



Malbank School
& Sixth Form College

**PERSONAL, HEALTH, SOCIAL & CITIZENSHIP
EDUCATION (PHSCE) POLICY AND PROCEDURES**

Headteacher signature.....

Chair of Governors

Updated by Alistair Reed- PSHE Co-ordinator
July 2016

1. Context

Malbank School and Sixth Form College is a popular and successful Foundation School which attracts students from a wide geographical area. The students are largely White British with 4.8% from a wide range of minority ethnic backgrounds. The proportion of students eligible for free school meals – 17.6% - is well below average. 0.7% of students have statements of special need, with on average 3 Cared for Children.

The student voice at Malbank is highly developed and valued both locally and nationally. Formerly a specialist college for the arts, Malbank continues to ensure that the ethos and values of this specialism, along with those of the above projects, permeate all aspects of learning, including the PHSCE curriculum.

The Policy

At Malbank School we believe that everyone has the right to enjoy school life in a safe and friendly environment. We encourage respect for others and their property and we strive to ensure that everyone is valued equally and treated with respect, regardless of aptitude, ethnic origin, gender, sexual orientation, disability or social status.

British Values and SMSC

We have a PSHE programme that supports the development of British Values and SMSC with the pupils of Malbank School. We celebrate all contributions on the SHINE website page.

2. Aims of our Values

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behavior, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- encourage respect for other people, and

- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

3. Aims of PHSCE

- Know and understand a healthy lifestyle
- Be aware of how to stay safe
- Understand what makes for good relationships with others; have respect for others
- Be independent members of the community and develop good relationships with the wider community
- Be positive and active members of local, national and international communities
- Develop self-confidence and self-esteem; make informed choices regarding personal, social and emotional issues
- Embed the ECM agenda

4. The PHSCE/SHINE curriculum at Malbank

- The Head of Department is Mr Reed who is responsible for managing PSHE at Malbank School. The KS3 co-ordinator is Mrs Green. KS3 and 4 consists of a PSHE period once a fortnight with regular drop down mornings to facilitate meeting the statutory requirements of PSHE. The KS5 programme enables students to attend fortnightly tutorial sessions, debating current issue relating to SMSC/PSHE and presenting responses on our KS5 study board. This is enhanced by external and specialist speakers.
- Schemes of work, lesson plans and resources are developed by the SHINE Co-ordinators; form tutors are expected to tailor lesson plans to the needs of their learners (i.e. differentiation and SEN).
- SOWs are organised around key topics and reflect local and national strategies and targets eg Teenage Pregnancy reduction.
- Shine topics are delivered both discreetly and via the wider school curriculum.
- Key themes and messages related to SHINE are also taught via Key Stage assemblies, morning registration eg 'in the news' slots, and enrichment day activities eg year 9 health workshops.

- The curriculum is enhanced, as appropriate, by touring workshops eg Heartstrings and contributions made by visiting speakers eg the Police, Charity Organisers, Health Personnel.
- Drop down mornings are delivered depending on current issues within a year group eg. Internet Safety Day

5. Learning and Teaching Strategies

- Quality First Teaching is expected for SHINE lessons, in the same way that it is for subject specific lessons, so that the needs of all students are met
- SOW and lesson plans provided by the SHINE co-ordinators reflect a variety of teaching and learning experiences and styles, with an emphasis on active learning.
- SOW also provide pupils with opportunities to engage in activities which reflect local, national and international agendas.
- Peer mentoring projects are set up to allow year 8 and year 10 students to deliver modules on such issues as SRE and Fairtrade.
- The SEN department, IRC and Inclusion Mentor provide individual pupils with additional lessons on relationship building appropriate to their learning need.
- Staff inset provides opportunities for all staff to refresh their knowledge and understanding eg of SEAL, Safeguarding, SMSC.
- We encourage all students to take part in extra-curricular activities and lead on citizenship projects.
- We have a Student Council and Form Rep system to contribute to our SMSC ethos.
- We run a buddy system to add to our peer support programme.

6. Assessment recording and reporting

- Monitoring is done both informally via learning walks and formally via the PSHE co-ordinators and SLT lesson
- Questionnaires during student forums and council meetings.
- SHINE is part of the school SISE programme, involving formal lesson observations, staff and student questionnaires and optivote activities which inform action planning
- The assessment system involves topic stickers that involves both self and teacher assessment.
- Students also reflect on & record their progress in their student planner; work completed during SHINE sessions is stored in files which are audited for QA in line with whole school policy.

7. Confidentiality and Safety

- The Assistant Head teacher (Inclusion) advises staff via the Staff Inset programme on the first day back in September on issues surrounding confidentiality and safeguarding. It is made clear that the School Nurse is the only member of staff who can guarantee confidentiality on site. All staff have statutory level 1 Child Protection training.
- Form tutors create their own ground rules with their form when dealing with sensitive and controversial issues.
- Key policies about pupil and staff safety are available to staff on the G drive and are included in the student planner and website.
- Parents are informed when sensitive topics will be taught within the curriculum. This includes sensitive drop-down sessions we hold as part of our programme.

Associated policies

Safeguarding and Child Protection

Anti-bullying

Racial Equality

Community Cohesion

Cared for Children

Sex and Relationships

Inclusion

Equal Opportunities

Communication and Learning

Behaviour for Learning

Medical Needs

Special Needs

This policy has been informed by:

- The National Curriculum Programme Of Study for Citizenship, QCA 2007
- How To Implement The New Secondary Curriculum, ACT 2008
- The Big Picture Of The Curriculum, QCA 2008
- Making Sense of Citizenship CPD Handbook, Citizenship Foundation 2007
- Guidance On The Duty To Promote Community Cohesion, DCSF2008
- Citizenship; a scheme of work for Key Stages 3 and 4, QCA 2002
- Assessing Citizenship, QCA 2006
- Citizenship At Key Stages 3 and 4, QCA 2000
- Diversity and Citizenship Curriculum Review, February 2007
- Introduction to the National Healthy Schools Programme – NHSP, 2007 www.healthyschools.gov.uk

This policy was updated by AJR, in consultation with:

- the Leadership Team (inc. KS teams)
- the School Nurse
- our careers education & guidance PA (Cheshire East)
- our work related learning co-ordinator
- the Access Team
- student councillors and peer mentors

Next Review Date: July 2017