



Personal, Social, Health, Citizenship and Economic Education Policy

May 2017

Approval by the Governing Body	
Review date	
Signed by Chair of Governing Body	
Signed by the Principal Designate	

This policy was adopted and adapted from Ditton Park

Consultation	
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Introduction

- 1.1 Grove Academy serves a socially and ethnically diverse community and is fully committed to equality of opportunity for all. Every child matters at Grove and it is for this reason that Personal, Social, Health, Citizenship and Economic Education is at the heart of the School curriculum. PSHCE will promote all the School's key values and particularly those of community, active citizenship and respect.

Purpose

- 2.1 The PSHCEE curriculum at Grove:
- Promotes the spiritual, moral, social, political, economic, cultural, emotional, mental and physical development of students
 - Prepares students for the opportunities, responsibilities and experiences of adult life
 - Includes the delivery of statutory and non-statutory aspects of the National Curriculum for all students
 - Aims to help students to learn how to become active, informed and responsible citizens, preparing them for life as citizens in a democracy.
- 2.2 PSHCEE lessons are designed to:
- Be accessible to, and an entitlement for, all young people.
 - Be age appropriate, following national guidelines where available, whilst also being relevant and responsive to the everyday concerns and experiences of young people.
 - Follow Units of Learning that deliver statutory and non-statutory curriculum requirements.
 - Meet the criteria for National Healthy Schools Gold Standard.
 - Allow students to take ownership of their own learning while demonstrating progression through all key stages.
 - Use a range of suitable and varied resources.
 - Be integrated with the School's charity and fund raising activities.
 - Develop links with outside agencies and service providers.
 - Help young people to think for themselves and develop essential life skills.

Policy in practice

Planned provision

- 3.1 Comprises:
- A planned progressive curriculum covering:**
- Health and well-being including drug, alcohol, sex & relationship education.
 - Personal finance, financial capability, careers education and work related learning.
 - Personal relationships.
 - Citizenship education.
 - Personal safety.
 - Environmental education.
 - Education for parenthood.
- 3.2 **Extra-curricular activities including:**
- Guest speakers.
 - Visits.
 - School and House councils.
 - Peer mentoring.
 - Charity projects.
 - Assemblies.
 - Work experience.

- 3.3 **Cross-curricular provision in other subjects and through the tutorial programme**
Assessment takes a variety of forms dependent on the scheme of work and topics. Surveys and questionnaires will be used extensively within PSHCE to help monitor progress and to ensure that the curriculum is relevant to the needs of the cohort. Staff have the responsibility to record assessments and to use them to inform students/parents/carers of progress, to set appropriate targets and to inform report writing.
- 3.4 As students' progress, they should demonstrate that they are taking increasing responsibility for their own development, behaviour and actions related to the curriculum content. They should become increasingly aware of the consequences of their actions and will be able to provide, and know how to seek, advice and support as appropriate.

Confidentiality and Safeguarding

- 4.1 Many aspects of the taught curriculum are sensitive and, as a result, matters of a confidential nature occasionally arise. This demands skilled teaching and appropriate response for which the staff are trained. Any issues which arise will be dealt with in line with the School's Child Protection and Safeguarding policies.

Right to Withdraw

- 5.1 Parents can choose to withdraw their children from all or part of discrete sex education lessons where it is provided outside the statutory programmes of study within the National Curriculum. Sex education in PSHCE will be delivered in line with our Sex Education Policy and the guidelines issued in the SRE Core Curriculum.

The promotion of British Values in the curriculum

- 6.1 We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. A curriculum which prepares them for the opportunities, responsibilities and experiences of life.
- 6.2 We promote British Values from the moment our pupils start at Grove. In early years, staff will ensure pupils learn right from wrong, mix and share with other children and value others' views, know about similarities and differences between themselves and others and challenge negative attitudes and stereotypes.
- 6.3 Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations.
- 6.4 The R.E., PSHCEE, Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school.

Visitors and the use of External Agencies and Speakers

- 7.1 We encourage the use of external agencies, visitors or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.
- 7.2 Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
 - Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
 - Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;

- Activities are matched to the needs of students;
 - Activities are carefully evaluated by schools to ensure that they are effective.
- 7.3 Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.
- 7.4 Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present.
- 7.5 Staff and pupils must not invite speakers into school without first obtaining permission from the Principal.
- 7.6 We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.
- 7.7 Therefore by delivering a broad and balanced curriculum and enrichment programme augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Links to other documents

[Teaching and learning policy](#)

[Child protection and safeguarding policy](#)

[Keeping children safe from the dangers of radicalisation and extremism policy](#)