

PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP POLICY

Harlington Upper School

Policy written: August 2006

Approved by Governors:

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Rationale

Personal, Social and Health Education (PSHE) and Citizenship at Harlington Upper School is planned provision towards the personal and social development of all students within a healthy school. The acquisition of skills, attitudes and values along with knowledge and understanding is essential to ensure the entitlement of all pupils to spiritual, moral, social, cultural, mental and physical development. The experiences and knowledge gained are intended to prepare students for the opportunities, responsibilities and experiences of adult life whilst also developing them as responsible members of the school and wider community.

This is achieved through formal and informal learning, through older students and staff acting as role models, through input in assemblies, charity work and through the general ethos of the school. Our school curriculum takes account of the requirements stated above and the delivery of regular Citizenship lessons by house tutors ensures active support for each student's learning and pastoral care. Continuous review and development of the rewards system aims to boost confidence and raise students self esteem.

Aims

Harlington Upper School seeks to comply with QCA Guidance 2002, Ofsted Inspecting Citizenship 2002 and DfES Every Child Matters: Change for Children 2004.

The school believes that personal and social development lies at the heart of educational achievement and of helping each individual develop into a balanced, caring, responsible member of the adult world. In our school we aim through implicit and explicit learning experiences to:

- Build self reliance, self discipline and respect
- Foster an understanding of the beliefs, values and attitudes of others.
- Encourage appreciation and respect that others may have ways of life, opinions and ideas different from their own
- Develop an enterprising and persistent approach to tasks and challenges.
- Learn a sense of fairness and responsibility, together with respect for the processes of law and the legal rights of others.

- Develop a concern for and appreciation of the conservation of the natural world
- Deliver a programme of PSHE and Citizenship that is varied, cross curricular and takes account of the learning styles of individual students and the teaching styles of staff.

Staff Responsibility

Governing Body	<ul style="list-style-type: none"> • Ensuring compliance with statutory requirements and DfES guidance • Monitoring and implementation of policy
Headteacher	<ul style="list-style-type: none"> • Monitoring of policy, advice and consultation • Whole School compliance with policy
Deputy Headteacher	<ul style="list-style-type: none"> • Management of co-ordinators • Oversight of school-wide programme, quality of provision and suitability of visiting speakers. • Ensuring assessment and monitoring • On-going review of curriculum provision • Matching with desired outcomes of 'Every Child Matters'
Key Stage Directors	<ul style="list-style-type: none"> • To formulate, review and manage the programme for each Key Stage • Organisation of peer led training and input including liaison with Middle Schools and outside agencies • Arranging resources and visiting speakers/theatre groups • Letters to parents re sex education policy and right to withdraw
House Leaders	<ul style="list-style-type: none"> • With Key Stage Directors to formulate, review and manage the programme • Monitoring quality of teaching & learning • To support the recruitment and training of peer educators
Teachers/Support Staff	<ul style="list-style-type: none"> • Delivery of lessons as planned • Assessment and reporting to parents • Support for activities and interaction with students

Teaching and Learning

Within the taught and broader curriculum, including whole school opportunities, students will be given frequent and regular opportunities to participate in acts of citizenship and to practise personal and interpersonal skills. A working group met to review Citizenship and PSHE provision and refine this to best meet the needs of students and staff whilst also auditing other learning that takes place. This includes provision through Religious Education, whole school events such as charity events, assemblies, work experience, visiting speakers, year councils, whole school and eco council and prior learning at middle school. A review of the Citizenship & PSHE content for 2005/6 was carried out and feedback was positive. Further adaptations have been made to the programme in response to feedback received.

Within the citizenship curriculum, at levels appropriate to their age, students gain knowledge and understanding of:

Parliament and Government –

- democracy/other systems;
- local, regional and national government and the role of the Monarchy, the European Union, the Commonwealth and the United Nations;
- the functions of each level of government
- opportunities to contribute (including social change locally, nationally & globally)
- concepts: power and authority, freedom and order, individual & community

The Economy –

- Taxation: funding of government activities, taxes, etc
- Government financial decision making
- International economic interdependence
- The role of business, financial & voluntary sectors
- Personal finance

The Law –

- Law and order, justice, security and freedom from fear
- Civil and Criminal justice systems
- Police, prisons and the probation service
- Rights and responsibilities – moral and legal

The Media –

- The significance of media in society
- Different types of media
- The importance of the free press
- Fact versus opinion

The Environment –

- The wider issues and challenges of global interdependence and responsibility including sustainable development

Diversity –

- The diversity of regional, national, religious and ethnic identities in UK
- The origins and implications of these identities
- The need for mutual understanding and respect

The broader taught curriculum including PSHE, relationships within the school and the ethos of the school will help students to understand –

Themselves, others and their surroundings, including:

- Their own personality, needs, abilities and interests, together with a growing awareness of their particular strengths and weaknesses;
- Human growth, together with some awareness of the nature of emotional, psychological and social development;
- How to pursue ways of life to promote mental and physical health and how to avoid ways of living that increase the risk of disease, disability and accident. Such aspects of healthy living will include avoidance of tobacco, alcohol and drug abuse;
- The nature of relationships in families, peer groups, friendships, work;
- How to react if being bullied or abused;
- How they and others can cause change, for better or worse, in the immediate environment as well as in the wider local, national and international environment and therefore develop a responsibility for those changes.

Social responsibilities and citizenship including:

- The nature of work, involving understanding of careers opportunities and how these relate to personal aspirations;
- The rights and responsibilities of citizens;
- Decision making in a democratic society.

Moral ideas and behaviour including:

- The nature of moral codes; the way in which such codes vary between groups and cultures; the consequences of adopting particular codes;
- How moral ideas and codes may be justified, for example by reference to religious beliefs or particular philosophies;
- The fact that in western cultures it is widely held that moral beliefs and behaviour are ultimately a question of personal responsibility and of ways such a stance may be defined and challenged.

To be competent in the skills required for everyday living students need to:

- Listen to and see others' points of view and put forward their own points of view clearly and appropriately;
- Make choices sensibly in the light of available evidence;
- Follow the conventions of social behaviour which help them cope confidently and effectively with unfamiliar people or situations;
- Learn from personal mistakes and social situations, justify them and put them into practice as necessary;
- Take initiatives and act responsibly as an individual and as a member of their family, their school and the wider community;
- Act as members of a democracy

Partnerships

The school values working in partnership with parents and carers and the wider school community. This is seen as an essential element of PSHE and Citizenship and is promoted through:

- The Home School Agreement (included in the student planner)
- Use of the local community as a resource e.g. local employers, visiting theatre groups, peer educators, local councillors, local police, prison service, other outside agencies.
- Work with local middle schools and colleges
- Social events and parents information evenings
- HUS family bulletin
- Reporting to parents

Equality of Opportunity

In accordance with the school policy, all children will have equal access to the PSHE and Citizenship curriculum and resources. Consistent with the school's ethos and values, we will actively promote respect for each other, regardless of disability, race or gender ensuring that cultural diversity is celebrated.

Assessment, Recording and Reporting

The assessment recording and reporting of citizenship will take place in accordance with the whole school policy. Assessment will not be a judgement of worth, personality or value of an individual child or their family – it will not imply that students are failing as citizens. Reporting of Citizenship will take place in the normal reporting cycle and will be included in the assessment made by the form tutor.

Monitoring, Evaluation and Review

Provision of PSHE and Citizenship will be monitored and evaluated by the House Leaders and Key Stage Directors. It will also be reviewed in Senior Management Line Management Meetings. The following checks will be made:

- That the whole school PSHE and Citizenship objectives are met
- Standards of teaching and learning expected are achieved
- Adequate resources are made available
- Lesson schedules are being followed
- Appropriate reporting methods to parents are used
- Schemes of work are updated on an annual basis
- Quality of visiting speaker and theatre groups is appropriate.

LGS