



**PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION POLICY
Non-Statutory Policy**

Reviewed by:	Student Development and Support Committee
Date reviewed:	February 2015
Next review:	February 2019 (Review every four years)
Member of staff responsible:	Natalie Hancock, Deputy Headteacher
Governor Responsible:	Sandra Coleman, Chair Committee

1. Aims

Personal social and health education provides a vital foundation for the personal development of young people in preparing them for adult life. PSHCE is important in combating social exclusion and disaffection and can equip young people with the skills and attitudes needed to react positively to the pressures of modern life.

PSHCE should reflect our commitment to all students' health and well-being and help them to:

- Lead confident, healthy and responsible lives as informed citizens and members of society.
- Live healthy and safe lives and deal with the spiritual, moral social and cultural (SMSC) issues they face as they approach adulthood
- Reflect on their experiences and development
- Understand and manage responsibly a wider range of relationships as they mature
- Show respect for the diversity of, and differences between people, their lifestyles and beliefs
- Develop their well-being and self-esteem, encouraging belief in their ability to succeed
- Enable them to take responsibility for their learning and future choices of courses and career
- Develop students' skills of enquiry and communication
- Develop skills of participation and responsible action

2. Responsibilities

2.1 Organisation of PSHCE

The overall responsibility of the PSHCE organisation and programmes rests with the Deputy Headteacher (Pastoral). Specialist teachers have the responsibility to plan their schemes of work with guidance and support from the Deputy Headteacher. At KS3, PSHCE is taught by a specialist team of teachers on a rotation basis. The rotation takes place each term (6 terms). At KS4 Citizenship days are planned throughout the year, where students are taken off timetable to attend the sessions. External agencies/professionals contribute to those days. At KS5, PSHCE is taught by the tutors. Speaker period is incorporated into the teaching of PSHCE at KS5

2.2 Additional Learning Opportunities

Learning opportunities in PSHCE occur in other areas of school life and contribute to enriching students experiences:

Assemblies
Visiting Theatre Companies
Alternative Curriculum days
Visiting speakers
Careers roadshows in school
Enterprise Days
Duke of Edinburgh Award
Work Experience

2.3 Assessment

Schools are required to undertake statutory assessment for Citizenship at KS3. As with other non-core national curriculum subjects, a rounded judgement about pupil attainment should be made. The judgement should be made against a single attainment target for Citizenship, which consists of an end of Key Stage Description. The following categories are used when describing attainment;

Working towards the expectation
Achieving the expectation
Working beyond the expectation

Progress is currently reported in Citizenship in years 7, 8 and 9.

Topics that students have studied over the year are recorded on the reviews.

Tutors also give verbal feedback to students throughout lessons. With the development of Assessment for Learning, the use of questioning and peer assessment is used in PSHCE as a method of formative assessment. PSHCE is monitored through lesson drop ins and work sampling.

3. Monitoring and Evaluation

External visitors/speakers used in both PSHCE lessons at KS3 and KS4 Citizenships days are discussed with PSHCE teachers and evaluated by students. PSHCE lessons at KS3 will be monitored by drop-in observations and work scrutinies

The Governor's Student Support Committee will review the policy and provision every four years, taking the feedback into account.