

AYLESBURY GRAMMAR SCHOOL

PSHCEE POLICY



Personal Social Health Citizenship Economic Education

1. Aims of PSHCEE

The aims of the PSHCEE provision is to respect and aspire.

At Aylesbury Grammar School our aim is to create a community and environment which actively respects, supports and encourages each student to:

- Aspire to achieve his personal best in whatever he is doing, and to develop confidence in himself as a person
- Behave appropriately and with respect towards people and the environment, and to learn to work with, and for, others
- Enjoy his learning and to work effectively, and to take increasing responsibility for his own development
- Develop his own values and beliefs, and to show respect for the views, values and beliefs of others
- Acquire the attitudes, skills, knowledge, and qualifications, necessary for success in his chosen path in life, and to take a full part as a citizen of his community
- Lead a healthy lifestyle, and to use his leisure time positively and creatively

In our PSHCEE lessons we will:

- Develop assertion skills
- Develop each individual's self-esteem
- Develop informed decision making skills
- Enable students to become good citizens
- Enable students to consider their own attitudes and values and those of others
- Help students understand the dangers of exploitation
- Learn about social and personal dangers to health and well-being
- Provide comprehensive, unbiased and correct information
- Start where the students are

2. Background To PSHCEE

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

3. What is PSHCEE education?

Personal, social, health, citizenship and economic education (**PSHCEE**) is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.

4. Why is PSHCEE education provision important to schools?

PSHCEE education makes a major contribution to schools' statutory responsibilities to:

- promote children and young people's wellbeing
- achieve the whole curriculum aims
- promote community cohesion
- provide careers education and sex education

The relationship between PSHCEE education provision and school ethos is important. An effective school ethos requires:

- effective relationships between all members of the school community
- pupils to play an active part in decision making
- school policies to be compatible with what is taught in PSHCEE education

5. Why is PSHCEE education important to children and young people?

PSHCEE 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. PSHCEE education also enables children and 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.

6. What is the relationship between PSHCEE and personal development?

PSHCEE makes a significant contribution to children and young people's personal development but is not synonymous with it. The promotion of young people's personal development (which includes their social development) is a fundamental aspect of education. It underpins other learning. Personal development is enhanced as children and young people develop the skills they need to grow and develop as individuals and members of society. All aspects of a child and young person's experience at home, in school and out of school contribute to personal and social development. It is a function of all subjects and curriculum areas.

PSHCEE contributes to personal development by helping children and young people to build their personal identities, confidence and self-esteem, make career choices and understand what influences their decisions including financial ones. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help them to form and maintain good relationships, and better enjoy and manage their lives.

7. The teaching of PSHCEE at Aylesbury Grammar School

PSHCEE is delivered by Form Tutors to their tutor groups in a one hour session once a fortnight. They are provided with all the lesson plans and materials for the all the lessons at the start of September. These have all been produced by the PSHCEE leader. Tutors can adapt these materials to meet the individual needs of their tutees, but the overarching aims of each lesson must still be prevalent. There are also a number of drop down days that cover elements of PSHCEE in greater detail. The programme builds on previous years' knowledge, is age appropriate and is adapted to reflect changing issues that teenagers are faced with.

8. Safeguarding in PSHCEE

PSHCEE works with pupils' real life experiences and it is key that both staff and students are protected in these lessons. A safe and supportive environment is created by the use of ground rules.

Many of the topics covered in PSHCEE will be of a sensitive nature and it is important that ground rules are set at the start of the course (these can be found in the PSHCEE tutor folder). This will provide a safe working environment for staff and students. If tutors feel that they need extra help or support when delivering a particular topic area, then they should approach the PSHCEE leader for advice and training.

9. Agreeing ground rules/group agreement

This establishes the standards by which the teacher and the group will be able to work together safely.

Here are some examples but it is essential that there are not too many and that the students are given the support to create their own.

- Listen to each other (only one person talks at a time)
- Keep to time
- Challenge the statement but not the individual making it
- Right not to answer questions
- No personal questions to be asked by students or teachers
- If giving an example make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

10. Dealing with questions (guidelines)

Teachers need to establish guidelines of what is appropriate and inappropriate in a whole class setting. Having ground rules will reduce the chance of this happening but teachers are supported through training so that they are prepared for the unexpected. E.g. If the question is too personal, draw attention to the ground rules.

If the student needs further support, he must be referred to the next appropriate person such as; a school counsellor, school nurse, helpline or an outside agency or service.

If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concerns about sexual abuse, you should acknowledge it and attend to it at the next appropriate opportunity on an individual basis. In this way the student will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. If there are concerns suggesting that a student is at risk of sexual, or any other kind of abuse, the school's Safeguarding Procedure must come into immediate effect and referral of the incident must be made to any member of staff with Safeguarding responsibilities (PAV, HR or JR)

11. Equality and diversity

We promote the needs and interests of all pupils irrespective of gender, culture, sexuality or background. The PSHCEE provision is available to all students in order to insure that pupils are able to make fully informed decisions as they move towards adulthood.

The PSHCEE programme should complement the personal and social development of the student that is provided within the family and within the local community.

12. Resources

All Form Tutors will be provided with:

- A teacher resource file (KEC has added multiple activities to lessons so that tutors have a variety of options of delivery – worksheets, copies of textbooks, DVDs etc.)
- A resource CD – this is in the front of the files and has all of the resources on and can be edited/changed as needed. Form Tutors are advised to keep the resource disk at home as it

may assist with setting cover work in the case of absence (alternatively, if you could like another copy of the disk, just ask KEC)

- A class set of files for the students to keep their work in (these should be kept in school, preferably in the tutor room and students should take them home at the end of the school year)

All resources can be accessed via the PSHCEE folder on the R:Drive on the school network.

13. Cover lessons

It is the responsibility of the tutor to set cover work in their absence, just as with every other lesson. This may mean adapting materials provided or slightly changing the lesson delivered in the scheme of work (in the main, the scheme of work can be delivered in any order the tutor decides – as long as all of the lessons are covered over the course of the year). Please note that supply staff covering are unlikely to have laptops and therefore may not be able to play DVDs/CDs in lessons. Usually, most lessons can be adapted to allow students to do a research activity in the ICT rooms, producing a factsheet on their findings if you are really stuck for covering lessons (providing ICT lessons are booked in advance/free)

For each year group, a specific lesson has been provided that can be used if required for emergency cover.

14. Discipline issues

The PSHCEE leader is responsible for all of the course resources.

Any discipline issues that occur during the lesson must be dealt with by the tutor following the school's Behaviour policy. The relevant HOY will oversee this and any **serious** issues should be referred to the HOY.

15. Training

The PSHCEE Co-Ordinator will conduct PSHCEE training with new staff during the autumn term as well as a separate session for existing staff who would like to learn more about teaching PSHCEE.

16. Working with Parents/Carers

It is acknowledged that students come from a range of cultural and social backgrounds and that sensitivity is required to avoid offending students or their families. Parents/carers have the right to withdraw their children from any part of the schools Sex and Relationships Education programme (except national curriculum science subjects). Any request to remove a child from a lesson due to content that will be covered should be directed to the Headmaster in writing. See separate Sex & Relationships Education Policy for full details.

17. Social, Moral, Spiritual & Cultural Development (SMSC)

SMSC is a central focus of the PSHCEE programme at Aylesbury Grammar School. Students are encouraged and expected to develop not only their own spiritual and moral development, but to accept and embrace that in others. Lessons allow students to explore a range of differing attitudes and viewpoints, enabling them to further develop socially, enhancing their understanding of the diversity of society. Further details of SMSC provision in PSHCEE can be found in Appendix 1.

18. Overview of provision

The PSHCEE programme has been written following feedback from students and staff, in reaction to events within the school community and following advice from external agencies.

A brief outline of the syllabus for Tutorial Work follows.

Year 7

The first few weeks are spent following an induction course, including problem situations, which is a continuation of the Induction Day and introductory talks at the beginning of term. Following this the Year 7 PSHCEE course is based on a variety of sources and materials.

Topics covered include:

- Bullying
- Drugs Education – Alcohol and smoking
- Introduction to the House System at AGS
- Making new friends
- Preparation for and evaluation of Year 7 residential
- Relationships and self-esteem
- First Aid
- Road Safety
- Financial Capability - Budgeting

Year 8

Year 8 is divided into two programmes of study – United Nations and The Real Game.

Model United Nations - This involves the students looking at a wide range of issues facing children around the world from child poverty to the use of child soldiers. There are a number of talks delivered throughout the year on Human Rights and the role of the United Nations.

- Millennium development goals
- Education for all
- Wealth and poverty

The Real Game – This is series of classroom-based sessions developed to help students learn more about themselves and both the opportunities and the responsibilities of adult life in a fun and constructive way. Students learn:

- the importance of education and qualifications in getting the jobs they want;
- how occupational choice impacts upon lifestyle;
- how to balance monthly income and leisure time; and
- the roles and responsibilities of the community.

There are also two drop down activity days for year 8 students

- Team Building Day (arranged by HOY 8)
- Enterprise Day (arranged by PSHCEE leader together with HOY 8)

Year 9

The majority of the Year 9 programme will focus on life choices and the situations that face young people today including the following topic areas:

- Personal wellbeing
- Sex and relationships
- Financial capability
- Drug and alcohol awareness
- Risk management
- Crime and punishment

The programme will cover sensitive issues such as addiction and sexual health. Further training and advice will be given to tutors where/when required.

Year 10

The Year 10 PSHCEE programme has been restructured recently to tackle the key issues that our students face. Many of the topics have been chosen based on student feedback and are intended to feed into the Health Day which is held during the summer term. Students will study a number of topics such as:

- Relationships
- Gambling
- Homophobia
- Contraception
- Domestic violence
- Government and Democracy
- Staying safe with technology – Sexting
- Extremism

Health Day

In the summer term, we hold a year 10 health day where we invite experts in to deliver specialist topics to the students. These topics usually include:

- Mental Health
- Healthy Relationships – Pornography
- First Aid
- Sexual Health
- Drug and Alcohol awareness

Responsibility for Health Day lies with the PSHCEE leader alongside the HOY 10 and Head of Section.

Year 11

The programme in Year 11 provides a mix of tutor led and speaker led sessions. The bulk of the year is spent preparing for examinations and the 'next stage', be it Sixth Form study or another route. Students will cover the topics of:

- Careers – CV design and rights at work
- Drug education – Legal Highs
- Body Image and Self Esteem
- Preparation for Driving
- Financial Capability – Payday Loans

They will also receive talks on:

- Higher Education
- Exams
- Work Shadowing
- New subject talks for Sixth Form study

Citizenship

The National Curriculum for Citizenship is addressed across all subjects at Aylesbury Grammar School, including PSHCEE.

The national curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Appendix 1 – SMSC and Citizenship Provision in PSHCEE

YEAR 7:

Citizenship - KS3

Functions and uses of money

PSHCEE

1.1 Managing transition

1.2 Maintaining physical, mental & emotional health & wellbeing inc. sexual health

1.4 Assessing & managing risks to health and keeping self & others safe

1.5 Identifying & accessing help, advice & support

1.6 Making informed choices about health and wellbeing matters

1.7 Responding in an emergency, including administering first aid

1.8 Understanding the role and influence of the media on lifestyle

2.1 Developing & maintaining healthy relationships & developing parenting skills

2.2 Recognising & managing emotions within a range of relationships

2.3 Dealing with risky or negative relationships

2.4 Knowing about the concept of consent in a variety of contexts

2.6 Respecting equality and being a productive member of a diverse community

3.1 Understanding rights & responsibilities as community members, citizens & participants

3.2 Making informed choices & how to be enterprising & ambitious

3.4 Knowing about the economic & business environment

3.5 Understanding how financial choices affect self/others & rights as a consumer

SMSC

CULTURAL: Exploring, understanding and respecting diversity

CULTURAL: Understanding and appreciating personal influences

MORAL: Developing and expressing personal views or values

MORAL: Investigating moral values and ethical issues

MORAL: Moral codes and models of moral virtue

MORAL: Recognising right and wrong and applying it

MORAL: Understanding the consequences of actions

SOCIAL: Developing personal qualities and using social skills

SOCIAL: Participating, cooperating and resolving conflicts

SOCIAL: Understanding how communities and societies function

SPIRITUAL: Developing personal values and beliefs

SPIRITUAL: Exploring the values and beliefs of others

SPIRITUAL: Understanding human feelings and emotions

SPIRITUAL: Using imagination and creativity in learning

YEAR 8:

Citizenship - KS3

3. Precious liberties of UK citizens
5. Public institutions, voluntary groups & communities
6. Functions and uses of money

PSHCEE

- 1.8 Understanding the role and influence of the media on lifestyle
- 2.6 Respecting equality and being a productive member of a diverse community
- 3.1 Understanding rights & responsibilities as community members, citizens & participants
- 3.2 Making informed choices & how to be enterprising & ambitious
- 3.3 Developing employability, team working & leadership skills, flexibility & resilience
- 3.4 Knowing about the economic & business environment
- 3.5 Understanding how financial choices affect self/others & rights as a consumer

SMSC

- CULTURAL: Exploring, understanding and respecting diversity
- CULTURAL: Participating and responding to cultural activities
- CULTURAL: Understanding and appreciating personal influences

MORAL: Developing and expressing personal views or values

MORAL: Investigating moral values and ethical issues

MORAL: Moral codes and models of moral virtue

MORAL: Recognising right and wrong and applying it

MORAL: Understanding the consequences of actions

SOCIAL: Developing personal qualities and using social skills

SOCIAL: Participating, cooperating and resolving conflicts

SOCIAL: Understanding how communities and societies function

SPIRITUAL: Developing personal values and beliefs

SPIRITUAL: Experiencing fascination, awe and wonder

SPIRITUAL: Exploring the values and beliefs of others

SPIRITUAL: Understanding human feelings and emotions

SPIRITUAL: Using imagination and creativity in learning

YEAR 9:

Citizenship - KS3

Precious liberties of UK citizens

Rules & laws and the justice system

Public institutions, voluntary groups & communities

Functions and uses of money

PSHCEE

1.2 Maintaining physical, mental & emotional health & wellbeing inc. sexual health

1.3 Knowing about parenthood & consequences of teenage pregnancy

1.4 Assessing & managing risks to health and keeping self & others safe

1.5 Identifying & accessing help, advice & support

1.6 Making informed choices about health and wellbeing matters

2.1 Developing & maintaining healthy relationships & developing parenting skills

- 2.2 Recognising & managing emotions within a range of relationships
- 2.3 Dealing with risky or negative relationships
- 2.4 Knowing about the concept of consent in a variety of contexts
- 2.6 Respecting equality and being a productive member of a diverse community
- 3.1 Understanding rights & responsibilities as community members, citizens & participants
- 3.2 Making informed choices & how to be enterprising & ambitious
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SPIRITUAL: Understanding human feelings and emotions

SPIRITUAL: Using imagination and creativity in learning

YEAR 10:

Citizenship - KS4

Parliamentary democracy and the constitution of the UK

Electoral systems in and beyond the UK

Local, regional and international governance & the UK's relations with others

Human rights and international law

The legal system in the UK

Diverse identities in the UK

Contributing to the improvement of the community

Money and finance

PSHCEE

1.2 Maintaining physical, mental & emotional health & wellbeing inc. sexual health

1.3 Knowing about parenthood & consequences of teenage pregnancy

1.4 Assessing & managing risks to health and keeping self & others safe

1.5 Identifying & accessing help, advice & support

1.6 Making informed choices about health and wellbeing matters

1.7 Responding in an emergency, including administering first aid

1.8 Understanding the role and influence of the media on lifestyle

2.1 Developing & maintaining healthy relationships & developing parenting skills

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SPIRITUAL: Developing personal values and beliefs

SPIRITUAL: Experiencing fascination, awe and wonder

SPIRITUAL: Exploring the values and beliefs of others

SPIRITUAL: Understanding human feelings and emotions

SPIRITUAL: Using imagination and creativity in learning

Year 11:

Citizenship - KS4

6. The legal system in the UK

9. Money and finance

PSHCEE

1.2 Maintaining physical, mental & emotional health & wellbeing inc. sexual health

1.4 Assessing & managing risks to health and keeping self & others safe

1.5 Identifying & accessing help, advice & support

1.6 Making informed choices about health and wellbeing matters

1.8 Understanding the role and influence of the media on lifestyle

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