



Personal, Social, Health, Citizenship & Economic Education (PSE) Policy

Governing Body Sub-committee

Name: Curriculum and Performance

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Full Governing Body

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Why do we teach PSE?

The most recent framework of the National Curriculum for secondary schools in England (December 2014) states that 'All schools should make provision for Personal, Social, Health and Economic Education (PSE), drawing on good practice.' Furthermore, both Citizenship and Sex and Relationship Education are statutory at Key Stages 3 and 4. Similarly, the teaching of Religious Education remains statutory across Key Stages 1 to 5.

At Belper School and Sixth Form Centre we fully recognise the importance of Personal, Social, Health, Citizenship and Economic Education (PSE), both as a discrete subject and as an approach to learning and teaching. Indeed, we believe that PSE underpins the broader curriculum and recognise it as a vehicle for promoting the spiritual, moral, social and cultural values crucial to preparing students for life in modern Britain and for teaching and promoting British Values.

PSE lessons and tutor inputs offer a planned programme of learning through which our students acquire the skills, knowledge and understanding required to manage their lives now and in the future. The programme also aims to develop the qualities and attributes students need to lead confident, healthy, independent lives and to become informed, active and responsible citizens

Through PSE students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and communities. In doing so they learn to recognise their own self-worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially.

As part of Citizenship education, students learn how society is organised and governed. We ensure that they experience the process of democracy in school through the Year Council, School Council and opportunities to participate in wider democratic processes such as shadow local and national elections. Students are encouraged to consider their self-knowledge in the context of wider society and their place in the world of work via opportunities to participate in various forms of work-related learning. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. In summary, this policy promotes practices within the school which reinforce our vision and core values.

What is PSE?

Spiritual, moral, social and cultural education (SMSC) underpins PSE and is a key vehicle for teaching and promoting British Values. PSE includes:

- drug education
- relationships and sex education
- work related learning
- Citizenship
- mental and physical health education
- economic and financial literacy
- Religious Education (RE)
- Keeping safe, personally and on-line

At Belper School and Sixth Form Centre we share the stated aims of the PSHE Association, namely to provide students with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

These aims dovetail with the Equalities Act of 2010 and the Prevent Strategy.

In line with statutory requirements, a summary of the key topics covered in PSE is displayed on the School's website. However, as new and unpredictable developments and challenges emerge, learning opportunities are embraced within the programme of study for each key stage, as a context through which to develop the concepts, skills and values set out below.

Knowledge and understanding

- Learning about how to study effectively
- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships
- Learning about a safe and healthy lifestyle based on accurate information
- Learning about safeguarding, including on-line
- Learning about seeking appropriate help and advice
- Learning about the nature and impact of immediate, local and global economic and social inter-dependence and environmental sustainability
- Learning about their community and the society of which they are a part
- Learning about how our society is structured and functions
- Developing the knowledge, skills and personal values to reflect on current affairs
- Developing students' understanding of rules, laws, government and the electoral process
- Developing students' knowledge and understanding of economic issues and the workplace
- Understanding and appreciating the wide range of cultural influences that have shaped students' own heritage and that of others
- Understanding and appreciating the range of different cultures within school and further afield as an essential element of students' preparation for life in modern Britain
- Understanding and celebrating diversity

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning to apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Engaging with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Learning the value of family life, stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making, including a variety of career pathways
- Learning to respect and value difference and diversity
- Having structured opportunities for the exploration of personal attitudes and values
- Exploring attitudes and values towards drugs, drug use and drug users
- Exploring economic issues and use of money and resources
- Learning to reflect on, express and justify students' own opinions and beliefs about religion and religious, philosophical, moral and spiritual questions

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Learning to manage change and transition
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Learning to make informed choices
- Exploring the risks and consequences of students' own and others' actions and choices
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse
- Developing inter-personal skills
- Developing a sense of belonging
- Having opportunities to develop a positive self-image
- Reflecting on themselves, others and the world around them
- Learning about playing a positive and active role as citizens, for example by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Learning about how to manage personal finance
- Developing a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Developing the use of imagination and creativity in students' learning

How PSE is provided

1. A spiral programme managed by the Heads of Year, ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts
2. Through other curriculum areas, delivering aspects of spiritual, moral, social and cultural education
3. Assemblies
4. Tutor time
5. Pastoral support (including external agencies and mentoring) for students who experience difficulties and for vulnerable students, for example those who attract the Pupil Premium
6. By the provision of appropriate information through leaflets and books
7. Delivery in response to incidents
8. Visitors, Theatre in Education
9. Work related learning experiences and opportunities
10. Trips/special events and other enrichment opportunities

Teaching methods and resources

PSE is taught both as a discrete subject and through other appropriate cross-curricular links. All students receive regular, timetabled PSE lessons delivered by their tutor(s). Continuity and progression are generated through the adoption of a whole school approach to the planning and delivery, covering knowledge, skills and understanding. The programmes of study and medium-term plans for each year group contain clear objectives and differentiated learning outcomes, which are shared with the students by their tutors, who are responsible for planning individual lessons. Heads of Year are responsible for providing tutors with appropriate resources, including the booking of visitors and specialist rooms.

Heads of Year collaborate over the content of PSE. They use statutory guidance to inform their planning of Citizenship and sex and relationship education and refer to advisory documents provided by the PSHE Association. In planning work related learning (WRL), they also collaborate with the Careers' Co-ordinator and the Work Experience Co-ordinator. The Head of Faculty for Humanities is currently responsible for leading and managing the delivery of RE at KS4 and KS5 by the two RE teachers.

PSE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or student) should be expected to answer a personal question.
- No one should be forced to take part in a discussion.

PSE takes place within mixed sex classes or, on occasions, single gender groups as deemed appropriate and relevant with the student's usual class tutor. Visitors such as the school community nurse or theatre in education groups supplement the PSE curriculum during planned events. A teacher other than the usual tutor may teach PSE to the class on occasion, to deliver a particular specialist aspect of the course such as RE at KS4 and KS5.

In most cases teachers will attempt to answer students' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the Head of Year for advice and support.

Teachers will also follow the following guidance in their delivery of Relationships and Sex Education:

- Teachers will establish clear parameters about what is appropriate or inappropriate in a whole class setting.
- If a student's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis.
- If a question is too personal the teacher should remind the students of the ground rules.
- Teachers will set the tone by speaking in a matter of fact way and ensuring that students discuss issues in a way that encourages positive participation.
- Students may have the opportunities to write down questions anonymously and post them in a class question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons.

Equal Opportunities

The school's programme of study for PSE is designed to ensure that all students have full and equal access and accords with the Equalities Act of 2010.

Students may have varying needs regarding PSE depending on their circumstances and background. The school strongly believes that all students should have access to PSE that is relevant to their particular needs and that both content and delivery should be differentiated accordingly.

To achieve this differentiated approach the school takes account of:

- The needs of boys as well as girls
- Ethnic and cultural diversity
- Varying home backgrounds
- Sexuality
- Special Educational Needs

The school also recognises the need for extra, targeted work with vulnerable student, for example those who attract the Pupil Premium.



Assessment and Recording

We believe that effective assessment and recording is an essential and integral part of all aspects of the school curriculum. Assessment of PSE should focus on clear learning outcomes related to the curriculum, and not on behavioural outcomes only.

To this end:

- Teachers will use clear lesson-based learning objectives against which to assess and record short-term activities and work done
- Programmes of study will include longer term approaches that allow for reflective self and student evaluation set against personal and individual growth targets and future career plans
- Tutors will regularly assess work in accordance with the Assessment Policy
- Schemes of work will include assessment opportunities as appropriate
- Our yearly tutor report for students will refer to progress made within PSE

Monitoring and Evaluation

The PSE programme is regularly evaluated by the Heads of Year and the LG link for PSE and Careers Co-ordinator, both through fortnightly Head of Year meetings and during 'gained time' in the summer term. PSE is discussed at calendared pastoral meetings and the views of teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. Heads of Year meet with other professionals and attend relevant courses as appropriate. Pastoral meetings are then used to cascade training and share resources.

Students' views on PSE are also sought during half-termly Year Council meetings and used to improve and refresh the programme.