



University Academy Keighley

**Personal Social Health and
Citizenship Education Policy**

‘Inspiring Education in the Bradford District’

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1.0 Roles and responsibilities

- 1.1 The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the **PSHCE Coordinator**.

2.0 Suggested Audience:

All teaching staff

3.0 Related policies

- 3.1 University Academy Keighley recognises that the PSHCE policy relates to a wide range of other policies such as:

- Drug Education
- Equal Opportunities
- Inclusion
- Confidentiality
- Anti-Bullying
- Behaviour
- Sex Education and Relationships
- Child Protection
- Assessment, recording and reporting
- Visitors to the Academy
- Citizenship
- Careers guidance
- Work experience visits
- ICT USER policy

4.0 University Academy Keighley Mission Statement

'Inspiring Education in the Bradford District'

5.0 Introduction

- 5.1 University Academy Keighley recognises and values the benefits that the Personal, Social, Health and Citizenship Education (PSHCE) programme offers to its students.

- 5.2 This programme is linked with the compulsory section of citizenship and collectively they offer a broad scope of subjects. University Academy Keighley will offer learning opportunities that will enable students to be taught the knowledge, skills and understanding they need to take responsibility for themselves, show and offer respect to others and develop their confidence and self awareness. This will

enable them to be more informed when making decisions and more able to cope with the challenges life brings.

6.0 The Organisation of PSHCE

- 6.1 PSHCE will be taught by specialist Citizenship teachers. There will also be external input from appropriate professionals e.g School Nurse, Community Police Officers, etc.. University Academy Keighley will designate a PSHCE co-ordinator who will have overall responsibility for monitoring student performance and the quality of learning and teaching in this area and who will have a target for improving attitudes and behaviour. The co-ordinator will ensure that all staff are given current information on any changes to the curriculum and will be the catalyst for whole Academy awareness raising campaigns. She/he will work closely with the Student Voice and the Student Council and support the Student Council election process.
- 6.2 University Academy Keighley recognises the importance and value of parents/carers and family in helping their children to develop and make responsible decisions for themselves, based on informed choices. This will be reflected in the delivery of the PSHCE curriculum.
- 6.3 University Academy Keighley's PSHCE lessons will be underpinned by the five Every Child Matters outcomes:
- Being healthy
 - Staying safe
 - Enjoying and achieving
 - Making a positive contribution
 - Achieving economic well being
- 6.4 The Academy will follow the new Citizenship curriculum at Key Stages 3 and 4 as outlined in the QCA National Curriculum guidance. (See the National Curriculum Online – PSHCE)

7.0 The Key Stage 3 Curriculum

- 7.1 During Key Stage 3 students learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power. They become more self-aware, and are capable of more sophisticated moral reasoning. They take more responsibility for themselves and become more aware of the views, needs and rights of people of all ages. They build on the experience, confidence and competence they developed in Key Stage 2, learning new skills to help them make decisions and play an active part in their personal and social life. They learn how to plan and manage choices for their courses and career. They continue to develop and maintain a healthy lifestyle, coping well with their changing bodies and feelings. They also learn to cope with

changing relationships and understand how these can affect their health and well-being. They make the most of new opportunities to take part in the life of the Academy and its communities.

7.2 Developing confidence and responsibility and making the most of their abilities

Students will be taught to:

- Reflect on and assess their strengths in relation to personality, work and leisure
- Respect the differences between people as they develop their own sense of identity
- Recognise how others see them, and be able to give and receive constructive feedback and praise
- Recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members, and how to deal positively with the strength of their feelings in different situations
- Relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at Key Stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work
- Plan realistic targets for Key Stage 4, seeking out information and asking for help with career plans
- Recognise what influences how we spend or save money and how to become competent at managing personal money.

7.3 Developing a healthy, safer lifestyle

Students will be taught:

- To recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- How to keep healthy and what influences health, including the media
- That good relationships and an appropriate balance between work, leisure and exercise can promote mental and physical health
- Basic facts and laws, including Academy rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs
- In a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- To recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
- To recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help
- Basic emergency aid procedures and where to get help and support.

7.4 **Developing good relationships and respecting the differences between people**

Students should be taught:

- About the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively
- How to empathise with people different from themselves
- About the nature of friendship and how to make and keep friends
- To recognise some of the cultural norms in society, including the range of lifestyles and relationships
- The changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- About the role and importance of marriage in family relationships
- About the role and feelings of parents and carers and the value of family life
- To recognise that goodwill is essential to positive and constructive relationships
- To negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- To resist pressure to do wrong, to recognise when others need help and how to support them
- To communicate confidently with their peers and adults.

7.5 **Knowledge, skills and understanding**

Through opportunities, students will be taught to:

- Take responsibility (for example, for carrying out tasks and meeting deadlines such as taking assembly, running the Academy newspaper)
- Feel positive about themselves (for example, by taking part in a public performance)
- Participate (for example, in developing and putting into practice Academy policies about anti-bullying; in an action research project designed to reduce crime and improve personal safety in their neighbourhood)
- Make real choices and decisions (for example, about options for their future, based on their own research and career portfolios)
- Meet and work with people (for example, people who can give them reliable information about health and safety issues, such as school nurses, community drug awareness workers)
- Develop relationships (for example, by working together in a range of groups and social settings with their peers and others; by being responsible for a mini-enterprise scheme as part of a small group)
- Consider social and moral dilemmas (for example, how the choices they make as consumers affect other people's economies and environments)
- Find information and advice (for example, about the risks of early sexual activity, drug misuse, self-defence for keeping safe)

- Prepare for change (for example, by anticipating problems caused by changing family relationships and friendships, and by preparing for new styles of learning at Key Stage 4)

8.0 The Key Stage 4 Curriculum

8.1 During Key Stage 4 students use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to take new and more adult roles in the Academy and the wider community. They develop the self-awareness and confidence needed for adult life, further learning and work. They have opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and planning to meet them. They develop their ability to weigh up alternative courses of action for health and well-being. They gain greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning, clarifying their opinions and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions.

8.2 They learn to understand and value relationships with a wide range of people and gain the knowledge and skills to seek advice about these and other personal issues. They learn to respect the views, needs and rights of people of all ages.

8.3 Developing confidence and responsibility and making the most of their abilities

Students will be taught:

- To be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals
- To have a sense of their own identity and present themselves confidently in a range of situations
- To be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience
- To recognise influences, pressures and sources of help and respond to them appropriately
- To use a range of financial tools and services, including budgeting and saving, in managing personal money
- About the options open to them post-16, including employment and continuing education and training, and about their financial implications
- To use the community to help them choose their next steps, negotiate and plan their post-16 choices with parents/carers and others, develop career management skills, and prepare and put into practice personal action plans.

8.4 Developing a healthy, safer lifestyle

Students will be taught:

- To think about the alternatives and long- and short-term consequences when making decisions about personal health
- To use assertiveness skills to resist unhelpful pressure
- The causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management
- About the link between eating patterns and self-image, including eating disorders
- About the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make
- In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- To seek professional advice confidently and find information about health
- To recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques.

8.5 Developing good relationships and respecting the differences between people

Students will be taught:

- About the diversity of different ethnic groups and the power of prejudice
- To be aware of exploitation in relationships
- To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support
- To work cooperatively with a range of people who are different from themselves
- To be able to talk about relationships and feelings
- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- About the nature and importance of marriage for family life and bringing up children
- About the role and responsibilities of a parent/carer, and the qualities of good parenting and its value to family life
- About the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances
- To know about the statutory and voluntary organisations that support relationships in crisis
- To develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities

8.6 Knowledge, skills and understanding

Through opportunities, students will be taught to:

- Take responsibility (for example, by representing the Academy to visitors and at outside events)
- Feel positive about themselves (for example, by gaining recognition for the role they play in Academy life, such as organising activities for younger students or working in a resource centre)
- Participate (for example, in an initiative to improve their local community or in challenging activities involving physical performance, public performance or organised events outside the Academy)
- Make real choices and decisions (for example, about their priorities, plans and use of time and/or about their choices post-16, with regular review and support)
- Meet and work with people (for example, through activities such as work experience and industry days or through having an employer as a mentor)
- Develop relationships (for example, by discussing relationships in single and mixed sex groups)
- Consider social and moral dilemmas (for example, young parenthood, genetic engineering, attitudes to the law)
- Find information and provide advice (for example, by providing peer support services to other students)
- Prepare for change (for example, in relation to progression to further education and training)

9.0 Delivering the PSHCE Curriculum

- 9.1 University Academy Keighley recognises its role in delivering these programmes and will be sensitive to the content and style of delivery. It will at all times ensure that appropriate teaching practices relating to age, ability and cultural identity of the students are implemented.
- 9.2 University Academy Keighley will hold discussions with those parents/carers who feel that the subject matter is inappropriate for their child and will explore other alternatives that enable age appropriate learning and teaching to take place.
- 9.3 University Academy Keighley will follow the statutory requirements for sex and relationship education (SRE), drug education and careers education and guidance. It is intended that the PSHCE lessons will complement this learning, helping to reinforce the notion of making positive choices.
- 9.4 University Academy Keighley will ensure that students receive PSHCE teaching regardless of their ability. University Academy Keighley will create Individual Education Plans (IEP) for students with special needs to ensure that learning opportunities are matched to the individual needs of all students.

9.5 University Academy Keighley will use both direct and indirect teaching opportunities for students to learn and all subjects will be underpinned by PSHCE, enabling the students to relate their educational experience with their life and the lives of others and recognise the correlation between them.

10.0 Assessment of Progress

10.1 University Academy Keighley will use a range of methods to assess and report on the student's progress and development in PSHCE. These are:

- Recognition of achievement and personal progress within the curriculum
- End of year and end of Key Stage 3 assessments
- OfSTED inspections
- Peer and self-evaluation and discussion
- Reporting annually to parents/carers

10.2 University Academy Keighley will be teaching this subject as a discrete course and will also assess the students' learning in PSHCE by making informal judgements of their level of understanding as they observe them during lessons and in their individual and group contributions to Academy life. The achievement of each student will be reported to parents/carers each year in their annual report. The students will be given the opportunity to study Citizenship at GCSE and AS level.

10.3 University Academy Keighley will work closely with other partner agencies and organisations to reinforce the key concepts and to access specialist expertise that will enhance and support consistency of delivery in the PSHCE programmes.

11.0 Approved by Governing Body and Review Date

11.1 This policy will be reviewed when there are changes in the National Curriculum, or in accordance with the schedule drawn up by the Principal and agreed by the Governing Body.

11.2 This policy has been formally approved and adopted by the Governing Body at a formally convened meeting

Signed: _____
(Chair of Governing Body)

Date: _____

Review date: _____