must be referred in the first instance to the Named Person for Child Protection who will inform the Principal. The named person is stated in the staff handbook for reference by all staff. New staff are also informed through the induction programme.

COMPLAINTS PROCEDURE

- All complaints about the PSHCE programme should be referred to the PSHCE Subject Leader in the first instance. Further guidance can be found in the School Complaints Procedure, which is available from the school office.

Appendix A: PSHCE - Tutor Time Topics.
Year 7

| | Term 1 | Term 2 | Term 3 |
|----------|---|-----------------|-------------------------|
| P | Getting to Know You | Target Setting | Being Mindful of others |
| S | Making Friends & Communicating with Teachers | Bullying | Online Safety |
| H | Anxiety – school worries | Healthy Diets | Diet and Exercise |
| C | CBSC a Multicultural Community; My Faith | British Values | British Institutions |
| E | Wants Versus Needs: Budgeting | Saving | Gangs |

Year 8

| | Term 1 | Term 2 | Term 3 |
|----------|---|-------------------------------|-----------------------------|
| P | Values- What have I learnt from Year 7? | Target Setting | Decision Making |
| S | Communication Skills; Good Manners | Banter Versus Bullying | Social Media |
| H | Puberty | Alcohol and smoking | Mental Health |
| C | Racism and Tolerance | Stereotypes | Rights and Responsibilities |
| E | Risk | Poverty | Knife Crime |

Year 9

| | Term 1 | Term 2 | Term 3 |
|----------|--|---|-------------------------------------|
| P | Values – I have learnt from Year 8? | Target Setting | Emotional Intelligence |
| S | Etiquette, manners and how to conduct yourself. | Love, Sex and Respectful Relationships | Sexual Equality and Feminism |
| H | Contraception | STIs | Substance abuse/Drugs and the Law |
| C | Elections | The British Parliament | Local and Devolved Government |
| E | National Economy | The Minimum Wage | Personal Finance |

Year 10

| | Term 1 | Term 2 | Term 3 |
|----------|---|----------------------------------|--|
| P | Values – I have learnt from Year 9? | Target Setting | Resilience |
| S | Loss and Grief | Sexuality | Pornography |
| H | Stress, Anxiety & Eating Disorders | Sexual Health | Mental and physical health risks associated with substance abuse |
| C | Homophobia | Censorship and Freedom of Speech | Multiculturalism |
| E | Global Economics | Ethical Trade | Sustainable Development |

Year 11

| | Term 1 | Term 2 | Term 3 |
|----------|--|---------------------------------|---------------------------------|
| P | Transition: My Future post-Y11 | Personalised Revision Programme | Personalised Revision Programme |
| S | Social Media and Internet Safety (Digital Literacy & Relationships) | Personalised Revision Programme | Personalised Revision Programme |
| H | Sex Education | Personalised Revision Programme | Personalised Revision Programme |
| C | What is peer and domestic abuse? | Personalised Revision Programme | Personalised Revision Programme |
| E | World of Work | Personalised Revision Programme | Personalised Revision Programme |

There are additional sessions built into each years' programme for topical local or national issues that may arise

KEY: Personal **S**ocial **H**ealth **C**itizenship **E**conomics

Appendix B: Coverage of Statutory Themes in PSHCE lessons.

| Theme | Subject | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|--|---------|---|--|---|--|--|
| Sex and Relationship Education (SRE) To develop healthy, safer lifestyles. To manage emotional and physical changes. In the context of relationships to learn about reproduction, contraception and STIs | PSHCE | <ul style="list-style-type: none"> Anxiety Diet Exercise | <ul style="list-style-type: none"> Puberty Mental Health | <ul style="list-style-type: none"> Contraception STIs Love and Respectful Relationships Sexual Equality | <ul style="list-style-type: none"> Stress Anxiety & Eating Disorders Sexual Health Sexuality Pornography | <ul style="list-style-type: none"> Sex education Safe sex Digital safety and relationships |
| | Science | <ul style="list-style-type: none"> Reproduction and pregnancy Puberty | <ul style="list-style-type: none"> Digestion and respiration Effects of exercise | <ul style="list-style-type: none"> Digestion Inherited diseases | <ul style="list-style-type: none"> Digestion Inherited diseases | <ul style="list-style-type: none"> Digestion Inherited diseases Contraception STIs |

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|---|----------------|--|--|---|---|--|
| Substance Abuse: To know facts and laws surrounding alcohol, tobacco and illegal substances. To recognise the variety of health risks associated with substance abuse. | PSHCE | <ul style="list-style-type: none"> • Healthy Diet • Exercise | <ul style="list-style-type: none"> • Alcohol • Smoking • Rights and Responsibilities | <ul style="list-style-type: none"> • Substance abuse • Drugs: The law, facts and advice | <ul style="list-style-type: none"> • Mental and physical health risks associated with substance abuse | <ul style="list-style-type: none"> • |
| | Science | | <ul style="list-style-type: none"> • Smoking • Drugs • Alcohol | <ul style="list-style-type: none"> • Heart disease and lifestyle, Cancer | <ul style="list-style-type: none"> • Heart disease and lifestyle, Cancer | <ul style="list-style-type: none"> • Heart disease and lifestyle, Cancer • Drugs |

Appendix C: SRE information for Parents/carers

SEX AND RELATIONSHIP EDUCATION (SRE)

SRE is taught in two ways at CBSC. Firstly, the Science Department teach about sexual reproduction to all students, and this is a statutory requirement of the curriculum. Secondly, in PSHCE lessons during Years 7-11, students follow a sex and relationships education programme in some of their lessons.

As a parent you have the right to withdraw your child from this programme. The aim is for it to be lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

If you want to withdraw your child from this programme, then please contact the relevant Year Learning Coordinator, and we will make alternative arrangements for your child during these specific lessons. Please do not hesitate to contact the school if you would like to discuss this further.

Appendix D – PSHE in the Y7 8 CZ SoW

PSHE lessons are also delivered in Year 7 and 8 as part of the Citizenship curriculum.

T:\PSHCE\Documents\Lesson Plans\KS3\2_year KS3

PSHE included within Citizenship include:

Year 7

- Rules and laws / PRIDE
- Meeting new people/making new friends
- Me and My qualities
- Me and my communities (identity)
- Bullying I
- Bullying II
- Financial capability
- Managing money
- Avoiding debt
- Gambling

Year 8

- Sexting and online safety
- Drugs and peer pressure
- Smoking
- First Aid
- Dealing with negative emotions
- Healthy eating