



C14: PERSONAL AND CITIZENSHIP EDUCATION POLICY

Approved by Governing Body	Date	3 November 2014
Last reviewed: November 2014	Next Review:	November 2016

1. AIMS

The school's overarching aims (see A2 'Aims of School') for our pupils are:

- to enable each pupil to reach the highest possible level of academic success and personal growth.
- to do this within a community which shows concern for and sensitivity to the welfare of others and promotes the key qualities of courage, consideration and courtesy.
- to see as equally important the development of the moral, imaginative and creative capacities of each child.
- to encourage pupils to develop qualities of enthusiasm, self-confidence, perseverance and self-discipline and the skills of performance, critical thinking and collaboration.
- to guide pupils to see their school as part of the local community, sharing the values of good neighbourliness and understanding that difference is a source of enrichment.
- to prepare students for adult life and the world of work, including giving them the skills and confidence they need to use technology well.

Our programme of Personal and Citizenship Education (PACE) seeks to support the achievement of these aims by using non-statutory material to build upon on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. Our programme of PACE promotes the school values of Respect, Responsibility and Relationships (see A2 'Aims of School').

2. LEGAL REQUIREMENTS

Personal and Citizenship Education (PACE)

The relevant duties are set out in the 2002 Education Act (section 78) and the 2010 Academies Act (section 1) which state that:

'The curriculum for a maintained school...satisfies the requirements of this section if it is a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'.

While Personal, Social and Health Education (PSHE) is a non-statutory subject, Section 2.5 of the National Curriculum framework document states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

Meanwhile, Citizenship is a statutory National Curriculum subject and must therefore be taught to all students in Key Stage 3 and 4.

The 2006 Education and Inspections Act places a duty on Governing Bodies 'to promote the well-being of pupils at the school' (section 38). Schools also have statutory responsibilities in relation to promoting pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006, section 38). Personal and Citizenship Education plays an important part in fulfilling all of these responsibilities.

Schools also have wider responsibilities under the Equalities Act 2010 (especially section 85) and should ensure that they do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. It is also crucial for lessons to help children to realise the nature and



consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

Alongside existing guidelines on information schools must publish on their website (as outlined in Schedule 4 of the School Information (England) Regulations 2012) there is now a requirement for schools to publish details of their PACE education curriculum. Additionally, the Department continues to require schools to publish their sex and relationships education policy

Sex and Relationships Education (SRE)

The relevant duties are set out within the Education Act (1996), the Learning and Skills Act (2000) and the Equality Act (2010). The requirements are that:

- It is compulsory for all maintained schools to teach some parts of sex education i.e. the biological aspects of puberty, reproduction and the spread of viruses. These topics are statutory parts of the National Curriculum Science which must be taught to all pupils of primary and secondary age.
- There is also a separate requirement for secondary schools to teach about HIV and AIDS and sexually transmitted infections.
- The broader topic of sex and relationships education (SRE) is currently not compulsory but is contained within non statutory PACE education within the National Curriculum and is strongly recommended within Government SRE Guidance (2000). School governors are in law expected to give 'due regard' to this guidance.
- Both primary and secondary schools are legally obliged to have an up-to-date SRE policy that describes the content and organisation of SRE taught outside the Science Curriculum.
- It is the responsibility of the school's governing body to ensure that the policy is developed and is made available to parents. Parents have a right to withdraw their children (until the age of 19) from any school SRE taught outside the Science Curriculum.
- Schools have a legal duty to ensure the well-being of their pupils and SRE contributes to this duty.
- Schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination.
- Schools must ensure equal opportunities in the education they provide, so it would not be lawful for schools to provide SRE only for girls or only for boys.
- Pupils are protected from discrimination because of pregnancy and maternity in school as it is now unlawful for schools to treat a pupil less favourably because she becomes pregnant or has recently had a baby.

3. KEY PRINCIPLES AND TEACHING METHODOLOGY

A key principle of Personal and Citizenship Education at The Hemel Hempstead School is that students are given all the material they need to make informed choices. Underlying this is the need to assess students' prior knowledge of the topics being covered. At this stage, misunderstandings, gaps in knowledge and 'myths' need to be addressed. Students are then assisted to develop their knowledge to age-appropriate level and encouraged to make positive, healthy choices based on a strong sense of personal identity and self-esteem.

Some of the PACE learning objectives are repeated across key stages and some may have been covered in primary schools. There is no intention to repeat learning experiences, but to value previous learning by reflecting upon it in class and constructing a progressive curriculum in which understanding is deepened and broadened by age-appropriate learning experiences.

A range of teaching methods is used in order to follow these principles, including:

- Discussion (paired, group, whole class)
- Self-reflection
- Self-assessment



- Quizzes
- Questionnaires
- Teacher instruction
- Expert speakers
- Film clips
- Games
- Debates
- Formal writing activities e.g. letters of application, condolence cards
- Essays

4. COVERAGE

Selection of topics is determined primarily by the needs of our students. We assess these needs in a variety of ways including surveys, questionnaires, School Council discussions, rewards and consequences data, attendance data, bullying and racism logs and concerns raised by students and parents. Heads of Year are responsible for choosing topics for the year groups, with the support and advice of the Assistant Head for their key stage, who takes a general overview of provision across the key stage.

In addition, we draw upon various sources of advice and guidance when selecting topics including National Curriculum programmes of study, Ofsted surveys and reports, local authority consultants, subject associations and good practice in other schools.

Coverage is outlined in schemes of work for each year group. These cover both timetabled PACE lessons and weekly assemblies. A comprehensive list of the topics which would typically appear in these schemes of work is contained in Appendix 1:

5. ASSESSMENT

Assessment in Personal and Citizenship Education focuses on learning specific to the subject. It needs to measure, therefore, progress beyond prior knowledge of the topics covered. However, it is not appropriate for students to be graded, levelled or for them to pass or fail their courses in this subject. Hence, assessment is purely formative, designed to help the teacher judge the quality of student learning and demonstrate this to other interested parties. This may take a range of forms including observation or peer, self and group assessment.

6. MONITORING AND CONSULTATION

Monitoring and evaluation of PACE is carried out as part of the school's monitoring and evaluation procedures. To this end, the aim is that all staff teaching PACE are observed during the year and constructive appreciation and areas for development discussed with them. PACE is included on the schedule for Teaching and Learning Team monitoring. PACE is a standing agenda item at Heads of Year meetings, allowing for liaison between Heads of Year and Leadership Team members. Additionally, the teaching and learning of PACE is discussed on a regular basis with the School Council. The school communicates with parents via newsletters and focus evenings, outlining the content of PACE programmes for the year, for example, and reminding parents of their right to withdraw children from sex education that is not taught as part of the statutory curriculum.

7. EQUALITY AND INCLUSION

The Hemel Hempstead School is committed to addressing all issues of equality, including those relating to culture and social inclusion. To this end we have tried to ensure that all students' needs have been considered when planning the learning objectives, schemes of work and curriculum materials. We also aim to take feedback from students about the cultural appropriateness of teaching and learning styles adopted. PACE supports the work of the school in meeting its duties under the Equality Act 2010 (see policies C37 and C37a).



8. TIMETABLING

PACE is a timetabled subject in Years 7 to 11. Timetable allocation is one period per fortnight in Key Stage 3 and two periods per fortnight in Key Stage 4. In addition, assembly, tutorial and other 'informal' curriculum time is allocated to PACE. When staffing lessons, the aim is to deploy teachers who demonstrate sensitivity, flexibility, a high degree of interest in the range of topics covered, good relationships with students and the ability to engage and enthuse classes.



APPENDIX ONE

The following is a list of the topics which would typically be found in schemes of work for Personal and Citizenship Education:

Key Stage 3	Key Stage 4
<p>Health and well-being Self-esteem Mental health Physical change and puberty Emotional change and puberty Sexual activity Contraception Personal hygiene Physical activity Diet, exercise and healthy eating Body image Eating disorders Reducing risk Basic first aid and life-saving Alcohol Substance use Health services Relationships Secondary transfer Values Positive relationships Team work Communications skills Emotions Types of relationships Family roles and responsibilities Breakdown and change Friendships Intimacy Sex, gender, sexuality and sexual orientation Consent Bullying E-safety Wider world and careers Target setting Diversity Discrimination and stereotypes Types of work Work and young people Career choices and pathways Key Stage 4 Options Enterprise, business and risk Gambling Social and moral dilemmas about money Citizenship Democratic government Parliament Liberties Law and justice Voluntary sector</p>	<p>Health and well-being Self-esteem Mental health Health information and services Personal health monitoring (especially breast and testicular cancer) Sexual activity Contraception Effects on unborn children Body image and associated health risks (especially cosmetic surgery) Health and safety Basic first aid and life-saving Personal safety Alcohol Substance use Diet, exercise and healthy eating Relationships Emotions Positive relationships Unhealthy and / or abusive relationships Parenting skills Family roles and responsibilities Breakdown and change Pornography Sexual Ethics Exploitation Bullying Harassment and stalking Consent Domestic abuse Accessing support Sexual diversity Impact of drugs and alcohol Respect and readiness Reducing risk E-safety Assertiveness Wider world and careers Target setting Challenging discrimination Extremism and intolerance Harassment Employability skills Information, advice and guidance Career opportunities Changing employment patterns Work experience (if suitable opportunities available) Rights and responsibilities at work Workplace attitudes and values</p>



<p>Opportunities to participate Money</p>	<p>Career identity (especially letters of application, curriculum vitae) Transitions and post-16 Options Finance Consumer rights Citizenship Parliamentary democracy Electoral systems Other systems and forms of government Local, regional and international governance Human rights and international law The legal system Diversity Opportunities to participate Money (private and public) Religious Education Believing in God Matters of life and death Marriage and the family Religion and community cohesion</p>
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APPENDIX TWO

LINKS TO OTHER SUBJECTS

The links below refer to National Curriculum Programmes of Study applicable from September 2014

Computing

Key Stage 3

Pupils should be taught to understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

Key Stage 4

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

All pupils should be taught to understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

Design and technology

Key Stage 3

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to understand and apply the principles of nutrition and health.

Geography

Key Stage 3

Pupils should be taught to understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.

History

Key Stage 3

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning.

Modern Foreign Languages

Key Stage 3

Pupils should be taught to read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.



Physical Education

Key Stage 3

Pupils should develop the confidence and interest to get involved in exercise, sports and activities outside of school and in later life, and understand and apply the long-term benefits of physical activity.

Pupils should be taught to take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.

Key Stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.

Religious Education

Key Stage 3

Pupils should be taught about

- different forms of commitment within families and religious groups, the notion of vocation and the teachings and moral principles upon which these are based.
- to recognise their own thoughts and feelings on the cycle of life and religious responses to this
- to explore responses to ultimate questions including religious and non-religious beliefs teachings and ideas.
- to explore and acknowledge the basis of their own beliefs and values;
- about issues relating to fairness, justice and duty within society and the world;
- about a variety of types of prejudice and discrimination that affect relationships between individuals and groups and ways of counteracting these effects.

Key Stage 4

Religious Education is taught as part of PACE at Key Stage 4.

Science

Key Stage 3

Pupils should be taught to evaluate risks.

Pupils should be taught about:

- content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed
- calculations of energy requirements in a healthy daily diet
- the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases.
- the impact of exercise, asthma and smoking on the human gas exchange system.
- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
- the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.