

# **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) AND (CITIZENSHIP) POLICY**

We believe that PSHE and citizenship should be co-ordinated planned and delivered as an integrated programme across the curriculum in all subject areas as well as in PSHE lessons.

As outlined in the DFE guidance on Personal, Social, Health and Economic Education updated 25 June 2019, we will include the key themes as outlined below:

- Emotional health and well-being, including bullying and cyber bullying.
- Sex and relationship education (see SEX AND RELATIONSHIP EDUCATION POLICY )
- Drugs education (see DRUG AND SUBSTANCE MISUSE POLICY)
- Citizenship incorporating an understanding of fundamental British values
- Diet and exercise
- Safety (including Safeguarding issues and e-safety)
- Personal finance and economics
- Values and belief systems
- Careers guidance and support

## **AIMS AND OBJECTIVES**

Personal, social, health and economic education (PSHE) and Citizenship enables boys to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in School through, for example, the Food Committee. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society, having respect for other people, paying particular regard to all the protected characteristics listed in the Equality Act 2010.

School-based PSHE and Citizenship complements and helps children and young people make sense of what is implicitly or explicitly learnt at home from parents, carers, family and wider society. To achieve this goal we strive to ensure that the School ethos is such that all pupils learn to live amicably together, gaining a keen awareness and begin to build a reasoned set of attitudes, values and beliefs. Each pupil should be respected as an individual and his self-confidence, independence and self-esteem promoted. We are keen to liaise with parents enlisting their co-operation, interest and support in order to promote a happy working partnership in trust.

The aims of personal, social, health and economic education are to enable the boys to:

1. know and understand what constitutes a positive lifestyle;
2. be aware of safety issues – both within school and in the wider community;
3. understand what makes for good relationships with others;
4. have respect for others - particularly showing a tolerance of, and harmony between, different cultural traditions through appreciation of their own and other cultures and the understanding that the freedom to hold other faiths and beliefs is protected in law;
5. be independent and responsible members of the school community;

6. be positive and active members of a democratic society – understanding the need for participation in a democratic process and respect for the basis on which law is made in England;
7. develop self-confidence and self-esteem, and make informed choices regarding personal and social issues – enabling pupils to distinguish right from wrong and to respect the civil and criminal law of England;
8. develop good relationships with other members of the school and the wider community – in particular, identifying and challenging discriminatory behaviour.

## **ORGANISATION AND PLANNING**

- PSHE takes place in each year group for one lesson per week.
- PSHE is delivered by form teachers up to and including Form 4, Form 5-7 are taught by the Head of PSHE and Form 8 are taught by the Headmaster.
- A variety of active learning methods is used including discussion and debate, videos, worksheets, quizzes, IT resources, circle time, use of outside speakers, art and craft, scenarios, role-plays etc.

## **FOUNDATION STAGE**

We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the boys' work to the objectives set out in the Early Years Foundation Stage (EYFS). Our teaching in PSHE and citizenship matches the aim of developing a boy's personal, emotional and social development as set out in the EYFS. We also support citizenship education in reception classes when we teach 'how to develop a boy's knowledge and understanding of the world'. For further information see the section 'Personal Social and Emotional Development' of the document 'Early Years at Christ Church Cathedral School.'

## **FORMS 1 AND 2**

The class teachers' planning throughout the year includes aspects of: Emotional health and well-being; Citizenship; Healthy diet (including safe use of medicines); Exercise; Hygiene; Safety.

## **TEACHING PSHE AND CITIZENSHIP TO BOYS WITH SPECIAL NEEDS**

We teach PSHE and citizenship to all boys, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of boys with learning difficulties. When teaching PSHE and citizenship we take into account the targets set for the boys in their Individual Education Plans (IEPs).

## **TEACHING – PSHE (see PSHE Policy)**

The key practices will be those techniques which aim to develop personal and social skills. Whole class discussion, pair work, small group discussions and role play should form the basis of these lessons. Teachers should encourage the participation of all members of the class. Reading and written work will also be tackled from materials prepared by the PSHE Team. Teachers may

approach the written syllabus flexibly according to the needs of their group. A programme of talks by visiting professionals/specialists is also arranged.

All boys in the Prep department have one PSHE lesson each week, led by one or more of the PSHE Team. In Forms 3 and 4 all PSHE lessons are led by the Form Tutor in order to extend further pastoral support to each boy as he progresses into the Prep School. By the time he arrives in Form 5 when he will be taught the curriculum by subject specialist teachers, this is extended to include such provision in the PSHE programme.

## **TEACHING AND LEARNING STYLES**

We use a range of teaching and learning styles including one-to-one, group and class discussions, circle time, role play, work sheets, visiting speakers, art and craft and assemblies. It is recognised that many areas of this curriculum are taught or reinforced as situations arise during the School day; with young children these real situations often make the greatest impact. We place an emphasis on active learning by including the boys in discussions, investigations and problem-solving activities. We encourage the boys to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. Older boys are invited to run enterprises for our annual Enterprise Day event for which they receive specific business and economic guidance workshops. We offer boys the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. We have also extended this speaker programme to involve academics, politicians and business speakers to engage boys in thinking about future interests, GCSE choices and career options.

Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. Likewise, the e-safety element of keeping safe is also covered annually for each year group as part of the ICT curriculum. As there is a large overlap between the programme of study for RS and the aims of PSHE and citizenship, we teach a considerable amount of the PSHE and citizenship through our RS lessons and Assemblies.

## **ASSESSMENT AND RECORDING**

Teachers assess the boys' work in PSHE and citizenship by making informal judgements as they observe them during lessons and by occasional formal assessments of their work. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed', but that they have engaged in the programme and discussions.

## **RESOURCES**

The Head of PSHE holds a selection of reference materials for teaching all aspects of the subject.

## **MONITORING AND REVIEW**

The Head of PSHE is responsible for monitoring the standards of boys' work and the quality of teaching. S/he supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. S/he keeps the Headmaster and Director of Studies informed of the ways in which the Scheme of Work evolves each academic year, and of the range of activities and speakers involved, evaluating strengths and weaknesses, responding to pupil initiatives in the subject and indicating areas for further improvement.

The Head of PSHE and all participating staff will evaluate the programme at the end of each term or topic, or more frequently if the need arises.

The policy will be reviewed every 2 years.

## **SEX AND RELATIONSHIP EDUCATION POLICY**

### **INTRODUCTION**

In this document, sex education is defined as, *lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.* Sex and relationship education is part of the Science and Personal, Social, Health and Economic Education curricula in our school. Whilst sex education is used partly to inform boys about sexual issues, the context is matters of morality and individual responsibility, and boys are encouraged to ask and explore moral questions. Sex education is not used as a means of promoting any particular form of sexual orientation.

### **AIMS AND OBJECTIVES**

Boys are taught about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- respect for other people and their views;

### **CONTEXT**

We teach sex education in the context of the school's Mission Statement and Code of Conduct. The ethos of CCCS is Christian. While sex education here will result in boys gaining information about sexual behaviour, learning is informed by awareness of the morality and values which underpin all our work in school. In particular, sex education is taught in the belief that:

- sex education should be taught in the context of marriage and family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- boys should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;

## **ORGANISATION**

Sex education is taught through different aspects of the curriculum. Whilst the main sex education teaching is carried out in our Personal, Social, Health and Economic Education (PSHE) curriculum, other subject areas are involved (for example, Science), where we feel that they contribute significantly to a boy's knowledge and understanding of his own body, and how it is changing and developing.

In PSHE we teach boys about: relationships, and encourage discussion of these issues; the parts of the body and how these work; and the changes that accompany puberty.

In Science lessons at the various Key Stages, teachers inform boys about puberty and how a baby is born. In Key Stage 1 we teach our boys about how animals, including humans, move, feed, grow and reproduce, and about the main parts of the body. Boys learn to appreciate the differences between people and how to show respect for each other. Key Stage 2 addresses life processes and the main stages of the human life cycle in greater depth, and Key Stage 3 both broadens knowledge and introduces a more sophisticated perspective.

In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. Suitable teaching materials from a wide range of approved sources are used with boys in these lessons. Teachers do their best to answer all questions with sensitivity and care. Included are the basic biology of reproduction and development of the foetus. Simple information is given about contraception, sexual diseases and the context of caring relationships.

Parents and guardians of children in Years 6-8 are informed of what the issues are and how they are taught, and are welcome to seek more information from the Head of Science/PSHE and to see the materials the school uses in its teaching.

## **THE ROLE OF PARENTS**

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise about this policy or the arrangements for sex education in the school;

Parents have the right to withdraw their child from all or part of our sex education programme. If parents wish to exercise this right, they should discuss this with the Headmaster and make it clear in which aspects of the programme their child is not to participate. The school always complies with the wishes of parents in this regard.

## **CONFIDENTIALITY**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a boy makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection (see Safeguarding Section B). Teachers will respond in a similar way if a boy indicates that he may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency and draw any concerns to the attention of a DSL who will then deal with the matter in consultation with health care professionals

## **MONITORING AND REVIEW**

The SMT, in close liaison with the Heads of Science and PSHE, and any other appropriate teachers involved with the implementation of the policy, reviews the Sex Education Policy on an annual basis. If the policy is felt to require significant modification the Headmaster will bring such changes to the attention of the Board of Governors. Serious consideration is given to any comments from parents and boys about the sex education programme.

## **LINKS TO THE PASTORAL SYSTEM**

Pupils are made aware of how they may seek support from staff if they have any worries or problems at school. Successes and achievements are celebrated in assemblies each week. Form tutors take on a pastoral role, but in addition there two resident House Staff and two Matrons. The school has a clear code of conduct and an anti-bullying policy of which pupils are aware. The school ethos is that boys are encouraged to share problems and concerns and seek help from a member of staff.

## **CONFIDENTIALITY AND CHILD PROTECTION**

If a pupil discloses to a member of staff something which is of a serious concern or a possible child protection issue they will follow the guidance to staff in the school's policy for safeguarding.

Reviewed by SMT 11 September 2019