

# **St Alban's Catholic High School**



## **PSHEE & Citizenship Policy**

**Approved by Student Committee on: 5<sup>th</sup> February 2024**

**Recommission date: February 2026**

## Section 1 Introduction and General Aims

1.1 The school recognises the importance of offering a Personal, Social, Health and Economic Education policy and a Citizenship policy that is appropriate to pupils' age and maturity, and is presented within a moral, family orientated and Catholic framework.

1.2 PSHEE and Citizenship also have a role to play in supporting other areas of the school curriculum by providing a location for such things as study/revision skills and careers education and by supporting cross-curricular issues and the extensive work done on personal development. This includes identifying and working on issues which can hinder positive personal development of individuals and the school community as a whole. PSHEE is a vehicle for addressing the need to prepare young people for life in modern Britain by promoting British values.

1.3 A key task of the school, and most especially the PSHEE and Citizenship Programme, is to enhance and facilitate self-esteem throughout the community. This is also reinforced in our School Mission Statement and embraces our Catholic ethos. The wider work of PSHEE and Citizenship education also supports the Spiritual, Moral, Social and Cultural development for every year group. Every teacher is responsible for the positive personal development of students at all times.

1.4 Our Aims are:

- Promotion of positive attitudes and values to ourselves and others including the mutual respect and tolerance of those with different faiths and beliefs;
- Appreciation of what it means to be a citizen of the school, the local area and country in the context of understanding individual liberty;
- Enable students to develop their self-knowledge, self-esteem and self-confidence and enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Development of social skills to enable active participation in society including working with others, debating and discussing, empathy, negotiating, leadership and decision-making - understanding both democracy and the rule of law;
- Development of critical thinking skills including questioning, researching and evaluating;
- Enabling students to respond appropriately to others through practising speaking and listening skills, developing considered opinions and understanding different viewpoints;
- Prevent extreme views infiltrating the work of the school and embed all work in Gospel values;
- Assist students in recognising the opportunities and responsibilities of adult life and to encourage a positive approach to action planning;
- Promotion of safe and healthy lifestyles and positive wellbeing;
- Development of links with agencies outside school to enhance the PSHEE and Citizenship experience of students;
- Encourage a sense of ownership amongst staff and students of the experience and importance of PSHEE and Citizenship.

1.5 Although the nature of both PSHEE and Citizenship as subjects are based on key life issues, the skills we use in life and the choices we make, there are some clear differences between the two:

**PSHEE – Personal, Social, Health and Economic Education** focus on life issues that relate personally to each individual child essentially covering personal wellbeing and economic wellbeing. This can include:

- Within personal wellbeing - personal identity, healthy lifestyles, risk, relationships, diversity, assertiveness, stereotypes, personal development, personal safety, coping with change, basic first aid and self-esteem;
- Within economic wellbeing - careers, financial capability, economic understanding, future options (for study and careers), developing a CV.

**Citizenship** focuses on the roles we have in society and the opportunity to make positive change, including:

- Democracy, rights and responsibilities, identities and diversity, human rights, global human and environmental issues and law.

## Section 2 Delivery

3.1 **Staffing:** Teachers (usually form tutors) are responsible for teaching Citizenship and PSHEE through PSHE days and timetable extended registration lessons. The support system in school includes the PSHEE and Citizenship Coordinator, SLT, the School Chaplain, Heads of Year, Student Support Managers, Safeguarding Officer, and Careers team.

3.2 **Sensitivity:** Teachers are aware that some of the work covered in the programme has the potential to touch upon sensitive issues for students and their families; therefore care needs to be taken when planning. Teachers are encouraged to adapt materials as appropriate to meet the needs of their own class.

3.3 **Planning and resources:** The Catholic community is itself part of an even wider local community which has resources and expertise which should be appropriately deployed for the benefit of all. Guest speakers are a significant feature of the PYF programme. Staff are updated on PSHEE & Citizenship issues in staff briefings and meetings as well as electronically. Materials for sessions are available from the co-ordinator who directs the programme for the year.

3.4 **Time:** PSHEE and Citizenship is taught through PYF sessions. The normal timetable is halted to allow these sessions to be run with form tutors. These are sometimes single lessons, sometimes doubles or whole days. The length of the sessions is directed by the content and themes being covered.

3.5 **Guest speakers:** Where possible and appropriate, outside visitors/experts in the community are used to support and enhance learning. This will aid students' understanding of wider life in modern Britain. Those used can vary but among the common contacts are:

- Representatives from police, probation, prison and judicial services;
- School Nurse;
- Local, national and international charities;
- Local employers;
- Universities and colleges;
- MPs;
- Local council/public services e.g. fire service, road safety, and democratic services.

## Section 4 Teaching and Learning

4.1 The PSHEE & Citizenship Coordinator, Heads of Year and Student Support Managers are responsible for promotion, planning, evaluation and adaptation of the PSHEE and Citizenship programme delivered through PYF and through other school structures, such as form time and assemblies.

4.2 Visiting speakers/subject specialists are invited as appropriate to enhance delivery of aspects of the Citizenship and PSHEE programme, for example health and safety, finance skills, friendships and law. This will help students accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality - including public institutions. All visitors are expected to comply with school procedures for safeguarding, including identification and background checks where required.

4.3 In some cases it may be more appropriate for teachers to see themselves as group leaders, participants, observers or facilitators. Students should be encouraged to take responsibility for their own learning, under guidance from their teachers.

## Section 5 Differentiation and Special Needs

5.1 Students learn and respond to different teaching styles. Preferred styles will differ between individuals in a group. To meet this challenge, teachers need to use a range of approaches in each session, in line with the whole school policy on teaching and learning. Some of the learning delivered in Citizenship and PSHEE lends itself to child-centred learning techniques drawing on active learning and students' experiences. Group work, discussions, simulations, role-play, problem solving etc. are likely to be features of PYF sessions.

5.2 Topic areas such as personal and social skills, inter-personal relationships and equal opportunities and race require the careful monitoring and structuring of the activities. This requires particular awareness

and sensitivity from the teacher and underlines the need for each student to become well known by form tutors. Lesson plans need to reflect these issues, and teachers should adapt activities and materials to suit their students' needs.

*'We are created in the image of God, whose own life is relationship: Father, Son and Spirit. We are called to share in that relationship and to reflect it in our relationship with others'*

5.3 Form tutors should create an environment in which all students can take part without unhelpful judgement or ridicule. This will depend very much on the skill of the form tutor in both class management and relationships. Isolated and/or reluctant students need to be identified and helped with sensitivity. Strategies could be, individual counselling or carefully structured group activity.

5.4 In line with whole school policy on inclusion - literacy, numeracy and communication skills of those experiencing problems needs to be taken into account along with social and emotional concerns. All tasks should be made accessible to all students, including written/reading tasks, so that the learning experiences created enable success by all.

## **Section 6      Reviewing and Evaluation**

6.1 This takes place at a number of different levels, and is focused on monitoring and improving teaching and learning, and monitoring student development:

- Teachers are expected to review their own classroom work regularly, as in other subject areas, and are encouraged to ask for guidance/advice as appropriate;
- Course content and delivery may be reviewed at staff and Key Stage meetings, and at regular meetings between the PSHEE and Citizenship Co-ordinator and SLT link manager;
- The SLT, Heads of Year and Governors, who observe lessons across the whole school and provide feedback to teams, monitor the quality and consistency of the delivery of Citizenship and PSHEE sessions as part of the whole school system of review;
- Informal observations are carried out by the PSHEE & Citizenship Coordinator in line with school policy;
- Staff and students are encouraged to give feedback on the programme throughout the year, to enable the PSHEE and Citizenship Co-ordinator to further develop the programme and ensure its relevance.

## **Section 7      Citizenship and PSHEE in the wider school context**

7.1 In school:

- As we are a Catholic school, coverage of sensitive topics in Citizenship and PSHEE must be done within the context of Catholic teaching. As a result of this we follow the Bishops of England and Wales' Curriculum Directory, and the Head of RE is consulted regarding programme content;
- All students are encouraged to take part in extra-curricular activities. Year group activities such as reflection days, residential visits, peer supporting, sporting competitions, social activities and school-wide activities such as House events (e.g. charity days and sports events) reinforce the sense of belonging to the school community and provide experiences outside those planned for the classroom;
- Assemblies often complement Citizenship and PSHEE – these often cover a wider community or moral and ethical perspective and support collective worship and reflection within the school;
- A sense of community is developed in the Peer Support programme that offers students opportunities to support others new to the school, by helping year 7 and year 8 form tutors on a regular basis. Peer supporters receive training and support to develop their mentoring skills. Others become peer coaches or mentors to support individual students in specific areas of development;
- Leadership skills are further developed in the House system, with students from each tutor group representing the views of their tutor group at House Voice meetings. Supported by Sixth Formers in leadership positions including House Captains and the Head boy and Girl;

- Citizenship and PSHEE provide the opportunity for a variety of groupings of students and teachers to tackle issues that may be normally outside the scope of the standard timetable or curriculum. It is hoped that both teachers and students will carry over good relationships and sense of responsibility developed in Citizenship and PSHEE to other lessons and to areas outside of the classroom.

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Signed by P Dance Chair of Governors:

Date: 05/02/2024

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