



CALLINGTON COMMUNITY COLLEGE (FOUNDATION SCHOOL)

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE) KEY STAGES 3 & 4

Aims

Learning about personal well-being and economic well-being contributes to achievements of the curriculum aims for the students to become:

- Successful learners
- Confident individuals
- Responsible citizens

We encourage students to develop themselves and to play a part in the development of others. There is a supportive college ethos where positive relationships are important and there is a safe and secure environment which is conducive to learning.

Rationale

Personal Well-being: helps students to embrace change and feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. It creates a focus on the social and emotional aspects of learning identified in the SEAL framework.

Economic Well-being: equips students to deal with the rapidly changing opportunities in learning and work. It improves motivation by helping them to see the relevance of their learning in school to their future lives.

Key Concepts

Economic Well-being:

- Career Development
- Enterprise

Personal Well-being:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships
- Diversity

Key Processes

Economic Well-being:

Critical reflection
Decision- making and managing risk
Developing relationships and working with others

Personal Well-being:

Self awareness
Career exploration
Enterprise
Financial capability

Range and Content

Students study:

Emotional health
Health and lifestyle choices
Sex and relationships
Substance use and misuse
Basic First Aid
Attitude and values to work and enterprise
Money management and debt

Curriculum Opportunities

Students learn to:

Express their opinions confidently
Work with visitors in the wider community
Use the internet for research
Lead discussion in small groups
Prepare for and reflect on transitions

Provision

Year 7	–	As part of the Communications course
Year 8	–	One module (12 hours)
Year 9/10/11	–	One hour a week shared with Citizenship (18 hours)
Year 12/13	–	Occasional presentations by outside staff

WILL Period and ISIs by tutors also contribute to PSHEE.

The provision of Tic-Tac at second break enables students to access confidential help from medically trained staff.

On-Route – a peer support service is run by Year 13 students for KS3 students.

Subjects such as Biology, Drama, Maths, Health & Social Care, English, Belief & Cultures and PE particularly contribute to PSHEE development.

Teaching and Learning Styles

Our college recognises that student's well-being will be enhanced if their learning experiences have enabled them to take responsibility for their own learning. Teachers are trained to use a range of active learning methods which allow students to explore relevant issues through lessons and college life.

Teachers use a range of teaching and learning styles that place an emphasis on active learning by including students in discussions, enquiries and problem-solving activities. Students contribute their opinions on issues such as health and teenage issues.

Dealing with controversial and sensitive issues

At Callington Community College, we recognise that due to the nature of some of the content of the PSHEE programmes of study, that students may sometimes ask a difficult question or express a controversial view. Teachers are trained to establish ground rules in the classroom and use group work techniques to ensure both they, and the students, are comfortable in the classroom environment. Students are reminded that Tic-Tac and The Zone (in Plymouth) can offer them confidential advice.

Assessment, Recording and Reporting

Assessment needs to provide a view of the whole learner. Students are assessed at the end of each half term on their attitude and contributions to group discussions, as well as their personal achievements. It is acknowledged that some process may be private. Some judgments are made through self and peer assessments.

Students have the opportunity to reflect on their own learning, set personal goals, and agree on strategies to reach them.

Special Educational Needs

Students experience group work regardless of their ability. Account is taken of targets set in Individual Educational Plans.

Visitors

Visitors have a role in contributing to PSHEE programme under the guidance of the Head of PSHEE. Visitors are always supported by a teacher in the classroom.

Brook & Intercom (sexuality issues), The Safe Project (Domestic Violence), The Blitz projects (alcohol issues), St. Luke's Hospice, Plymouth, The Red Cross, and The Breathers (Smoking Project) have all contributed successfully to our PSHEE lessons.

Links

All subject policies should indicate their contribution to Citizenship Education in college. This policy has links to other college policies on:

Confidentiality Policy
Assessment, recording and reporting
Equal Opportunities/Inclusion
Bullying

Child Protection
The Involvement of Visitors in School
Sex and Relationship Education
Substance Use and Misuse
Behaviour

Staffing

All teachers and support staff are expected to contribute to the personal wellbeing and economic education of the students. However, the Head of PSHEE plans and monitors schemes of work for the PSHEE team. In-house training is on-going for the department provided by Jennie Kramer.

Management

Jennie Kramer – Head of Citizenship, PSHEE and Healthy Schools Co-ordinator (Link Manager Tony Rodi). Jennie has undertaken CPD in PSHEE and received the Certificate of Achievement in PSHHE with Sex and Relationship education.

Resources

Resources are kept in the cupboard in E3 and the schemes of work are kept in the Office just outside E3.

Teachers

Jennie Kramer	KS3, 4 & 5
Gemma Hood	KS3 & 4
Paul Stanley	KS4
Fiona Taylor	KS3
Kath Taylor	KS3
Community Service Volunteer	

Dissemination

The following members of the college community were involved with the development of this policy: teachers, students, Governors, parents, support staff, LA advisers.