

BEBINGTON HIGH SPORTS COLLEGE



PSCHE POLICY

Agreed/Reviewed by Governors – see reverse

Personal Social Citizenship Health Education Policy

1 School Description

Bebington High Sports College is a modern, non-selective Community School, co-educational and all ability; it is mixed gender and the age range is between the ages of 11-18.

2 Policy Production

This policy has been updated by Mrs F Keery the PSCHE Co-ordinator.

3 PSCHE Aims

At Bebington High Sports College we aim;

- to teach pupils about their rights and responsibilities
- to teach pupils how to analyse and discuss significant issues
- to help understand how society works
- to encourage pupils to play an active part in society
- to inform pupils about human rights
- to teach pupils about diversity in its many forms
- to help pupils comprehend the importance of voting and democracy, parliament and other forms of government
- to teach pupils about the media and the free press
- to teach pupils about conflict resolution, consumers, employers and employees' rights
- to teach pupils about social and moral responsibility
- to teach pupils about community involvement
- to teach pupils about Global citizenship
- to teach political literacy
- to provide opportunities for all pupils to learn and achieve
- to promote pupils' spiritual, moral, social and cultural development to help prepare all pupils for the opportunities, responsibilities and experiences of life
- to support pupils in developing the confidence and responsibility and making the most of their abilities;
- to encourage pupils to develop healthy, safer lifestyles;
- to support pupils in developing good relationships and respecting the differences between people
- to encourage pupils to take responsibility for their own learning;
- to ensure that pupils work in groups of different sizes and compositions
- to encourage pupils to explore and discuss issues through informed discussions and debate, simulation activities or role play
- to provide opportunities for pupils to undertake work with adults other than teachers:
- to teach the importance of values and individual conscience and moral considerations
- to teach self respect and empathy for others
- to learn how to recognise and avoid exploitation and abuse.

4 PSCHE Curriculum Development

In Year 7 PSCHE will be delivered as part of REAL with support provided by Mrs F Keery and Miss N Gregg.

In Year 8 and Year 9 PSCHE will be delivered by a team following a scheme of work supported by resources Folen's Citizenship and PSHE.

At present there are no PSCHE timetables for Key Stage 4 students however Mrs F Keery is working along side Mr A Askew looking a various models to ensure that our students are provided with quality PSCHE education which is over and above the legal requirement.

Due to the nature of the subject Citizenship is also taught through other subject areas, please see appendix one for the whole school audit. Every class teacher should have a copy of the programme of study in their classroom along with the key words, to enable them to make reference to them when necessary.

5 Staff

At present PSCHE is delivered by a team of six staff.

The Citizenship Co-ordinator will be responsible for:

- links between the school and the wider community of the school
- providing schemes of work for Citizenship and PSHE lessons
- monitoring progress in Citizenship
- Liaison with other co-ordinators
- Co-ordinating assessment
- Attending local, regional and nation training/conferences/updates
- Liaison with governors
- Co-ordinating PSCHE enrichment activities
- Responsibility for celebrating and raising awareness of days of importance e.g. Remembrance Day, National AIDS Day, Christmas etc.

When Citizenship is being covered in a certain area of the curriculum the subject teacher will be able to identify the link between the subject and citizenship. The co-ordinators will monitor schemes of work for any changes or development in the schemes of work

6 Teaching and Learning approaches – PSCHE Guidelines and useful ideas.

Useful ideas in developing teacher styles for:

- Group work
- Peer teaching
- Discussions
- Role Play/Drama
- Brainstorming
- Use of ICT
- Use of television
- Assemblies

a Group Work

It is very important to establish rules for lessons. This can initially involve the pupils. If they are involved in making them, they are more likely to abide by them;

- e.g.
- Respect for others opinion
 - Listen without interrupting
 - Don't leave anybody out
 - Do not use language which could offend others
 - Do not refer to other people's personal lives
 - You don't have to share personal experiences or thoughts if you don't want to

Grouping Pupils

One way of grouping is to combine the class in different ways – groups of 2, 3 and 4 with at least two different combinations of those numbers. It is not always a good idea to have friendship groups. These can be supportive but can also be unbalanced, competitive or distracting

Carrying out group work

- Discuss strategies for working effectively as a group before the activity starts.
- Make co-operation the objective of the group. You could get the pupils to award themselves marks out of ten at the end of the activity.
- Get the pupils to nominate one member of each group for a merit certificate. It might be for leading, listening, helping others, or for a key contribution.
- Require a tangible outcome e.g. A set of notes, a piece of sugar paper covered in ideas or key points, a contribution to a display.
- Assign roles to each member of the group: reporting back, writing down, looking up facts, being chairperson, doing a particular task.
- If a formal presentation of the discussion/work is expected, insist that everyone must contribute.

b Peer Teaching

- Always give clear instructions and expect an outcome from all involved.
- Provide up-to-date resource material for any research, pitched at an appropriate level for the pupils involved.
- Allow rehearsal time or provide resources, such as OHP transparencies, poster paper, tape recorder.
- Act as a critical friend – offer suggestions that would enhance their original ideas. Do not take over.
- Give specific time allocations so that the pace is maintained.
- Allow time for the students to evaluate their own contributions.

c Discussions

- Any discussion must have structure. This gives the teacher more control and can make sure the discussion includes as many people as possible.

- It is important to make sure that everyone has a chance to think of something to say. This can be achieved by giving everyone a few moments to write something down or talk in small groups.
- Make sure that you remind everyone of the class ground rules. Don't allow interruptions.
- Remind everyone of the class rule to put your hand up before answering or speaking. Do not accept answers from anyone who calls out.
- Remind everyone that offensive remarks or facetious comments are unacceptable.
- Be prepared to stop a discussion to wait for silence, reinforcing the ground rules before you start again.
- Some pupils will want to contribute enthusiastically and almost take over. One strategy is to go round the room, taking one point from each pupil.
- Don't prolong the discussion if the class is getting tired of it. Prepare an alternative activity.

d Role Play/Drama

- Discuss your expectations with the class the lesson before. It is essential that they understand the need for control as they are likely to be more active and noisier than usual.
- You can use a variety of exercises as a warm-up. They can be alternated so that there is a controlled change of atmosphere. They can be used to get pupils concentrating, controlling themselves well, co-operating and giving commitment.
- Staying completely still and silent in a circle. Listening hard.
- Work in pairs. Pupils only say the words "It's Tuesday" They have "conversations" in "real" situations e.g. having an argument, puzzling over what an object is, defusing a bomb, attending a parents evening. Pupils have to focus on expression and situation, without having to worry about the actual words.
- Mirroring in pairs: one person follows another's actions exactly.
- Weekday emotions. Students each think of a different emotion for each day of the week e.g. on Monday, you find out you win the lottery, so very happy: on Tuesday, cat is run over, so very sad. Practise expressing each one in an exaggerated way. At any point, if the teacher shouts out a day of the week (with no warning), pupils have to instantly express that day's emotion.

Role Play

- This is where students take on roles to explore a situation.
- Always structure role play very carefully, so that it is controlled and focused.
- Explain your aims. Why are the students doing this? What are they exploring? What should they be focusing on?
- Assign roles, rather than letting pupils choose them.
- Always allow some thinking time before starting. It could be a period of note taking or research, or it might be just a few seconds of focusing on the role.
- Establish clear guidelines for starting and stopping.
- Sometimes, it is effective to run a silent role play first as though the volume is turned down.
- Get the students to perform their role play so that other students can comment on them and give feedback.
- After a role play, invent a writing activity which extends it: a letter, a diary entry, a report.

- To get students to reflect on how they are working and to tighten their work as you go along, it is useful to keep referring to some key words e.g. control, concentration, co-operation, commitment.

e Mind Mapping

This is a creative way of generating lots of ideas in a short space of time. It allows for maximum participation. It can be used to generate common definitions and to plan activities. It can also be used as an ice breaker or where pupils find it hard to contribute.

- Key Rules – accept every idea uncritically and write it down. Aim for quantity not quality. No discussion until after the time limit has ended.
- Leading a Mind map – Explain the topic or issue clearly to the group. Write them on the board/whiteboard/OHP. Make sure the list is visible to all. Set and enforce a time limit of about five minutes. At the end of the time, go through the list and code the responses e.g. cross out all the impossible or unrealistic responses, the ones they want to use, tick the ones they would use, underline any not understood by the whole group. Allow time for general discussion

f Use of ICT

Using the Internet for research

- Book the computer facilities well in advance.
- Before using the Internet for research, carry out some preliminary searches and bookmark key sites.
- Make sure there is well defined task with a clear outcome.
- Make the task as specific as possible to avoid aimless surfing.
- Keep a regular check on all pupils.
- Have an alternative non-computer based activity prepared. This will be useful if the computer system crashes, if a pupil is constantly off task or if the pupils finish early.
- Ask the pupils to check with you before they print so that you can check that the information is useful.

Using ICT to produce a piece of written work

- Check the number of computers available and organise the pupils accordingly.
- Make sure the pupils have the relevant IT skills (Check with their IT teacher).
- Make sure everyone has planned what they will be writing and have produced a first draft. Time can therefore be used, concentrating on ICT skills rather than on content of work.
- Encourage pupils to save their work regularly and use spell check facilities. Allow them to print a draft copy for proof reading for errors before submitting their work.

Assemblies

- Make sure the pupils work to a script. Check to make sure it is suitable.
- Ensure no one is given an unsuitable role that may lead to embarrassment.
- Make sure the material is of the right length. Make some roles interchangeable in case of absences on the day,

- Rehearse in the space where the assembly is being held so that the pupils are familiar with it and speak loudly enough.
- Help them to find any props or visual aids.
- Ensure they arrive early before assembly is due to take place so that alternative arrangements can be made if anyone is absent.

Use of Televisions

- Be selective about what you show. Often an extract can have more impact than a whole programme.
- Require a tangible outcome. Give a list of questions to be answered, some points to particularly watch for.
- Use the pause button to ask questions and keep the class on task e.g. what do think will happen next? What do you think X is thinking right now?

PSCHE can be taught in many different ways, above are some suggestions. Please feel free to share good practise via the VLE.

7 Resources

- Resources support the school's agreed aims, the aims of the lessons and the objectives and value the framework for Citizenship and PSHE
- Resources conform to the legal requirements of Citizenship and PSHE
- Resources are appropriate to the needs of the pupils
- Resources avoid stereotyping
- Resources portray positive images of a range of young people
- Resources can be used a discussion materials
- Resources are adaptable for use with all pupils
- Resources are factual and up to date
- Clear instruction are on resources, and they are easy to use
- Resources encourage active and participatory
- Resources allow the opportunity for different learning styles to be achieved

The PSCHE co-ordinator and line manager are responsible for selecting, storing, distributing and maintaining the Citizenship resources.

Please let me know if you require any additional materials before your lessons and I will endeavour to get them to you before the lesson.

8 Evaluation

Class teachers should evaluate their lessons and if findings would be of benefit to other staff they can use the VLE to share their experiences.

9 Assessment

At the end of Key Stage 3, Class teachers are asked to comment upon whether the pupil is working below, at, or above or exceptionally above the Statement of Intent for the Programme of Study, this information is collated and given to Wirral LEA by the PSCHE Co-ordinator.

10 Specific Issues

When teaching controversial issues pupils should be able to learn that life experience is central to PSCE and sensitive and controversial issues are certain to arise.

Teaching should therefore encourage pupils to recognise bias, look at different views and opinions, evaluating them, accepting others and learn to deal with conflict, "When dealing with controversial issues, teachers should adopt strategies that teach pupils how to evaluate evidence put before them and how to look for alternative provisions, viewpoints and source of evidence, above all to give good reasons for everything they say and do, and expect good reasons to be given by others." (QCA;1998;68)

Equal opportunities – the need for balance should not inhibit stance against racism, disability and other forms of discrimination that demand a clear and positive stand.

Our common values require that there are some behaviours which we should not tolerate e.g. cultural bias, bullying, cruelty in all forms are never acceptable. Also see the schools Whole School Policy on Social Inclusion, Equal Opportunities, Bullying, Child Protection, Drugs Education, Sex Education and Confidentiality policies. These are all to be found in the Pastoral Information handbook, for further guidance please see either Miss N Maclennan or Miss F Keery.

Our Sports College status also gives the opportunity through Community Sports Leader and Junior Sports Leader to participate in the wider community, linking with primary schools in the surrounding areas. We are also part of the Healthy Schools Initiative to develop healthy safer lifestyles. The school also has the learning challenge that supports pupils and giving them responsibility for their own learning in a structured and supportive way.

We also have a school charity that allows the pupils to have responsibility for the wider and global community. The school council benefits from support of the Youth Forum enabling our pupils to understand real life situations and help comprehend the importance of voting and democracy.

11 Links to other Policies

PSCE like any other subject area will follow the whole school guidance on marking and presentation.

The Homework Policy

Homework is to be set by the Class Teacher. The homework maybe to research or read further into issues that they have been discussing in class it is up to the class teachers' judgement and professionalism. Please keep a note of this on your record sheet and pass to the co-ordinators at the end of each half term.

The Absence Policy

If you know you will be absent for a PSCE lesson please set the work for your class. If you are unable to set work prior to your absence make this known when reporting your absence

PSCHE will be covered in the schools Quality Assurance Cycle.

Due to the nature of PSCHE and how it is being taught in our schools, PSCHE effects almost every policy in the school, it is difficult to separate a subject which encompasses the fundamental principles of education in our society, "The increasingly complex nature of our society, the greater cultural diversity and the apparent loss of value consensus, combined with the collapse of traditional support mechanisms such as extended families the task of introducing young people to the rights and responsibilities of citizenship and the values on which concept of law and justice rest." (Citizenship Foundation 1994; 59)

PSCHE is not only in the formal education of pupils through the reporting and teaching of Citizenship in subjects and in the reporting and teaching of PSCHE lessons; it also plays a part in the everyday ethos of the school.

PSCHE is involved in the nurturing and development of every pupil through behaviour, reward and discipline; the everyday life of the school.

APPENDIX ONE

Key Stage 3

Key Concepts

There are a number of key concepts that underpin the study of citizenship. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Democracy and Justice

- a Participating actively in different kinds of decision-making and voting in order to influence public life.
- b Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict
- c Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.
- d Understanding and exploring the roles of citizens and parliament in holding government and those in power to account.

1.2 Rights and Responsibilities

- a Exploring different kinds of rights and obligations and how these affect both individuals and communities.
- b Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.
- c Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.

1.3 Identities and diversity: living together in the UK

- a Appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK.
- b Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.
- c Considering the interconnections between the UK and the rest of Europe and the wider world.
- d Exploring community cohesion and the different forces that bring about change in communities over time.

These are the essential skills and processes in Citizenship that pupils need to learn to make progress.

2.1 Critical thinking and enquiry

Pupils should be able to:

- a engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems
- b research, plan and undertake enquiries into issues and problems using a range of information and sources
- c analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias.

2.2 Advocacy and representation

Pupils should be able to:

- a express and explain their own opinions to others through discussions, formal debates and voting
- b communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research action and debate
- c justify their argument, giving reasons to try to persuade others to think again, change or support them
- d represent the views of others, with which they may or may not agree.

2.3 Taking informed and responsible action

Pupils should be able to:

- a explore creative approaches to taking action on problems and issues to achieve intended purposes
- b work individually and with others to negotiate, plan and take action on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately
- c analyse the impact of their actions on communities and the wider world, now and in the future
- d reflect on the progress they have made, evaluating what they have learnt, what went well, the difficulties encountered and what they would do differently.

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes. Citizenship focuses on the political and social dimensions of living together in the UK and recognises the influence of the historical context. Citizenship also helps pupils make sense of the world today and equips them for the challenges and changes facing communities in the future. The Study of citizenship should include:

- a political, legal and human rights, and responsibilities of citizens
- b the roles of the law and the justice system and how they relate to young people
- c key features of parliamentary democracy and government in the constituent parts of the UK and at local level, including voting and elections
- d freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power to account
- e actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment
- f strategies for handling local and national disagreements and conflicts
- g the needs of the local community and how these are met through public services and the voluntary sector
- h how economic decisions are made, including where public money comes from and who decides how it is spent
- i the changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions perspectives and values that are shared
- j migration to, from and within the UK and the reasons for this
- k the UK's relations with the European Union and the rest of Europe, the Commonwealth, the United Nations and the world as a global community.

Key Stage 4

Key Concepts

There are a number of key concepts that underpin the study of citizenship. Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding

1.1 Democracy and justice

- a participating actively in different kinds of decision-making and voting in order to influence public life
- b weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict
- c considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society
- d understanding and exploring the roles of citizens and parliament in holding government and those in power to account

1.2 Rights and responsibilities

- a exploring different kinds of rights and obligations and how these affect both individuals and communities
- b understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.
- c investigating ways in which rights can compete and conflict and understanding that hard decisions have to be made to try to balance these.

1.3 Identities and diversity: living together in the UK

- a appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK
- b exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them
- c considering the interconnections between the UK and the rest of Europe and the wider world
- d exploring community cohesion and the different forces that bring about change in communities over time

These are the essential skills and processes in citizenship that students need to learn to make progress.

2.1 Critical thinking and enquiry

Students should be able to:

- a question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems
- b research, plan and undertake enquiries into issues and problems, using a range of information, sources and methods
- c interpret and analyse critically sources used, identifying different values, ideas and viewpoints and recognise bias
- d evaluate different viewpoints, exploring connections and relationships between viewpoints and actions in different context (from local to global)

2.2 Advocacy and representation

Students should be able to:

- a evaluate critically, different ideas and viewpoints including those with which they do not necessarily agree
- b explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions, including formal debates and votes
- c present a convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them

2.3 Taking informed and responsible action

Students should be able to:

- a explore creative approaches to taking action on problems and issues to achieve intended purposes
- b research, initiate and plan action to address citizenship issues, working individually and with others
- c negotiate, decide on and take action to try to influence others, bring about change or resist unwanted change, managing time and resources appropriately
- d assess critically the impact of their actions on communities and the wider world now and in the future, and make recommendations to others for further action
- e reflect on the progress they have made, evaluating what they have learnt from the intended and unintended consequences of action, and the contributions of others as well as themselves.