



David Game College

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE) AND CITIZENSHIP, 2020-21

PSHEE education and citizenship in the College encompasses all areas designed to promote student's personal, social and health development. It allows students to build the knowledge, skills and understanding they need to stay healthy and safe, develop worthwhile relationships, respect differences, improve independence and responsibility, make the most of their own abilities and those of others. The College's PSHEE policy and approach has strong links and overlap with the Spiritual, Moral, Social, Cultural Values (SMSC) policy, resulting in some overlapping themes.

The College wants to promote students' awareness of important aesthetic elements of their life, including the chance to explore questions of meaning, identity and value, as well more pragmatic areas, such as **economic literacy**.

David Game College's Leadership Team is committed to the importance of PSHEE and ensuring that a framework is created that encourages PSHEE and SMSC to be embedded within the fabric of the College to provide our students with rich and varied opportunities to consider questions outside of the immediate curriculum or to further highlight issues that are raised within the curriculum. Tolerance of others and identifying extreme views are also central themes in order to promote British Values and identify the signs of radicalisation.

The PSHEE approach attempt to cover issues such as:

- **Wellbeing and happiness**
- **Nutrition and physical activity**
- **Drugs, alcohol and tobacco**
- **Tolerance of others**
- **Bullying**
- **Respect for the law**
- **Knife and other crimes and keeping safe in London**
- **Taking responsibility for behaviour**
- **Relationships & sex education**
- **Emotional health and developing self-confidence**
- **Positive mental health**
- **Careers**
- **Economic and digital literacy**
- **Personal finance and pension provision**
- **Work-related learning/ apprenticeships**

- **Understanding of cyber security and safeguarding**
- **Understanding key British Values and institutions**
- **Community engagement and citizenship**
- **Aesthetic and creative appreciation**
- **Ethics, morals and differentiating right from wrong**

Students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Objectives/student learning Outcomes:

- Promote a healthy lifestyle;
- Help students have a clearer sense of purpose
- Have a better appreciation of aesthetic and creative values
- Help students obey the law and learn how to stay safe in the UK
- Help students understand the many different career opportunities that are available
- prepare students for the opportunities, responsibilities and experiences of adult life;
- offer our students the opportunities to achieve their physical, psychological and social potential;
- promote attitudes and behaviour which contribute to personal, family and community relationships;
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs;
- support students in understanding how to make good economic and financial decisions in the future and secure their retirement
- enable students to better understand risks in terms of cyber security, social media, data loss and privacy issues
- support students to be thoughtful, tolerant and compassionate, and mindful of the needs of others;
- help students to show respect for others who differ from themselves;
- develop a College community which is harmonious and tolerant where all groups are welcoming of interaction with others;
- enable students to resolve their differences amicably, with adult support where necessary and allow students to debate and discuss potentially contentious issues with equanimity;
- enable children to acquire skills relating to personal safety, discussion and decision making, which are
- vital to their well-being and their interaction with others;

- encourage children to develop informed opinions and attitudes for themselves about a range of personal, social and moral issues;
- ensure students and/or groups of students feel valued and do not experience discrimination whilst understanding the importance of combatting discrimination;
- help students to articulate the importance and reasons for the positive values we share in the U.K. of democracy, the rule of law (the civil law of England and Wales), individual freedom, mutual respect and tolerance of those with different faith and beliefs; Supporting student's understanding of how citizens can influence decision-making through the democratic process;
- develop an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- ensure students feel safe at College to discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and are able to challenge these ideas;
- ensure British students have a clear sense of British identity and are they able to appreciate British heritage as well as the heritage of other cultures and societies;
- give the children the courage to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally;
- develop the skills for students to make a positive contribution in modern society in the U.K. and
- ensure students feel able to seek support from staff in relation to any concerns about their own or their friends' ideas or behaviour, including internet use.

Two PSHEE programmes are run in parallel at the college, with considerable overlap and common themes. The first is for GCSE students, which is delivered through formal assemblies, teaching and meetings. The second, a form of advanced PSHEE or advanced pastoral, is also delivered through a weekly meeting with all students, but equally, it is delivered through the curriculum, meetings, via the Student Council and many other opportunities to engage both students and their parents.

Personal: The personal aspects of PSHEE education look to develop the whole individual. It supports the progression of qualities and skills students already have. Through becoming aware of their own emotions and how to manage them, students can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.

Social: The social element focuses on cohesion in both the College and wider community. It aims for students to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Children learn to value each other's individuality and explore issues such as bullying including racist, homophobic and cyber-bullying. Sex and relationships is also a crucial part of social and health education to ensure that children have the information and understanding to make informed choices.

Health: Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet twined with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as

substance and alcohol abuse and the impacts this can have on the individual and others around them.

Health education includes physical, emotional and mental.

Economic: Economic education aims to teach students about the economy and how to manage their personal finance. It aims to provide students with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

Aims

David Game College recognises that the personal and social development of students (along with SMSC) is increasingly a major aim of education. Far from being on the fringes, PSHEE education is at the heart of everything that takes place in a College. As the students grow up they will begin to encounter more and more people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and distances between its different cultures and beliefs. The College provides a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of students
- prepares students at the College for the opportunities, responsibilities and experiences of adult life.

David Game College embraces this as the backbone of its PSHEE education philosophy. With all this in mind, the PSHEE education programme aims to instill an understanding in all the students that academic success is not sufficient on its own for success. PSHEE education is essentially concerned with the education of the whole person rather than with the knowledge that person needs. PSHEE education is also intended to complement classroom teaching in that it assists other bodies in the College in monitoring and assisting with the development of the emotional and social well-being of students. The aim of PSHEE education is to help students and young people understand and value themselves as individuals and as responsible and caring members of society. We want our students to like themselves and to feel confident.

As part of the Behaviour Policy, David Game College believes that all students and adults have the right to live in a supportive, caring environment in which students feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Teaching PSHEE to students with special educational needs

The College teaches PSHEE to all students, irrespective of their ability and individual needs. PSHEE at the college is part of providing a broad and balanced education for all students. Through PSHEE teaching the college provides learning opportunities that enable all students to make progress.

The College strives to meet the needs of all students with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. An assessment

of the needs of each student is undertaken to enable each student to learn as effectively as possible and have access to the full range of activities involved in learning PSHEE. Where students are to participate in activities outside the classroom the College carries out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all students.

Building Children's Resilience to Radicalisation through the Promotion of British Values:

David Game College helps students' builds resilience to radicalisation by promoting fundamental British values. This is achieved by providing a safe space in which students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. The college provides a general education about the nature of modern society and laws in England, and positively promotes respect for other people and their lifestyles, as upheld by English law. Through the study of PSHEE the college hopes to make its students aware of the importance of our values so that they can identify with and develop a proud Britain. This includes an understanding of democratic values and the electoral system in Britain as well as the promotion of democratic values, including the rule of law, both within and outside of College. All staff are aware that the promotion of partisan political views or religious prejudice are prohibited at David Game College and are accepting of students and staff of all faiths and none.

The Colleges objectives are to:

- teach students the **FACTS** concerning their growth and development as individuals; help children to understand **CONCEPTS** such as tolerance, respect and liberty and equality;
- enable students to acquire **SKILLS** relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- encourage students to develop informed opinions and **ATTITUDES** for themselves about a range of personal, social and economic issues;
- nurture in students a particular set of **VALUES** and
- give the students the **COURAGE** to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.

The Colleges attempts to provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for students. The College has a range of artistic, sporting and other cultural opportunities are available to students through the curricular and extra-curricular programme, and their participation in these opportunities. Schemes of work are used to plan for and highlight how students can develop an understanding of public services and institutions and how they can take their place in modern democratic British society.

PSHEE education and Citizenship and inclusion: The College teaches PSHEE education and Citizenship to all students, regardless of their ability, gender, differences in culture or background. Teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHEE education and Citizenship, teachers take into account the targets set for the students in their IEPs, some of which may be directly related to PSHEE

education and Citizenship targets. For gifted and talented students, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community. The nature of the topic allows for a broad range of mediums for delivery. Those students for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. The class teacher ensures that all students are as involved as possible in the discussions and activities taking place and provides resources so that access to the curriculum is possible.

Teaching, PHSEE Curriculum, Assessment, Recording and Reporting

Both the GCSE and Advanced PSHEE central programmes are formally taught for one hour on Thursdays and the timetable will be suspended at this time so that students can attend. The table below provides a summary of typical macro themes and issues that are provided:

- UCAS
- Careers advice from outside speakers
- Study skills
- Emotional wellbeing and positive mental health
- Gender and sexuality
- Health education: STDs, etc
- Drugs, alcohol and substance abuse
- Knife crime and staying safe in London
- Local charities
- Student Council
- Anti-Semitism
- Tolerance and British Values
- British Institutions: Bank of England, Law Courts, etc
- Cultural enjoyment: art and music
- Local MP and democracy
- Digital literacy and citizenship
- Leadership & taking responsibility
- Public speaking and impression management
- Conflict resolution

Assessment takes place formally and informally and is an ongoing process in PSHEE, usually on a one-to-one level with the student via their Personal Tutors. Assessment in PSHEE education is recognised as being different than in many other subjects. Opportunities to assess the progress and achievements of the children exist through observation of role play, presentations and involvement in discussion. The students have many opportunities to reinforce work through the production of information leaflets, posters etc which can be evaluated.

Where appropriate, parents will be informed of any follow up discussions they might like to have with their children. Marking, where necessary, should be with the student present so that their thoughts can be explained and explored with sensitive interchange as necessary to foster positive relationships. Various methods will be used to record students' work in PSHEE education e.g. written, oral, photographic, and artistic. The majority of PSHEE education lessons will involve discussion in various forms which may be recorded to aid assessment.

Relationships & Sex Education (SRE)

Sex education is delivered to students by experts in their field and the subject is managed in a professional and sensitive manner. Emphasis is placed on understanding issues, knowledge, contraception, STDs and general health and wellbeing. Issues around bullying and sexual abuse, use of pornography are also covered.

Continuity and Progression

Continuity and progression is ensured throughout David Game College by following detailed plans which have a clear progression. The plans build on previously learnt skills, knowledge and values.

Cross Curricular Links

PSHEE education permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout David Game College. There are particularly strong links with the science curriculum as well as literacy, geography, history and art. Regular communication should take place between the teachers who deliver these areas of the curriculum to ensure a balanced approach and to enhance and identify the development of existing links.

Monitoring of PSHEE

This should be conducted by the key people involved. Feedback is sought from both students and parents in order to improve the provision and experience.

Time allocation and staffing

Throughout the College, PSHEE education is delivered, overtly, by the Class Teacher but also covered in assemblies and with visiting speakers. The curriculum that is delivered during these slots is only a small part of the physical, spiritual and moral teaching which the students receive. This is influenced by a range of factors, some of which are impossible to quantify, and, in a minority of cases, impossible to control.

Generally	Specifically
College's values, College's atmosphere/ethos	Input across the curriculum e.g. RE, SMSC Sessions, Pastoral care system, Discipline system, Reward systems, Assemblies and Games programme
College's appearance, College rules	
Influence of home, Influence of media	
Role model of staff, Recreational activities	
Extra-curricular activities, Field trips, Organisation	

Parental and Community Involvement

Parents have the right to receive information from our College regarding PSHEE education. The College strongly believes that sharing students' learning with parents enables them to continue their development from College into their home life. Parents are invited to join in events in College, including class assemblies, acts of worship and workshops on relevant themes. Parents are regularly informed of events and developments through our weekly newsletter. Working with parents is a vital part of the whole College approach to PSHEE education and Citizenship. Outside agencies are invited into College to help with the delivery of PSHEE education and Citizenship, e.g. emergency services, ministers of religion, charitable trust, community groups, etc.

College Council

The College Student Council representatives will be elected by their peers at the start of each academic year. The Headteacher will discuss items raised by the College Council. The College Council will make a valued contribution to the Code of Conduct at David Game College.

Confidentiality Policy

PSHEE teachers are advised to establish ground rules for lessons where sensitive issues may arise. Some of the PSHEE topics can produce personal responses. However, the College asks staff to make it clear to students that they cannot offer unconditional confidentiality. They are to be reassured however that staff will maintain an approach which is for the best long term interest of the student. The students are told that:

- teachers cannot offer unconditional confidentiality;
- students' best interests will be maintained;
- if confidentiality has to be broken, students will be informed first and then supported as appropriate; and
- it is a good idea to talk to parents but failing that, students need to know that there are alternative sources of confidential help, for example, a counsellor, GP or local young person's advice centre.

KS4

During Key Stage 4, students develop a greater understanding of effective studying, with particular reference to revision and managing stress. They consider democratic principles (including the British system of government) and current affairs in greater depth. Students debate issues raised in PSHEE to not only allow them to reflect on information provided but also express their opinions and further develop their social and moral understanding. Students continue their drugs, alcohol and SRE education in more depth as well as physical health discussions..

KS5

By Key Stage 5, the focus for PSHEE evolves into students sharing experiences, understanding peoples' opinions and assessing the risks involved in certain situations. Students will continue their SRE and also develop further understanding of British politics, equal rights and Life Issues. In L6,

students focus on study skills and stress management. Students will prepare for life after college with financial, personal and career skills all being developed.

Concerns arising from PSHEE lessons – Safeguarding

Teachers are directed to the College's Safeguarding (Child Protection) Policy. If there is any concern with regard to abuse, the College's child protection procedure should be followed carefully.

Curriculum enrichment - Links with the Wider Community: The College undertakes a variety of field trips and excursions, including residential trips. It encourages outside speakers on a variety of topics and special workshops. Visitors are welcomed into our College to speak to the students (e.g. religious leaders). Visits to places of worship, cultural venues such as theatres and libraries are actively encouraged. Students are taught to appreciate and take responsibility for the environment. We liaise with local community and support groups on issues which affect our local area.

Development

- To build up a strong programme of outside speakers.
- To involve more classes in charity and community projects
- To increase training opportunities for staff in the field of delivering PSHEE education activities.

Legal Status:

- Complies with Part 1, Paragraph 2 (2) (vi) and Part 2, paragraph 5 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- The Prevent Duty: Departmental Advice for Colleges and Childcare Providers (DfE: June 2015)
- Prevent Duty Guidance: for England and Wales (HM Government: 2015)

Related Documents:

- The Teaching and Learning Policies; The Safe Guarding Policies; Child Protection and Anti-Bullying
- Spiritual, Moral, Social and Cultural (SMSC) Development; Personal Social Health and Economic Education and Citizenship Programme; Sex and Relationship (SRE) Policy; Equality and Diversity Policy; Inclusion Policy; Special Educational Needs and Disability (SEND) Policy; Prevent Duty; Preventing Extremism and tackling Radicalisation Policy

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Proprietor. Our monitoring will be based on observations and personal discussion so that relevant modification to Schemes of Work can be undertaken swiftly and effectively. The Proprietor will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

John Dalton Feb 2020

