



CHIPPING NORTON  
SCHOOL

# PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION POLICY

(NON STATUTORY)

---

<b>Date reviewed:</b>	<b>January 2023</b>
<b>Next review:</b>	<b>January 2027</b>
<b>Committee:</b>	<b>Impact Committee</b>
<b>Member of staff responsible:</b>	<b>Hannah Kathryn Skill</b>

## 1. AIMS & INTENT

In the wider world, both during school and after it, students will face a variety of challenges that they may not be prepared for. Our inclusive approach to Character Education seeks to identify those challenges and provide informative, practical but exploratory learning to help students courageously face the world as confident and prepared young people. Topics like healthy relationships, personal health and politics form the basis of understanding and curiosity for many areas of adolescent and adult life and provide an underlying framework with which students can make decisions that will benefit them and others.

As well as these subjects, Character Education includes financial, digital and media literacy to support students on their complex, lifelong journey after their time at CNS. These topics are integral to the sustained growth of children into healthy, well-rounded people, who can move through the world in front of them with creative approaches to life, confidence and hope for their future. Students should leave their time at CNS with a developed and compassionate understanding of themselves, other individuals and institutions which they may interact with, alongside the skills to tackle any trials they face.

Moreover, the challenges with which students enter our school, and the ones they find along the way, should not hinder students in their lives and it is those who have the fewest social advantages in life that Character Education targets.

## 2. RESPONSIBILITIES

### 2.1 ORGANISATION OF PSHCE

At KS3 and KS4, PSHCE is taught fortnightly in dedicated Character Education lessons. It is composed of Relationships and Sex Education, Careers and Digital Literacy, among other non-statutory topics. Students learn 6 modules a year, comprising of mental health, relationships and personal safety with 3 other related topics. At the beginning of each module, a pre-unit briefing is delivered to staff in order to upskill tutors to deliver the lessons to a high standard.

At KS5, PSHCE forms part of a series of lessons taught by tutors on Careers, their future aspirations and Character Education. It comprises of 1 lesson per term, continuing many key topics from KS3 and KS4, such as mental health, relationships and consent.

### 2.2.2 ADDITIONAL PSHCE LEARNING OPPORTUNITIES

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

- Assemblies
- Visiting Theatre Companies
- Alternative Curriculum days
- Visiting speakers
- Duke of Edinburgh Award
- Work Experience
- School Visits
- Week A Tutor Activities
- Ambassador Mentoring Programme
- CAMHS 6-week development programmes
- 6-week archery programme
- Branch Out and Cook

### 2.3 ASSESSMENT

Students are assessed through multiple choice questioning after every module in KS3 and KS4. These assessments are standardised across the year and assess student understanding. There is a student survey at the end of each assessment that considers student wellbeing and learning.

There is no formal assessment at KS5.

### 3. MONITORING AND EVALUATION

PSHCE lessons across the school are monitored by drop-in and formal lesson observations by Head of Character Education and PSHCE, the Senior Leadership Team, Head of Key Stages and Head of Sixth Form. All feedback is used to improve teaching and learning in line with school standards.

The Impact Committee will review the policy and provision every four years, taking the feedback into account.