

Ferndown Middle School

Personal, Social, Health and Citizenship Education Policy

At Ferndown Middle School we see Personal, Social, Health and Citizenship Education (PSHCE) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Administration

The member of staff responsible for overseeing and reviewing this policy is the PSHCE co-ordinator.

Date of policy: March 2013

Date of review: January 2014

Date of next review: January 2017

This policy has been drawn up in consultation with teaching staff and governors.

Location and dissemination

This policy document is freely available to the entire school community. A copy of the policy can be found on Sharepoint and is available via the school website.

The National Context for PSHCE

The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that:

- Promotes the spiritual, moral, social and cultural development of pupils at the school and of society
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

Every Child Matters requires the following outcomes for pupils:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Reviewed by Community & Curriculum Committee 15 January 2014

Ratified by FGB 29 January 2014

- Achieve economic wellbeing

Schools have a statutory duty to promote pupils' wellbeing. As Ferndown Middle School is a place of learning and our intention is to create independent pupils, it is essential that we provide the learning to enable our students to take increasing responsibility for these outcomes.

The national curriculum has three aims for all children, to become:

- Successful learners
- Confident individuals
- Responsible citizens.

The provision of a comprehensive, developmental PSHCE education programme, supported by a curriculum that provides opportunities for personal and social development, set within a 'healthy school' that models supportive behaviours and offers opportunities for pupils to practise personal and social skills and make real decisions about their lifestyle, is central to our school's response to these requirements.

Aims:

PSHE education, together with citizenship education, known as PSHCE, is central to the development of the pupils in our school. The planned programme is designed to help them to deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

The aims of PSHCE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- Have respect for themselves and others, valuing the differences and similarities between people;
- Develop good relationships with other members of the school and wider community;
- Be independent, self-disciplined and responsible members of society;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues and manage risk in their own lives.

The Approach

The provision of a comprehensive PSHCE education programme is central to achieving our school's own aims and objectives and mission statement. PSHCE education provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning – by providing learning that promotes positive relationships and thus supports pupils in reaching their full potential.
- Developing the key concepts, knowledge and understanding, language, skills and strategies that enable pupils to make positive lifestyle choices, now and in their future.

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- Developing the key concepts and skills that both support academic learning (*e.g. team working*) and transcend it (*e.g. building resilience*), and that are essential to a rapidly changing world.

The values and ethos of the school will not only be made explicit in PSHCE education. The PSHCE education programme is embedded within the wider learning offered by the school to ensure that pupils have positive relationships with adults, and feel valued, and that those who are most vulnerable are identified and supported.

The school provides opportunities for pupils to make real decisions about their lives, to take part in activities that simulate adult choices, and where they can demonstrate their ability to take responsibility for their decisions.

Equal Opportunities

Ferndown Middle School promotes the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching will take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full PSHCE education provision. We promote social learning and expect our students to show a high regard for the needs of others. PSHCE education is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

Our PSHCE education programme recognises that pupils will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students. We liaise with local professional agencies (*e.g. school nurse*) and outside visitors (*e.g. police and fire service*) to enable us to prioritise learning within our programme and to ensure it is relevant.

Teaching and Learning

The PSHCE education programme is just one part of what the school does to help pupils develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHCE education programme supports and is supported by other curriculum areas, cross-curricular learning opportunities, working towards the 8 Millennium Goals, the school's commitment to providing a 'Healthy Schools' climate and culture, and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. Active citizenship is promoted by a range of activities from electing a School Council representative, to recycling, fund-raising for charity and participating in Youth parliament elections. The personal and social development of pupils is the responsibility of all staff, in partnership with families and the wider community.

At Ferndown Middle School we know that active engagement in learning is most effective in teaching PSHCE education. Pupils need opportunities to clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. The purpose of each lesson is made clear, through the use of WALT and WILF statements (at KS3) and learning experiences meet the needs of all the pupils in the class. The PSHCE programme offers a wide variety of teaching and learning styles, with an emphasis on active and participative learning with the teacher as facilitator.

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Any information provided is realistic and relevant, and reinforces positive social norms. Learning takes a positive approach that does not attempt to induce shock or guilt, and focuses on what pupils can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Visitors to the classroom enrich the PSHCE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of the planned curriculum and the teacher is always present to manage the learning.

Special Educational Needs

PSHCE education is a universal entitlement for all learners. This means that it is key learning that must be made accessible to all abilities, and that attendance in PSHCE education has an equal priority with other learning. As far as is appropriate, pupils with special educational needs follow the same PSHCE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one-to-one basis.

Curriculum Content:

We provide PSHCE education through a programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach. PSHCE education works within the real life experiences of pupils, so it is important to establish a safe learning environment. This is achieved by clear 'ground rules' and a confidentiality policy that is understood by all.

Thus the PSHCE education programme is taught within a safe and supportive learning environment, where pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

During key stage 2 pupils follow the recommended national curriculum programmes of study which are delivered through the use of the JIGSAW scheme. This scheme has 6 key themes which spiral over the course of the two years to build upon and extend key skills and knowledge. Every class has a timetabled hour of PSHCE each week.

During key stage 3 the pupils follow the national curriculum programmes of study for PSHE and Citizenship. These are divided into 6 units per year; some units focus primarily on PSHE issues, other units are more focused on Citizenship. However we acknowledge there are many areas of overlap. Every class has a timetabled hour of PSHCE each week.

Subject Review and Monitoring:

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

The PSHCE education coordinator will monitor the planning, teaching and learning of PSHCE education regularly to ensure it is relevant, current and both meeting learners' needs and stretching their thinking. Observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The PSHCE coordinator will hold staff meetings, as well as using e-mail, to keep staff informed of new initiatives, ideas and resources. The scheme of work and policy will also be reviewed according to the review cycle.

Confidentiality:

Due to the nature of the topics covered in the PSHCE education programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Assessment, recording and reporting:

As with any learning, the assessment of pupils' personal, social and emotional development is important. It provides information that indicates their progress and achievement and informs the development of the programme.

The pupils are encouraged to take responsibility for their own learning and to record their own progress against the key learning objectives. Teachers also record progress against the key objectives and this is recorded in the school's SIMS spread sheet. At KS3 each topic has a key piece of work which is assessed using standardised criteria. PSHCE education encourages pupils to reflect on their learning and the progress they have made, and to transfer what they have learned to say and do from one school subject to another, and from school to their lives in the wider community.

Pupils do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupils' self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

Currently teachers assess pupils' progress in PSHCE by:

- Making informal judgements as they observe them in lessons and at other times around the school.
- Making assessments of the pupil's performance against the specific objectives set out in the schemes of work. KS3 teachers will carry out one planned and assessed piece of work for each unit.
- Progress against the key objectives is recorded on SIMS for each pupil using a scale of 1-3. This information is then relayed to the parents on the end of year reports.

Links to other policies:

Other school policies contribute to the personal, social and emotional development of pupils:

- *Sex and relationships education (SRE)*
- *Anti-bullying*
- *Drug education and the management of drug-related incidents*
- *Child protection/safeguarding*
- *Confidentiality*
- *Promoting race equality*

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