



Kesteven and Sleaford High School
A Robert Carre Trust School

Personal, Social, Health and Citizenship Education Policy

INTRODUCTION & AIMS

Schools are required to provide a balanced and broadly based curriculum which promotes the spiritual, moral, social, cultural and physical development of all pupils in the school and of society and prepares them for the opportunities, responsibilities and experiences of later life.

PSHE lessons provide a framework for the delivery of the statutory and non-statutory aspects of the National Curriculum for PSHE and Citizenship. Furthermore the extra-curricular opportunities provided (e.g. through the assembly programme) provide additional opportunities to address statutory and non-statutory aspects of the Programme of Study. This policy must be viewed in conjunction with the following policies:

- Accessibility and Disability Equality Policy
- Anti-Bullying Policy
- Behaviour Policy
- Careers Education, Information, Advice and Guidance Policy
- Drugs Policy
- Equal Opportunities Policy
- Relationships and Sex Education Policy
- Safeguarding Policy

The content of these policies gives guidance to the School's Staff about how to deal with confidentiality, disclosures and questions students may ask during PSHE and Citizenship delivery.

The aims of this policy are:

- to identify and share with all stakeholders the aims and objectives of our programme and the intended outcomes
- to identify the responsibilities of the school's staff

AIMS, OBJECTIVES & INTENDED OUTCOMES

The Curriculum in PSHE at Kesteven and Sleaford High School is based on guidance provided by the PSHE Association, the Association for Citizenship Teaching and the National Curriculum Programmes of Study for Citizenship and PSHE. Our school values and ethos underpin the work in every subject area and are explored through PSHE and Citizenship Education.



The curriculum intends to provide all pupils in all Year Groups and of all abilities and needs with the knowledge, skills and understanding to prepare them to play a full, active and healthy role in society. It aims to teach them to hold the five British Values in high regard, to encourage their social, moral, spiritual and cultural development, and to equip them for the opportunities and challenges of life in the future world. The Curriculum in PSHE offers students the space to define themselves, to think critically and to practise the skills needed to manage their lives in society in a safe and supportive environment. The PSHE curriculum builds on the students' development during the primary phase and aims to prepare students for study in the Sleaford Joint Sixth Form or elsewhere. The extra-curricular offer at Kesteven and Sleaford High School is augmented by the contributions of the PSHE department to local democracy events, first aid training and mock elections, as well as many whole school assembly events.

The intended outcomes are:

- to enable students to 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
- to enable students to 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
- to enable students to develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, which they will take with them into adulthood
- to enable students to be 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
- to give students accurate and relevant knowledge about
 - Health and Wellbeing
 - Relationships
 - Living in the Wider World
- to provide students with opportunities to turn that knowledge into personal understanding
- to provide students with opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- to enable students to develop the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- to provide a safe learning environment where all students feel happy to take part in lessons and to follow up any concerns in accordance with the appropriate policy

ENTITLEMENT AND EQUALITY OF OPPORTUNITY

We promote the needs and interests of all pupils, irrespective of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, personal circumstance or special educational need. We will not exclude access to PSHE for any pupil at any time.

RESPONSIBILITIES OF SCHOOL STAFF

Head of School

The Head of School is responsible for the overall development and implementation of the programme

Leadership Group

The Leadership Group is responsible for the provision of time and financial support for the delivery of the programme

PSHE & Citizenship Co-ordinator

The PSHE & Citizenship Co-ordinator is responsible for the development of the programmes of study in each key stage. They are responsible for ensuring that all statutory elements of the National Curriculum are delivered and that appropriate guidance from Government and sponsored associations is applied appropriately. The PSHE and Citizenship Co-ordinator is responsible for monitoring and evaluating the programme in the school's context and for reviewing the school's policy. They are also responsible for liaising with visitors to the classroom whose expertise will be used to enrich learning.

Classroom teacher

All classroom teachers are expected to contribute to the pastoral care of students and to support their spiritual, moral, social and cultural development and to undertake the duties of Form Tutor, supporting the ethos of the school and contributing pro-actively to the PSHE curriculum.

Timetabled Classroom teacher

All timetabled classroom teachers are expected to deliver the PSHE programme to their allocated classes in line with the guidance from the PSHE & Citizenship Co-ordinator. They are to ensure that pupil work is kept in the exercise book / folder as provided and that the objectives for each lesson are met. All timetabled classroom teachers are expected to take part in the monitoring and evaluation of the PSHE programme and to contribute to its contextual development. This also applies to those year groups where off-timetable days are provided instead of fortnightly lessons.

INTERACTION BETWEEN SUBJECTS

The knowledge and skills for PSHE and Citizenship learning are enhanced by other subject areas within the school. For example:

- Computing
- English
- Food Technology
- Religious Studies & Ethics
- Science

The present and future well-being of our pupils and their learning needs are essential elements of all subject areas and therefore this list is not exhaustive.

We are committed to working with parents and carers of our pupils and we supply materials for students to take home which can then be discussed further. If parents or carers wish for more information, they are invited to contact the PSHE & Citizenship Co-ordinator.

Appendices:

Appendix 1 Covid-19 Annex

Agreed by KSHS SLT March 2021

Next Review due March 2023 (2 Years)

Appendix 1

Covid-19 Annex

For the school year 2020-2021, and possibly beyond, this policy will be subject to change in line with government guidance in relation to Covid-19. The school will continue to employ its best endeavours to ensure that students are equipped with the relevant knowledge and understanding to enable them to make safe choices and, where identified, additional measures will be put in place to help ensure our students are equipped to help deal with the additional challenges brought about by the pandemic.

Examples of this in practice include (but not exclusively):

- Alterations to PSHE Schemes of Learning
 - o E.g. Y7 & Y8 SoL adapted to teach students how to use online learning effectively & safely and to improve their e-etiquette to cope with online learning
- Adjustments to scheduling of units within the PSHE Schemes of Learning
 - o Some topics switched around to ensure students who may need support as a result of subject material can receive these lessons (and support) within the classroom
- Adapted approach to curriculum drop-down days
 - o Changes to previous modes of delivery; greater utilisation of online material; resources