

Copleston High School

PSHE and Citizenship Policy Summary

Policy Summary

Personal, Social, Health and Education provides a vital foundation for the personal development of young people in preparing them for adult life. PSHE Education is important in combating the social exclusion and disaffection of any student, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life. The non-statutory guidelines consist of a framework for personal, social, health and economic education for Key Stages 3 and 4. Students develop knowledge, skills and understanding in the following areas:

- developing confidence and responsibility and making the most of their abilities
- developing a healthy, safer lifestyle
- developing good relationships and respecting the differences between people.

General aims:

The school PSHE and Citizenship programmes cover the themes of health, relationships, citizenship, IAG (Information, Advice and Guidance) and sustainable development. Certain units of Citizenship are delivered through PSHE lessons but other aspects through different areas of the curriculum. The aims of the PSHE programme are as set out in national curriculum 2000. British Values Sex and relationship education (SRE) is an important part of PSHE education and is statutory in maintained secondary schools.

Objectives:

The PSHE programme is based on the county framework for PSHE which focuses on a skills based curriculum developing knowledge and understanding, personal and social skills and attitudes and values.

Resources:

A dedicated team deliver the PSHE programme via drop down days for KS4 and 60 minute lessons once a fortnight for KS3.

All resources are stored in the Year 11 office and the allocation is the responsibility of the HOD. All members of the department have access to these to support them in their lesson planning. All teaching staff receive a handbook at the start of the academic year detailing the scheme of work and format of PSHE. All individual lessons and resources are stored on FROG.

Teaching and Learning:

A wide variety of teaching styles are employed in order to enhance the learning of students. Ground rules are to be set prior to lessons beginning.

Differentiation:

We acknowledge that there are pupils with varying levels of emotional, social and academic maturity; these will be carefully considered when planning differentiated lessons.

Assessment, Recording and Reporting:

As with any learning process the assessment of students' personal, social and emotional development is important. It provides information which indicates students' progress and achievement and informs the development of the programme.

In Year 7 and 8 students will complete internal assessments after each unit. In all Key stages an emotional literacy assessment is completed at the start of each academic year to assess the students Self-awareness, Self-regulation, Motivation, Empathy and Social skills.

Monitoring, Evaluation and Review

The policy will be evaluated and reviewed every three years by the subject leader and teaching staff within the department. An annual survey of the student body will seek the views of students.

Dissemination of the Policy

This policy is available on the school website, on request to parents and carers, the LA and Ofsted through the Principal.

EAL

Robert Jones completes reviews for EAL students and creates some key term information for them.