

# Harlington Upper School



## Personal Development (incorporating Personal, Social, Health and Economic Education and Citizenship) Policy

Policy No: HUS026

**Edition 3: July 2017**

**Approved By:** Full Governing Body

Document Control		
Edition	Issued	Changes from previous
1	21/06/2012	Change to responsibilities to reflect Personal Development Curriculum. Changes to the Teaching and Learning and content of learning.
2	16/03/2016	<ol style="list-style-type: none"> <li>1. New guidance that informs Personal Development teaching is taken into account.</li> <li>2. Amendments and additions to the aims and rationale.</li> <li>3. Changes to the content of learning.</li> </ol>
3	18/07/2017	Internal review to reflect changes from House to Year Pastoral System.

Policies/Documents referred to in this policy	Postholders/Persons named in this policy
QCA Guidance 2002, Ofsted Inspecting Citizenship 2002	Headteacher
DfES Every Child Matters: Change for Children 2004.	Deputy/Assistant Headteacher
Equal Opportunities Policy	Personal Development Coordinator
Prevent Strategy 2011	Heads of Year
Promoting fundamental British values as part of SMSC in schools	Teaching Staff
Citizenship programmes of study: KS3 and 4 National Curriculum section 2.5	Support Staff

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**Review Frequency: 3 Years. Next Review Due: March 2019**

### **Rationale**

Personal Development at Harlington combines Personal, Social and Health and Economic Education (PSHEe) and Citizenship education. The Prevent strategy and promotion of SMSC and British values are also evident within the Personal Development programme.

Citizenship education helps to provide pupils with the knowledge and skills to help them to play a full and active part in society. Citizenship education aims to prepare pupils to take their place in society as responsible citizens, to manage their money well and to make sound financial decisions.

The teaching of PSHEe described in Section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education, drawing on good practice'.

The Department for Education guidance states that the subject is 'an important and necessary part of all pupils' education ' and that it should aim to build on statutory guidance on drug education, finance education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

PSHEe and Citizenship at Harlington Upper School is planned provision towards the personal and social development of all students within a healthy school. The acquisition of skills, attitudes and values along with the knowledge and understanding gained is essential to ensure the entitlement of all pupils to spiritual, moral, social, cultural, mental and physical development. The experiences and knowledge developed are intended to prepare students for the opportunities, responsibilities and experiences of adult life whilst also developing them as responsible members of the school and wider community.

This is achieved through formal and informal learning, the Personal Development Curriculum, through older students and staff acting as role models, through input in assemblies, through input in tutor groups, charity work and through the general ethos of the school. Our school curriculum takes account of the requirements stated above. Continuous review and development of the rewards system aims to boost confidence and raise students self esteem.

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### **Aims**

Harlington Upper School seeks to comply with QCA Guidance 2002, Ofsted Inspecting Citizenship 2002 and DfES Every Child Matters: Change for Children 2004, the Department for Education guidance, the Prevent Strategy 2011, guidance on promoting British values as part of SMSC in schools, Citizenship programmes of study: Key stage 3 and 4 and the National Curriculum

The school believes that personal and social development lies at the heart of educational achievement and of helping each individual develop into a balanced, caring, responsible member of the adult world. In our school we aim through implicit and explicit learning experiences to:

- Build self reliance, self discipline and respect
- Foster an understanding of the beliefs, values and attitudes of others
- Encourage appreciation and respect that others may have ways of life, opinions and ideas that differ from their own
- Develop an enterprising and persistent approach to tasks and challenges.
- Learn a sense of fairness and responsibility, together with respect for the processes of law and the legal rights of others
- Develop a concern for and appreciation of the conservation of the natural world
- Deliver a programme of Personal Development (incorporating PSHEe and Citizenship) that is varied and engaging
- To promote British Values
- To support students with exams and study guidance
- To help prepare students for their future careers
- To ensure that the statutory subject content for Citizenship at KS3 and KS4 is taught

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#### Staff Responsibility

Governing Body	<ul style="list-style-type: none"><li>• Ensuring compliance with statutory requirements and DfES guidance</li><li>• Monitoring the implementation of policy</li></ul>
Headteacher	<ul style="list-style-type: none"><li>• Monitoring of policy, advice and consultation</li><li>• Whole School compliance with policy</li></ul>
Deputy Headteacher	<ul style="list-style-type: none"><li>• Management of co-ordinators</li><li>• Oversight of school-wide programme, quality of provision and suitability of visiting speakers.</li><li>• Ensuring assessment and monitoring</li></ul>
Personal Development (PD) Coordinator	<ul style="list-style-type: none"><li>• To formulate, review and manage the programme, including planning the Personal Development Curriculum</li><li>• Ongoing review of Curriculum provision</li><li>• Input including liaison with Middle Schools and outside agencies</li><li>• Arranging resources for form times and visiting speakers</li><li>• Letters to parents, for example sex education policy and right to withdraw</li></ul>
Heads of Year	<ul style="list-style-type: none"><li>• To review and manage the programme of form time activities.</li><li>• Monitoring quality of teaching &amp; learning</li><li>• To help maintain an effective rewards system</li></ul>
Teachers/Support Staff	<ul style="list-style-type: none"><li>• Delivery of lessons as planned</li><li>• To complete form time activities with their form groups</li><li>• Assessment and reporting to parents</li><li>• Support for activities and interaction with students</li></ul>

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#### **Teaching and Learning**

Pupils will be given frequent and regular opportunities to participate in the discussion of key PSHEe and Citizenship themes. This will allow them to develop their personal and interpersonal skills. Lessons will aim to be discussion centred with content that will help students engage with important life issues. Teaching and Learning in Personal Development will take place across the full curriculum, including whole school events such as charity events, educational visits, careers guidance, assemblies, form time, visiting speakers, Year Councils, the student leadership group, Personal Development lessons and taking into account prior learning at middle school.

The PSHEe and Citizenship curriculum will cover the national curriculum and statutory guidelines through Personal Development lessons, assemblies and the use of a regular form time slot where tutor based activities should be used. Lesson provision is currently delivered through Personal Development lessons in Year 9 and Year 10. In the 2016 – 2017 academic school year, this provision will increase in scope so that students will receive Personal Development teaching across Year 9, 10 and 11.

#### **Partnerships**

The school values working in partnership with parents and carers and the wider school community. This is seen as an essential element of PSHE and Citizenship and is promoted through:

- The Home School Agreement (included in the student planner)
- Use of the local community as a resource e.g. local employers, visiting theatre groups, peer educators, local councillors, local police and other outside agencies
- Work with local middle schools and colleges
- Social events and parents information evenings
- HUS family bulletin
- Reporting to parents

#### **Equality of Opportunity**

In accordance with the school policy, all children will have equal access to the Personal Development curriculum and resources. Consistent with the school's ethos and values, we will actively promote respect for each other, regardless of disability, sexuality, race or gender ensuring that cultural diversity is celebrated.

#### **Assessment, Recording and Reporting**

The assessment recording and reporting of the Personal Development Curriculum will take place in accordance with the whole school policy. Assessment will not be a judgement of worth, personality or value of an individual child or their family.

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### **Monitoring, Evaluation and Review**

Provision of PSHE and Citizenship will be monitored and evaluated by HTT and the Personal Development Coordinator and their team. The following checks will be made:

- That the whole school Personal Development (incorporating PSHEe and Citizenship) objectives are met
- Standards of teaching and learning expected are achieved
- Adequate resources are made available
- Appropriate reporting methods to parents are used
- Schemes of work are updated
- The quality of visiting speaker (when used) is appropriate