

THE CHANTRY SCHOOL
CITIZENSHIP, PERSONAL & SOCIAL EDUCATION (CPSE) POLICY

Rationale:

CPSE at Key Stage 3 and 4 endeavours to help pupils to lead confident, healthy and responsible lives as individuals and members of society. We provide many opportunities to promote pupils' personal and social development through the curriculum, including: belonging and identity; sex and relationship education, substances education, financial education, Careers education, personal health (physical and mental), bereavement and British values, e-safety, the environment, politics, human rights and abuses, including FGM.

Through work in lessons and a range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they may face as they approach adulthood. CPSE gives pupils opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature and to show respect for the diversity of and differences between people. It develops pupils' well-being and self-esteem encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

Aims of the CPSE Programme:

- To enable all pupils to develop as fully as possible their interests, abilities and aptitudes and to make additional provision for those who are in any way disadvantaged,
- To allow pupils to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions,
- To experience enjoyment of learning so that they may be encouraged to take advantage of educational opportunities later in life,
- To develop appropriate skills in literacy and numeracy,
- To develop programmes of study and experiences which will enhance pupils' self-respect and confidence and encourage them to take responsibility for themselves and their actions,
- To provide pupils with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work,
- To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment,
- To equip pupils for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers,
- To encourage appreciation of, and concern for, the environment,
- To develop interests and skills that will continue to give personal satisfaction in the use of leisure time.
- To establish partnerships between the school and the community it serves and help to develop an understanding of the wider community and the ways in which individuals and school relate,
- To develop a curriculum which enhances pupil's knowledge and experience and allows them to learn about themselves and the society in which they live, through a variety of social and moral issues,
- To provide pupils with the experience of school as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture or ability,
- To enable pupils to make informed choices when considering the development of a healthy and safer lifestyle,

- To give pupils the confidence to discuss difficult issues by encouraging non-judgmental participation by pupils and staff.

Curriculum:

CPSE cannot always be confined to specific timetabled time. CPSE is delivered within a whole school approach which includes:

- Discrete curriculum time delivered by specialist teams under the umbrella teams on fortnightly basis: Relationships, Work Related Learning, Citizenship- social, Citizenship- political, Health. Well being,
- Teaching CPSE through and in other subject/curriculum areas including RS, English, science, maths, food, computing, history, geography, MFL, PE and business (see audit),
- Formal Assemblies and Form Tutor time are used to deliver aspects of the programme e.g. Anti-Bullying and other relevant topical issues,
- School focus days or events with outside speakers and/or external agencies
- Outside of the main curriculum the following add value to PSHE within the wider school context: mentoring, buddying, guest speakers, educational visits and school trips, residentials, sports teams & house activities, sports leadership, mini enterprise schemes, work experience
- Through pastoral care and guidance.

Delivery – Who and How:

Aspects of CPSE are delivered by ‘specialists’ teams, and where appropriate/available by outside agencies who are specialists in their particular field. Lessons will be well planned in advance allowing for detailed sensitive planning taking into account pupils that may find certain issues difficult. When a particularly sensitive issue is to be covered a letter will be issued informing parents.

Same gender staffing will be used as appropriate for particular areas of the curriculum (sex education, STI’s, Breast & Testicular Cancer awareness).

Good teaching will use a variety of methods during lessons and across various units of work. All staff are encouraged to use a variety of flexible, active learning methods:

- Stating what is to be learnt
- Good questioning skills.
- Ground rules.
- Working together.
- Understanding another point of view.
- Reflection, review and evaluation.
- Role play.
- Discussion and debate.
- Voting

Assessment:

Assessment will take place in the classroom as is appropriate to the task being undertaken. In oral work or role play this may be simply an observation of the learning outcome. In some cases there may be written evidence. Self and Peer assessment will be actively encouraged and pupils allowed time to reflect on their progress and achievement.

Confidentiality:

Relationships between staff and pupils are central to the ethos of our partnership. It is important that appropriate ground rules are established for CPSE work and that staff and pupils are aware that any discussions during CPSE should not be repeated outside of the classroom. However, if a member of staff

becomes worried about a child's health, state of mind or safety as a result of comments during CPSE the concerns should be shared with a member of SLT (as stated in school policies for Safeguarding/Child Protection policy).