



Personal, Social, Health and Economic Education (PSHE) & Citizenship Policy

1. Introduction

Stratford Girls' Grammar School is small enough for everyone to know everyone else, and relationships are built upon trust and mutual respect. There is a powerful sense of community and mutual support.

- a. **Definition of PSHE education:** PSHE education is personal, social, health and economic education. It is made up of two programmes of study: 'personal wellbeing' and 'economic wellbeing and financial capability'. Together, these ensure that young people are able to learn about a wide range of issues which affect their everyday lives, their health, their safety, and their social and economic wellbeing. The two programmes of study are linked by a single concept: risk. At SGGs we deliver a significant amount of our citizenship education through PSHE (see below). The aims of citizenship education are to help young people to become informed and responsible citizens, with the skills and knowledge to make an effective contribution to society. Citizenship and PSHE education often consider the same issues, but from different perspectives. We recognise the distinctive nature of each subject. In PSHE education, pupils may consider how the risks they take with their personal finances can affect their daily lives, but in citizenship, they will reflect on the national and global implications of financial risk taking. Similarly, while pupils may consider the individual health and social risks of using illegal drugs in PSHE education, in citizenship they will reflect on the local and national issues which arise from the use of, and trade in, illegal drugs, for instance in the context of the criminal justice system
- b. **Justification:** PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. PSHE education also enables young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. Citizenship education helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full part in society. It enables them to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.
- c. **Dissemination:** This policy is available on the school website

2. Aims and values

- a. **Aims:** PSHE & Citizenship lessons should:
 - start where the young people are: find out what they already know, understand, are able to do and are able to say.
 - be part of a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.

- take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
- offer a wide variety of teaching and learning styles, with an emphasis on interactive learning and the teacher as facilitator.
- provide information which is realistic and relevant and which reinforces positive social norms.
- ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported
- encourage 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 world.
- recognise that the PSHE & Citizenship education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential.
- provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

b. Values: our school seeks to promote the following values as a moral framework in which to teach:

- to respect the differences between people as we develop our own senses of identity
- to recognise when pressure from others threatens our personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help
- to know about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively
- to empathise with people different from ourselves
- to recognise some of the cultural norms in society, including the range of lifestyles and relationships
- to resist pressure to do wrong, and to recognise when others need help and how to support them
- to have a sense of our own identity and present themselves confidently in a range of situations
- to recognise influences, pressures and sources of help and respond to them appropriately
- to use assertiveness skills to resist unhelpful pressure
- to be aware of the diversity of different ethnic groups and the power of prejudice
- to be aware of exploitation in relationships

- to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support
- to work cooperatively with a range of people who are different from ourselves.

c. Equal Opportunities Statement

We will strive to ensure that all pupils are treated fairly and that there is no discrimination or bullying on the grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

3. The PSHE & Citizenship programme

The Government's PSHE Education Review (2013), stated that PSHE would remain non-statutory. The DfE has however stated as part of its National Curriculum guidance that *all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice*. Our PSHE curriculum has been developed to meet the needs of our pupils, giving careful consideration to our statutory duties, national developments (including the PSHE Association's programmes of study) and consultation with pupils, parents, teachers and governors. We recognise that the programme will need to constantly adapt to the changing needs of pupils at SGGs.

Citizenship is a statutory requirement. We choose to adapt the 2014 National Curriculum programme of study to reflect the needs of pupils at SGGs. However, we acknowledge that it is more than a subject. Citizenship is about exploring a series of deep and meaningful concepts and processes around justice, democracy, rights and responsibilities. It is about building young people's knowledge, skills and conviction to have an effective role in public and political life. It is about helping young people take action to change their communities for the better. This is what we aim to achieve through all aspects of school life (see our Visions and Values statement).

4. Organisation of PSHE & Citizenship

All pupils have one lesson of PSHE & Citizenship timetabled with a PSHE & Citizenship teacher each fortnight. Year 7 have a lesson with their Heads of House each week and 50% of this time is used to deliver the PSHE programme. The Co-ordinator for PSHE & Citizenship is responsible for developing the PSHE & Citizenship programme and providing medium-term plans and resources. It is important that PSHE & Citizenship teachers follow these programmes so that all pupils are given the same opportunities. However, teachers should develop and adapt these lessons to meet the needs of their particular pupils, in line with the principles of effective practice outlined above. The PSHE & Citizenship Co-ordinator has responsibility for monitoring and evaluating PSHE & Citizenship. Feedback from teachers and pupils is encouraged. Teachers are responsible for monitoring the attendance and progress of their PSHE & Citizenship classes. Any concerns about student behaviour should be recorded on SIMS Behaviour Manager and referred to the Co-ordinator.

Whilst a significant amount of Citizenship is taught explicitly through the PSHE & Citizenship programme we are clear that Citizenship education is the responsibility of all curriculum areas and is promoted through many aspects of school-life beyond the curriculum. The following are some of the ways in which citizenship education is delivered at SGGs:

- Teaching specific areas through the PSHE programme.
- Through all curriculum subjects. Links to the Citizenship programmes of study are clearly identified on units of work. This is supported through staff training and support materials.
- Tutor period and tutor time eg tutor group active citizenship action plans.
- Extra-curricular programme eg Amnesty International group, debate club, speakers etc.
- School ethos (school council, assemblies etc).

5. Assessment, Recording & Reporting

As with all lessons, teachers in PSHE & Citizenship should provide clear learning objectives and use a range of methods to ensure and monitor the progress of all pupils. Medium-term plans highlight the learning objectives. Each year pupils are consulted on the content and delivery of the PSHE & Citizenship programme. Parents can contact PSHE & Citizenship teachers if they require more information about their child's progress in PSHE & Citizenship.

6. Specific Issues within PSHE & Citizenship education

a. Provision for pupils withdrawn from SRE lessons

Parents/carers have the right to withdraw their children from all or part of the sex and relationships education (SRE) provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns with the Headteacher and reflect on the impact withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

b. Safeguarding Children Statement

PSHE & Citizenship may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns through the Child Protection Policy. Any concerns or disclosures should be referred to the Designated Safeguarding Lead (CBH).

c. Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, this can never be guaranteed. If this person believes that the child is at risk or in danger, they should talk to the Designated Safeguarding Lead (KJB or her deputy, CBH). For guidance on Confidentiality see *Sex and Relationship Education Guidance for Schools* (Warwickshire Children's Services).

d. Dealing with sensitive and controversial issues

- Pupils should be given advance warning of sensitive issues and where appropriate, given the option to leave the lesson (the library is happy to have these students and has compiled a set of resources that may be useful to these girls).
- The PSHE & Citizenship co-ordinator holds and regularly updates a list of girls who may be affected by particular issues in PSHE & Citizenship.
- Teachers should establish ground rules with girls about how they will behave towards each other and how sensitive issues will be dealt with. They must provide appropriate support after a session for any pupil who may be troubled by an issue raised. This may be suggesting sources of information/support or referring to Heads of House etc.
- Teachers should ensure that pupils are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views against which they can clarify their own opinions and views, including contributions made by visitors to the classroom
- For more detailed information about dealing with sensitive and controversial issues see the Warwickshire SACRE document available at www.warwickshire.gov.uk/sacre; this includes detailed guidance on using visitors in school

e. Visits & Visitors

Welcoming visitors to speak to pupils on a variety of topics is an important part of PSHE & Citizenship at SGGGS. The PSHE & Citizenship Co-ordinator will organise most of these

opportunities and will brief teachers as and when appropriate. It may be that teachers will have visitors to individual classes or they may speak to whole year groups. It is important that teachers give careful consideration to the background, preparation (of speakers and pupils), content, delivery, debrief etc. Detailed guidance can be found on the PSHE Association website.

f. School access to support agencies

Our school can refer pupils to support agencies when appropriate for individual counselling on issues such as anger management and eating disorders. The school also has access to a school nurse who is qualified to:

- counsel young people on sexual health issues
- support the delivery of SRE through PSHE & Citizenship
- actively refer to other sexual health services.

g. Staff Development/ Resources

PSHE & Citizenship is delivered by a small team of teachers who, whilst not originally subject specialists, are supported to develop the subject knowledge and skills required to deliver effective PSHE & Citizenship. Support is offered in the following ways:

- We subscribe to the PSHE Association which has a wealth of resources for PSHE, including a CPD programme for PSHE & Citizenship Teachers.
- An annual offer of a disaggregated CPD programme using PSHE Association CPD materials.
- Annually updated PSHE & Citizenship Teachers' Handbook.

h. CEIAG

PSHE & Citizenship makes a significant contribution to Careers Education at SGGs and the team works closely with the teacher(s) with responsibility for CEIAG. As well as PSHE & Citizenship lessons providing careers information, they also contribute significantly to the development of the skills and attitudes required to prepare young people for the world of work. There have been attempts by industry to identify the broad transferable skills and dispositions our young people will require to manage the future and many are the 'core business' of PSHE & Citizenship education:

- **Creativity** – not restricted to a narrow definition in terms of the arts or design, but the broader ability of being able to create novel solutions to problems and to visualise and seize opportunities. Creativity is central to entrepreneurialism (seeing and capitalising on opportunities in the community and wider society).
- The **flexibility** to take rapid advantage of new opportunities, and the **resilience** and **motivation** to be able to learn productively and 'bounce back' from setbacks or errors. A willingness and ability to be 'self-managing'.
- The ability to engage in **team working**, especially the ability to integrate quickly into a new team and to take on different roles in teams.
- A high level of **communication skills**, not only to understand and give information, but to be able to act as a critical conduit, accepting information from one source and reworking it for another audience.
- In a world where exposure to data is increasing exponentially, the ability to **separate fact from polemic**, and to evaluate the validity of opinions.

i. SMSC

PSHE & Citizenship makes an important contribution to the spiritual, moral, social and cultural development of pupils at SGGs. They are encouraged to explore and reflect upon beliefs (Sp1), to use imagination and creativity in their learning (Sp3) and to reflect on their experiences (Sp4). They are encouraged to recognise the difference between right and wrong and to apply this understanding in their own lives (M1) and to understand the consequences of their actions (M2). There are also many opportunities to investigate and express reasoned views about, moral and ethical issues (M3). PSHE & Citizenship enable pupils to participate in a variety of social settings, cooperate with others and resolve

conflicts effectively (So2) and to understand the way communities and societies function at a variety of levels (So3)

j. Sex & Relationships Education (SRE)

Update when this policy has been reviewed

This policy was developed with help from the PSHE Association and Department for Education websites. PSHE was the subject of an internal learning review conducted in the autumn of 2015.

Revised June 2016

Review June 2018