

SANDY UPPER SCHOOL AND COMMUNITY SPORTS COLLEGE
PERSONAL SOCIAL HEALTH CITIZENSHIP EDUCATION POLICY
(PSHCE)

(Currently delivered through CPRE)

Rationale

- To contribute to the 5 outcomes of the Every Child Matters agenda
 - being healthy
 - staying safe
 - enjoying and achieving
 - making a positive contribution
 - achieving economic well-being
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- To provide learning experiences that contribute to the development of the whole individual, encouraging students to accept the responsibilities associated with their rights and to develop an appreciation of the attitudes and values of their own society and that of others
- To contribute to the schools Healthy School Status by ensuring relevant associated policies are reviewed annually in consultation with stakeholders
- To provide planned and coordinated opportunities, both within CPRE lessons and through other activities for pupils to explore attitudes and values, and to develop knowledge, skills and understanding that support inclusion, challenge racism and value diversity.
- To provide Independent Advice and Guidance (IAG) in supporting students with options and careers choices
- To provide financial capability training to support their long term economic well being
- To support the core mission of the school:-

‘Sandy Upper School is a welcoming school with a friendly continually improving community that inspires all. We believe school should be a place where students choose to go. This is being achieved by creating an ethos of equality along with respect and trust in student-teacher relationships. Our school will constantly strive to ensure students and staff have high expectations of themselves and each other’

How this is provided and by whom

All students in Key stage 4 and 5 have two hours of CPRE over a two week cycle. Students in Key stage 3, have three hours over a two week cycle for half the year (RE for the other half). These lessons are delivered by staff with various expertises, with support and training offered where appropriate. Staff can elect not to teach specific aspects (e.g. sex education); in these circumstances staff with training and experience step in. At KS3 and KS4 the lessons are planned by the Subject Leader, with subject staff encouraged to contribute to planning and evaluation of provision. At KS5, content is developed by the Directors of Learning. This

responsibility will move to the Subject Leader, CPRE in consultation with the Directors of Learning from June 2010.

There is an overview in line with QCA guidance (Appendix 1). This includes Sex and Relationship Education and Drugs Related Education (see separate policies). However, should there be an incident/issue that is more relevant to the students, this overview is flexible. This enables us to make learning relevant to the students and their context (e.g. the sudden death of a student, Youth Parliament elections).

The assembly rota is developed with reference to the CPRE Scheme of Work so that issues can be reinforced and further developed. A variety of outside providers contribute to the programme.

Within CPRE lessons a working agreement is developed with students which fosters a learning environment where sensitive issues can be discussed in a safe and supportive way (Appendix 2). Students are encouraged to ask questions and may do so anonymously if they wish. Within CPRE we cover various sensitive subjects. To ensure students are aware of the content they are informed in advance each term. They are invited to speak to their teacher if for any reason they feel that they may need to step out of a session. Support will be offered. Staff are aware that, just as with any other curriculum subject, students level of knowledge and understanding may be very different and the learning and teaching is structured to ensure that individual needs are met.

Schemes of work can be requested from the school, and parents should contact the Deputy Head if they have any concerns. An overview of content for each year group is provided in Appendix 1.

An assessment model is currently being developed. Effort grades are reported each term.

How this is monitored, evaluated and reviewed

The Subject Leader for CPRE (and therefore SRE/DRE) monitors the work of the department through lesson observations and work samples. S/he meets regularly with the Deputy Head to review both the content and methods of delivery. The scheme of work is reviewed annually by staff and governors and, as a result, may be amended in the light of the needs of the school community.

First Implemented 2004				
Review & Evaluation	Rewritten Revised	Staff Resp	Gov S/C	Review Cycle
June 2011	Feb 2010 June 2010	AT AT	Standards	Annual Annual

Appendix 1

Year	QCA Guidance	Spring	Summer	Summer
9	<p>Personal Identity Diversity</p> <p>Risk Personal Wellbeing and Healthy Lifestyle</p> <p>Diversity/Relationships</p> <p>Sex Education</p>	<p>Democracy Rights and Responsibilities Options Lessons Past, Present & Future</p> <p>What is Risk? Drugs and Alcohol Is it ok for me to drink and smoke? Expectations and Manners Cyber Safety Bullying, Child Protection Exercise What is Attractive Puberty Violence isn't the answer Traffic Finance Enterprise</p>	<p>Social Harmony, Racism Prejudice Disability Gender Homophobia</p>	<p>Relationships Hormones Contraception Pregnancy</p>

Year	QCA Guidance	Spring	Summer	Summer
10	<p>Risk Personal Wellbeing and Healthy Lifestyle</p> <p>Relationships and Diversity Personal Wellbeing and Healthy Lifestyle</p> <p>Healthy Lifestyle and Personal Wellbeing</p> <p>Sex Education</p>	<p>Positive and Negative Risks Right and wrong Manners Expectations and Peer feelings Traffic, Drugs and Alcohol, Finance And enterprise</p> <p>How can my school make a difference in my community? Racism Dealing with people</p>	<p>Work Experience Surviving Home life Abuse Feeling down Mental health</p>	<p>The baby borrowers, Conception Contraception Pregnancy Homosexuality</p>

Year	QCA Guidance	Spring	Summer	Summer
11	Personal Identity Healthy Lifestyle Personal wellbeing	CV, ROA, Sumo Deal with stress Bullying Exam Prep	Relaxation techniques Drugs/Drink/Sex Education Careers College Finance Mopeds and traffic Coping with change	

Appendix 2

Working agreement for PSHCE (Currently delivered through CPRE)

- Respect for all
- Listen to others
- No personal disclosures
- No personal questions
- No 3rd Party disclosures
- Confidentiality