



## **PERSONAL, SOCIAL, HEALTH, CITIZENSHIP, EDUCATION AND ECONOMIC POLICY**

“Behold, I send you out as sheep in the midst of wolves; so be wise as serpents and innocent as doves.” Matthew 10:16

St Martha's is a diverse Community and students and pupils are encouraged to be celebrating other cultures and peoples differences.

### **Philosophy**

Personal, Social, Health, Citizenship, Education and Economic Policy is integral to the development of the whole student: raising an understanding in the broadest terms and creating awareness within the individual of their role in British Society. We aim to actively promote the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those of different faiths and beliefs.

The PSHCEE programme of study is based on three core themes within which there will be broad overlap and flexibility.

- Health and Well-Being
- Relationships
- Living in the wider world: economic wellbeing, careers and the world of work

### **Health and Well Being**

1. How to manage transition
2. How to maintain physical, mental and emotional health and wellbeing including sexual health
3. About parenthood and the consequences of teenage pregnancy
4. How to assess and manage risks to health and to stay, and keep others, safe
5. How to identify and access help, advice and support
6. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco;
7. Maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
8. How to respond in an emergency including administering first aid
9. The role and influence of the media on lifestyle.

## **Relationships**

1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. How to recognise and manage emotions within a range of relationships
3. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges
4. Posed by online bullying) and abuse, sexual and other violence and online encounters
5. About the concept of consent in a variety of contexts (including in sexual relationships)
6. About managing loss including bereavement, separation and divorce
7. To respect equality and be a productive member of a diverse community
8. How to identify and access appropriate advice and support.

## **Living in the wider world: economic wellbeing, careers and the world of work**

1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy how to make informed choices and be enterprising and ambitious
2. How to develop employability, team working and leadership skills and develop flexibility and resilience
3. About the economic and business environment
4. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

PSHCEE at St Martha's is delivered through the Curriculum. This is in keeping with the schools holistic vision of education and our belief that forming virtuous, engaged young citizens is an ongoing process rather than a discreet activity. Citizenship, health promotion, Sex and Relationships Education, Financial Education and our duty to promote British Values ( British Values Statement Policy on K Drive Policies 2016-2017) are thus something that happens routinely during the course of the day. Certain areas of the Curriculum naturally lend themselves to a greater focus on this than others.

## **Principles**

- To raise the self-esteem, self-knowledge and self-confidence of each individual student/pupil
- To praise and actively encourage students/pupils
- To enable students/pupils to distinguish between right and wrong and to respect the civil and criminal law of England acquiring a broad general knowledge of and respect for public institutions and services in England
- To encourage students/pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to others furthering tolerance and harmony between different traditions
- To enable students/pupils to meet confidently the challenges of the wider world

- To enable students/pupils to consider their own attitudes, values, rights and culture and those of others
- To enable students/pupils to make informed decisions regarding their own lives acquiring an appreciation of and respect for their own and other cultures
- To develop independent learning and decision making skills
- To develop communication skills
- To enable students/pupils to make the most of their opportunities and to prepare them for purposeful involvement, as young people and adults, in family, social and economic life and as members of local, national and international communities, moving confidently forward
- To impress upon students/pupils the importance of participative democracy
- To support the spiritual and moral, cultural and social, personal and physical development of students and pupils.

### **Aims**

To empower students/pupils:

- To make sense of their present personal and social experience
- To acquire new knowledge and make good progress fostering self-motivation, application of intellectual, physical and creative effort without undermining the fundamental British values
- To take responsibility for their own lives in terms of personal decision making
- To develop discursive dialogue in communicating ideas
- To develop rational thinking skills and critical faculties in order to make informed decisions
- To develop the skills required in order to become responsible and effective citizens in today's society, both in the local and global context, aware of individual's rights and needs
- To develop a personal conscience which is rooted in social and moral justice
- To appreciate and view positively differences in others, whether these emerge from gender, race, age, faith, disability or ability
- To develop skills in Financial Literacy
- To acquire skills in Political Literacy and participative democracy
- To appreciate and celebrate the richness of cultural diversity

PSHCEE is delivered through the creation of an effective learning environment:

- Using a number of teaching strategies and resources appropriate to the age and ability of the students
- A range of teaching and learning approaches, e.g. lecture, debate, student presentation, games, stimulus material, video, newspaper articles, seminar, drama etc.
- Challenging students/pupils opinions and attitudes
- Planning work which builds on students' interests and experiences
- Creating opportunities for students to lead or represent their peers
- Outside speakers invited as experts in specific areas to enrich in-house provision
- Praising and encouraging active student participation in their own development

### **The PSHCEE Programme**

This programme is developed by: The PSHCEE Co-ordinator – Mrs A Bavisha  
 Overlooked by the Head of RE (MCL-maternity leave)  
 H Baly Acting Head of RE

The PSHCEE programme is in line with the needs of the students of St Martha's. No two groups of students/pupils are the same and teachers are encouraged to adapt the material and to be flexible in its use. Staff development of their own material is applauded and the sharing of ideas is promoted.

## **Monitoring, Evaluation and Review of the PSHCEE**

The programme is always evolving and, therefore, is subject to change from year to year to suit the changing needs of the students/pupils, the demands and pressures of society and government initiatives. The use of evaluation forms completed by both staff, students and pupils enable the PSHCEE Co-ordinator to up-date the schemes of work regularly.

As appropriate, external speakers will be invited into the school, particularly if involved in delivering a progressive aspect of the programme, to discuss their delivery and to adapt their programme according to students/pupils needs.

## **General Learning Outcomes**

Opportunities will be created for:

- The development of interpersonal relationships and the resolution of conflict
- The promotion of responsible attitudes towards the maintenance of good health through an understanding of the factors leading to healthy life-styles
- Students and pupils to understand and respect the beliefs, faiths, cultures by which people interpret life and on which they base their behaviour
- To encourage the development of individual study techniques and a positive attitude to life-long learning
- Students and pupils are prepared for Life in British Society
- Students and pupils to be made aware of the different types of strategies to be employed to affect social change
- Students and pupils to acquire knowledge, understanding and skills associated with participative democracy
- The use of current affairs and issues appropriate to the students age as a platform for debate and informed decision making
- Employing the richness of the whole curriculum to enable personal development
- Students and pupils to gain vocational experience
- Issues to be raised concerning rights, responsibilities, social justice, inclusion, prejudice, conflict resolution and government procedures

## **Implementation**

Every aspect of school life offers an opportunity for personal, social, health and citizenship education and, as such, it is the responsibility of the whole staff. The delivery of the Sex Education programme is the responsibility of the RE and Science Faculties.

PSHCEE is delivered by all staff in a variety of contexts:

- By example
- Through staff/student/pupil relationships (Safeguarding Policy on K Drive/policies 2016-2017)
- By vigilance and care for the individual student (Prevent Policy on K Drive/policies 2016-2017)
- As an identifiable part of the delivered curriculum; careers education, recording achievement, personal development, health education and environmental education
- As a PSHCEE topic
- School, House and Year Assemblies, School Celebrations and House Activities
- The extra curricular programme, e.g. outdoor pursuits, the Duke of Edinburgh Award Scheme, Fundraising Activities Week and Work Experience (Careers Policy on K Drive).
- Spiritual Experience Days (formerly known as Retreat Days) and Enrichment.

## **Common Good**

Students and pupils are encouraged to be Active, Faithful Citizens. Assemblies offer students and pupils numerous opportunities to reflect on World Issues. The Lenten Campaign supports fundraising for local charities like the Catholic Children Society Westminster.

## **Health Promotion**

Students and pupils are educated as to the dangers of drug and alcohol consumption. This takes place within the context of PE, RE and science lessons and is clearly identified in Schemes of Work. Assembly time is also used to deliver the core messages of the dangers of overconsumption of alcohol and recreational drug use.

The school has a programme of vaccinations delivered by a nurse if parents avail of it and the science curriculum teaches the science behind vaccination.

Healthy eating is reinforced through health promotion message in the canteen and the catering choices provided by Brookwood.

Within the Science Curriculum and Home Economics students /pupils learn the importance of nutrition and healthy lifestyle choices.

Through the PE Curriculum students/pupils are encouraged to adopt a healthy routine and lifestyle. Every student has an afternoon of Games a week reinforcing the message of physical activity being at the core to a healthy lifestyle.

Students and pupils are encouraged to respect their mental health on a par with their physical health. They are given multiple strategies for coping with stress. This is provided with good study skills from Elevate Education who work with each year group.

Assemblies and form time deal with issues such as eating disorders, anti-bullying and self-harm. Students and pupils frequently deliver assemblies themselves which means they reflect the current concerns of the peers.

A school Chaplain is available for students, pupils and staff who need the service.

Students and pupils are made aware of phone lines like child line through assemblies.

The Pastoral team deal with concerns as they arise addressing issues in house assemblies.

## **Online Safety**

Internet Safety is a core message within school. This is reinforced in ICT lessons

All staff have completed the Safeguarding Training (INSET, September 2016).

The Headmaster is a Child Exploitation and On-line Protection Centre (CEOP) representative delivers frequent assemblies on the issue.

All students and pupils have had peer assemblies delivered by the 6<sup>th</sup> form on staying safe on social media using resources provided by the Catholic Children's Society.

## **Sex, Relationships Education**

Sex and Relationships Education is delivered within the context of the Schools Catholic Faith. Within PE and Sports lessons issues of hygiene are addressed as a matter of course. A large part of the Sex and Relationships Education in the curriculum takes place in RE lessons. Within RE students/pupils are encouraged to see themselves as made within the 'image and likeness of God' and so have a respect for themselves and others.

- In 1<sup>st</sup> Form pupils deal with identity and belonging.
- In 3<sup>rd</sup> Form pupils study abortion and contraception.
- In 5<sup>th</sup> Form pupils study; marriage, civil partnerships, cohabitation, abortion, and reproductive technologies.
- Students/pupils are encouraged to be confident and articulate in their beliefs and opinions and respectful of others.
- We recognise parents 'as having the first responsibility for educating their children' CCC. 2223 and as such encourage our students/pupils to discuss issues raised in class with their parents.
- Students/pupils are encouraged to discuss any personal problems they may have with a member of the pastoral team.

## **Financial Education**

Students and pupils are encouraged to be financially literate.

Each year we have a Dragons Den competition as part of our inter-house competition. A Business Club allows students/pupils to pursue an interest in stock and shares.

## **Staff Development**

Staff development is recognised as invaluable to an effective delivery of PSHCEE. Management identification of training and staff requests will be considered favourably.

## **Policies**

Internet Usage Policy; Prevent Policy

## **Resources**

- AQA Citizenship Resources Bank
- PSHCEE Association
- School Policy on British Values
- From the Heart 2, Educating Children on the effects of Drugs and Alcohol. C.P.U.K Ltd.
- Democracy in Action by Foster, S. Citizenship in Focus, 1999
- The Citizen and the Law by West, K. Citizenship in Focus, 1999
- Human Rights by Foster, S. Citizenship in Focus, 1999
- School Policies located on the K:Drive/policies 2016-2017