

Notre Dame Catholic College

180 Great Homer St,
Liverpool L5 5AF



Personal, Social, Health and Citizenship Education Policy

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Opening Hearts, Minds and Doors

Personal, Social, Health and Citizenship Education Policy

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1. Key roles and Responsibilities

PSHCE Co-Ordinator – Mr M Campbell

Careers Officer – Mrs G Hall

Safeguarding Officer – Mrs E Brennan

The Headteacher has overall responsibility for ensuring that the PSHCE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The PSHCE Co-Ordinator has overall responsibility for reviewing the PSHCE Policy annually. The PSHCE Co-Ordinator will be responsible for the day-to-day implementation and management of the PSHCE Policy.

The PSHCE Co-Ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHCE education that achieves the aims laid out in this policy.

As required by statutory guidance, the governing body and headteacher will consult with parents to ensure that the RSE and PSHCE policies reflect the needs and sensibilities of the wider school community.

Notre Dame Catholic College will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from PSHCE and RSE education.

We will ensure that pupils are also involved in the creation of this policy through termly feedback and suggestion forms and/or class discussions.

2. Aims of the PSHCE Curriculum

Aim

The Personal, Social, Health and Citizenship Education (PSHCE) curriculum is delivered across the college as an entitlement and includes the elements of Citizenship and Relationships and Sex Education (RSE) that are statutory requirements for all pupils.

The aim of this curriculum is to equip all pupils with the knowledge and skills to make responsible and well-informed decisions about their lives so that they are able to develop with confidence, good health and independence and to remain safe at all times.

These skills and values should enable our pupils to make a positive contribution to society as knowledgeable, considerate and responsible British citizens living within a democracy.

Purposes

- ❖ To cover the statutory requirements for Relationships and Sex Education and Citizenship to all year groups, alongside covering the non-statutory elements of Careers Education and Guidance, Economic Wellbeing and Personal Health and Wellbeing Education;
- ❖ To provide learning and teaching which is inclusive, personalised and which reflects the needs of all pupils to enable them to achieve in their lessons, irrespective of their social background, gender, culture, disability or ability level;

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- ❖ To provide pupils with the knowledge and skills needed to make a positive contribution to society as considerate and responsible citizens;
- ❖ To provide pupils with the knowledge and skills to make responsible decisions about their future so that they are able to lead safe, healthy and independent lives;
- ❖ To provide pupils with the knowledge and skills to make well informed decisions about their educational, vocational and training choices in the transition from secondary education to further education, training and employment.

3. Teaching Methods and Learning Style

The expectations for delivering PSHCE in the classroom are as follows:

- ❖ There are high expectations of pupils in terms of effort and behaviour;
- ❖ Lessons are planned and well structured so that pupils know what they are to learn and how it fits in with what they already know;
- ❖ Lessons are well paced with a variety of teaching activities which allow pupils to achieve lesson objectives in an interesting and challenging way;
- ❖ The pupils' progress is assessed regularly as part of the lesson and at the end of each topic. Assessment methods include teacher, self and peer assessment so that subsequent lessons can be adapted to the needs of the whole class or to individuals within it;
- ❖ Assessment outcomes are shared with pupils with positive feedback to indicate the level that pupils are working at and what they need to do to move to the next level;
- ❖ Teachers strive to establish outstanding working relationships with all pupils so that there is a settled and purposeful atmosphere in which pupils enjoy learning.

4. Timetabling and Key Stage 3, 4 and 5 Programme of Study

The objectives of the National PSHCE curriculum will partly be covered in subject related lessons. However, the majority of the curriculum is taught and discussed in-depth during a timetabled PSHCE lessons.

PSHCE lessons delivered by the form teachers in each year group are on a weekly basis, last lesson on a Friday afternoon. In addition, if any urgent or contemporary issues may arise during the year, which are a danger or risk to our students (i.e. dangers of grooming, acid attacks, cybercrimes, episodes of extremism or road safety, etc.), they will be addressed either during form time, assemblies/workshops or during PSHCE lessons.

The curriculum is divided into 5 topics: each to be delivered within 2 month periods, with the exception of the summer term when RSE will be taught for 3 months (Year 11, 12 and 13 will be subject to changes in their scheme of work due to exams and finishing early).

Unit 1 – Citizenship

- ❖ The aim of this topic is to teach pupils to appreciate how they can play a full and active part in society. They will require the knowledge and understanding of how the United Kingdom is governed, its political and democratic system and how our society and laws are shaped and enforced. They will be expected to become responsible citizens, make a valuable contribution towards society and be able to debate their opinions and accept those of others.

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Unit 2 – Carers Education and Guidance

- ❖ The aim of this topic is to teach pupils to evaluate their own personal strengths, ambitions and areas for development to realise how their strengths, interests, skills and qualities can contribute to future employability. They will also develop an understanding of the opportunities available for career progression, including education, training or employment.

Unit 3 - Economic

- ❖ The aim of this topic is to teach pupils about the essential skills and processes for economic wellbeing and financial capability. This will allow them to understand the qualities, attitudes and skills needed to assess and manage financial decisions and recognise the possible risks involved and the consequences of those risks.

Unit 4 – Personal health and Wellbeing

- ❖ The aim of this topic is to teach pupils to recognise that personal wellbeing will help them to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Pupils will develop an understanding of these concepts and learn to appreciate how having a healthy lifestyle can help them make choices that will impact positively upon their physical, mental and emotional health.

Unit 5 – Relationships and Sex Education (RSE)

- ❖ The aim of this topic is to teach pupils about physical, moral and emotional development and about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. They will also be taught about sex, sexuality and sexual health and know how to identify and access appropriate help and support. There are three main elements within this topic:
 - Attitude and values
 - Personal and social skills
 - Knowledge and understanding.

5. Reporting and Confidentiality

Every lesson should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable consulting their PSHCE teacher or another member of staff about this.

Pupils will be encouraged to have an open dialogue regarding any such issues with the PSHCE teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a pupil does wish to speak to a teacher about any such issue, the teacher should ensure that the pupil is aware of this responsibility.

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6. Tailoring PSHCE

It is the responsibility of the form tutor to check the college's policies and protocol for SEN, MAT and PP students. Form tutors should ensure that the resources they are provided with are tailored to the mixed ability needs and levels of understanding their pupils are at (e.g. appropriate reading age material / articles, sentence starters and writing frames, debate technique support etc.).

7. Monitoring and Evaluation

Evaluation and monitoring will take place on a regular basis by the Senior Leadership Team and the PSHCE Co-ordinator. The curriculum programme will be monitored through consultation with form teachers and head of year during pastoral meetings every Thursday morning from 8.30-8.45am.

Methods used for monitoring and evaluation purposes will include: the checking/updating of Schemes of Learning; the marking of pupils' work; SLT work scrutiny; AFL tasks or exam results; learning works/drop-ins by SLT to PSHCE lessons; student surveys and a cross-curriculum audit. Pupil progress in PSHCE will be reported to parents and carers at the end of each academic year.

8. PSHCE Co-ordinator

The PSHCE Co-ordinator will:

- ❖ Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
- ❖ Agree the overall aims, objectives and priorities of the PSHE curriculum.
- ❖ Establish a shared view of best practice to which all pupils are entitled.
- ❖ Develop and review this policy.
- ❖ Agree the priorities for pupils' personal and social development.
- ❖ Identify the major opportunities for meeting these priorities across the curriculum.
- ❖ Provide appropriate support and training for departmental staff.
- ❖ Monitor the PSHE programme including the use of outside agencies.
- ❖ Evaluate the PSHE programme via an annual pupils' questionnaire.
- ❖ Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- ❖ Attend relevant courses and network meetings.

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