

POLICY STATEMENT

At Thomas Estley Community College, we believe in the importance of education for the development of the whole child and the principles of Every Child Matters. Personal, Social and Health Enterprise Education (PSHEE), Citizenship and our Modular Programme help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible global citizens. PSHEE and Citizenship contribute significantly across the whole curriculum to our responsibility to help prepare our pupils for the opportunities and challenges of life.

CITIZENSHIP AND PSHEE IN THOMAS ESTLEY COMMUNITY COLLEGE

School plays an important part in preparing young people for the responsibilities, opportunities and challenges of life in a modern, diverse democracy. Our school community is a reflection of this and we encourage genuine responsibility and participation for our pupils. We actively seek planned and spontaneous opportunities for students to develop:

- Their knowledge and understanding of spiritual, moral, social, political and cultural issues
- Their skills in enquiry and communication
- Their skills of participation and responsible action
- Their Personal Learning and Thinking Skills, which prepare pupils for life and work

These are seen as central to our approach to education and we welcome the opportunity this gives us to build a community of learning alongside and in partnership with our pupils. We all contribute to making Thomas Estley Community College a thriving and exciting community in which to work, taking a lead role in local community development through local active citizenship.

THE PURPOSE OF PSHEE AND CITIZENSHIP

PSHEE and Citizenship are central to the development of the pupils in our school. We aim to help them learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Pupils 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. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

THE AIMS OF PSHEE, CITIZENSHIP AND THE MODULAR PROGRAMME

In PSHEE, Citizenship and the Modular Programme we aim to provide opportunities for pupils to:

- Develop their personal, social and life skills
- Acquire knowledge and understanding of important issues that may affect their lives and the lives of others
- Reflect on their experiences and learn from them
- Develop their own attitudes and values
- Engage in active participation in the school and local community
- Understand basic principles of Citizenship issues
- Engage in active participation in the Global Community
- Develop their skills of enquiry and communication, and their Personal Learning and Thinking Skills

CITIZENSHIP AND PERSONAL, SOCIAL, HEALTH AND ENTERPRISE EDUCATION

A WHOLE SCHOOL APPROACH

Opportunities for learning and development in PSHEE and Citizenship occur in many parts of school life, and Citizenship aspects are written into the schemes of work of all subjects.

MANAGEMENT OF CITIZENSHIP

The various strands of the Citizenship Programme are led and managed by an Assistant Principal who is a trained Citizenship specialist. They are taught in combination with Religious Education in a bespoke CRE package for Thomas Estley.

This is one period by week for year 7-9 and is taught by a team of nine staff. The AP subject specialist quality assures the provision.

Pupils are taught in mixed ability teaching groups in Year 7 and sets in Year 8 and 9. The teaching techniques, contribution to thinking skills, resources and learning styles are indicated in the schemes of work along with the variety of teaching resources.

MANAGEMENT OF PSHEE, INCLUDING CITIZENSHIP

The Modular Programme is offered for four weeks within the academic year, ensuring that all aspects of PSHEE and Citizenship are covered within the key stage, and regular PSHEE/Citizenship focused assemblies enrich curricular provision.

The different types of resources used are listed in the schemes of work.

PSHEE AND THE MODULAR PROGRAMME

- PSHEE contributes to the anti-bullying policy (including Cyber Bullying).
- Sex and relationships education and drugs education are covered by modules.
- Health education includes a practical CPR module in Year 7, as affiliated to the British Heart Foundation.
- First aid and healthy living modules are also in place.

PSHEE AND INCLUSION: PROVIDING FOR THE NEEDS OF ALL PUPILS

The teachers are sensitive to situations pertaining to particular students including SEN needs, bereavement, home situations, illness, etc.

CITIZENSHIP AND ASSESSMENT

CRE is an assessed subject and students receive a "Working at GCSE grade," three times a year as is protocol for all subjects at Thomas Estley. All students are placed on a Flightpath based upon their attainment at KS2 English and a GCSE minimum expected grade and target grade are generated by this using a 2 and 3LP (levels of progress) system.

Students receive written feedback using the CRE mastery statements. Parents receive a progress report three times a year, an annual written report and a parents evening with a choice of two dates.

MONITORING AND EVALUATION

Currently the overall Personal Development programme is reviewed under the departmental review structure together with quality assurance through lesson observations and through teacher evaluation. The various line managers view these outcomes.

Students also self assess and peer assess through a variety of activities.

Equality Monitoring

Thomas Estley Community College's commitment to equality and diversity means that this policy, via an Equality Impact Assessment, has been screened in relation to the use of gender-neutral language, recognition of the needs of disabled people, promotion of the positive duty in relation to race, age, disability and avoidance of stereotypes.

Based on the Equality Impact Assessment findings, this policy is judged to be of low impact against the equality strands of Race, Gender, Religion, Disability Sexual Orientation and Age. A copy of the Equality Impact Assessment of this policy is available from the Principal's PA.

This Policy is available in alternative formats on request. If you think we can improve the fairness of this Policy, please contact the individual who has responsibility for its update.