THE NATIONAL MATHEMATICAL AND SCIENCE COLLEGE

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE) AND CITIZENSHIP

This policy applies to the whole college including boarding and is publicly available on the College website and a copy may be obtained from the College Office

Legal Status:
- Complies with Part 1, Paragraph 2 (2) (vi) and Part 2, paragraph 5 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- The Prevent Duty: Departmental Advice for Colleges and Childcare Providers (DfE: June 2015)

Related Documents:
- The Teaching and Learning Policies; The Safe Guarding Policies; Child Protection and Anti-Bullying
- Spiritual, Moral, Social and Cultural (SMSC) Development; Personal Social Health and Economic Education and Citizenship Programme; Sex and Relationship (SRE) Policy; Equality and Diversity Policy; Inclusion Policy; Special Educational Needs and Disability (SEND) Policy; Prevent Duty; Preventing Extremism and tackling Radicalisation Policy

Monitoring and Review:
This policy will be subject to continuous monitoring, refinement and audit by the Proprietor. Our monitoring will be based on observations and personal discussion so that relevant modification to Schemes of Work can be undertaken swiftly and effectively. The Proprietor will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Martin Stephen
Principal
Date reviewed: September 20167
Date of next review: September 2018

PSHE education and citizenship in our College encompasses all areas designed to promote student’s personal, social and health development. It allows students to build the knowledge, skills and understanding they need to stay healthy and safe, develop worthwhile relationships, respect differences, improve independence and responsibility, make the most of their own abilities and those of others. It has strong links with Spiritual, Moral, Social, Cultural Values, and the National Healthy Colleges programme. We are a college for students ages between 15 and 19; young people who are academically gifted and intellectually inquisitive; young people who will become the business innovators, entrepreneurs, academic researchers and political leaders of their generation. This policy addresses the risks and importance of acting on, identifying and referring the signs of radicalisation. Our College will refer pupils identified as being at risk of radicalisation to either Channel or Children’s Social Care. We will normally consult
parents but consent is not required for a referral.

**Personal:** The personal aspects of PSHE education look to develop the whole individual. It supports the progression of qualities and skills students already have. Through becoming aware of their own emotions and how to manage them, students can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.

**Social:** The social element focuses on cohesion in both the College and wider community. It aims for students to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Children learn to value each other’s individuality and explore issues such as bullying including racist, homophobic and cyber-bullying. Sex and relationships is also a crucial part of social and health education to ensure that children have the information and understanding to make informed choices.

**Health:** Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet twined with physical activity to ensure a high level of physical and mental well-being. It also covers issues such as substance and alcohol abuse and the impacts this can have on the individual and others around them.

**Economic:** Economic education aims to teach students about the economy and how to manage their personal finance. It aims to provide students with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

**Aims:** The National Mathematical and Science recognises that the personal and social development of pupils is increasingly a major aim of education. Far from being on the fringes, PSHE education is at the heart of everything that takes place in a College. As the students grow up they will begin to encounter more and more people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and distances between its different cultures and beliefs. We provide a balanced and broadly based curriculum that:
- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils at the College for the opportunities, responsibilities and experiences of adult life.

The National Mathematical and Science embraces this as the backbone of its PSHE education philosophy. With all this in mind, the PSHE education programme aims to instill an understanding in all the pupils that academic success is not sufficient on its own for success. PSHE education is essentially concerned with the education of the whole person rather than with the knowledge that person needs. PSHE education is also intended to complement classroom teaching in that it assists other bodies in the College in monitoring and assisting with the development of the emotional and social well-being of students. The aim of PSHE education is to help pupils and young people understand and value themselves as individuals and as responsible and caring members of society. We want our pupils to like themselves and to feel confident. To this end we will:
- Promote a healthy lifestyle;
- prepare pupils for the opportunities, responsibilities and experiences of adult life;
- offer our pupils the opportunities to achieve their physical, psychological and social potential;
- promote attitudes and behaviour which contribute to personal, family and community relationships;
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs;
support pupils to be thoughtful and compassionate, and mindful of the needs of others;
help pupils to show respect for others who differ from themselves;
develop a College community which is harmonious and tolerant where all groups are welcoming of interaction with others;
enable pupils to resolve their differences amicably, with adult support where necessary and allow pupils to debate and discuss potentially contentious issues with equanimity;
ensure pupils and/or groups of pupils feel valued and do not experience discrimination whilst understanding the importance of combating discrimination;
help pupils to articulate the importance and reasons for the positive values we share in the U.K. of democracy, the rule of law (the civil law of England and Wales), individual freedom, mutual respect and tolerance of those with different faith and beliefs; Supporting pupil’s understanding of how citizens can influence decision-making through the democratic process;
develop an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
ensure pupils feel safe at College to discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and are able to challenge these ideas;
ensure British pupils have a clear sense of British identity and are they able to appreciate British heritage as well as the heritage of other cultures and societies;
develop the skills for pupils to make a positive contribution in modern society in the U.K. and
ensure pupils feel able to seek support from staff in relation to any concerns about their own or their friends’ ideas or behaviour, including internet use.

As part of our Behaviour Policy The National Mathematical and Science believes that all students and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Building Student’s Resilience to Radicalisation through the Promotion of British Values: The National Mathematical and Science builds resilience to radicalisation of its students by promoting fundamental British values. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. We offer a general education about the nature of modern society and laws in England and positively promote respect for other people and their lifestyles which is upheld by English law. This includes an understanding of democratic values and the electoral system in Britain as well as the promotion of democratic values, including the rule of law, both within and outside of College. All staff are aware that the promotion of partisan political views or religious prejudice are prohibited at Radnor House and are accepting of pupils and staff of all faiths and none.

Spiritual, Moral, Social and Cultural Development (SMSC): In our College we plan and provide effectively in order to develop pupils’ spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHE education and religious education make a strong contribution. Pupils are led towards
distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others’ actions. In addition our College:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism, and ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Social, moral, spiritual, cultural (SMSC) education is integral to our PSHE education programme. It pervades the whole of our teaching and learning; the ethos and life of our College. Within SMSC, our aims are to help pupils to:

- develop self-esteem and confidence;
- enable pupils to understand what is right and wrong in their College life and life outside College;
- accept responsibility for their behaviour, show initiative and contribute to the College, as well as local and wider communities;
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- acquire knowledge; reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- understand and appreciate the range of different cultures in British society and develop the skills and attitudes to enable them to take a full and active part in it;
- develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- acquire a broad general knowledge of public institutions and services in England;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the College,
- including, for example an appreciation of theatre, music and literature;
- overcome barriers to their learning.

Therefore the understanding and knowledge expected of the pupils in The National Mathematical and Science as an outcome of our positive approach to SMSC includes

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

**Our objectives are to:**

*The National Mathematical and Science is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential*
• teach students the **FACTS** concerning their growth and development as individuals; help children to understand **CONCEPTS** such as tolerance, respect and liberty and equality;
• enable students to acquire **SKILLS** relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
• encourage students to develop informed opinions and **ATTITUDES** for themselves about a range of personal, social and moral issues;
• nurture in students a particular set of **VALUES** and
• give the students the **COURAGE** to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities is available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities. We plan our personal, social and health education and citizenship through, tutorials, assemblies and ‘circle time’ to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in College and make a positive contribution to the College, local and wider communities.

**PSHE, Citizenship and inclusion:** We teach PSHE and Citizenship to all students, regardless of their ability, gender, differences in culture or background. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE education and Citizenship, teachers consider the targets set for the students in their IEPs, some of which may be directly related to PSHE education and Citizenship targets. For gifted and talented students, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community. The nature of the topic allows for a broad range of mediums for delivery. Those pupils for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. The class teacher ensures that all pupils are as involved as possible in the discussions and activities taking place and provides resources so that access to the curriculum is possible. The Headteacher and all teachers are aware from pupils’ files of any home situation or social difficulty which could make some subjects more sensitive than others.

**Teaching, PHSEE Curriculum, Assessment, Recording and Reporting:** On two Wednesday mornings each term (Wednesday afternoon each week are dedicated to Physical Activities) the timetable will be suspended and all colleagues and students will work together on a series of personal, social and health themes each divided into three issues. Students will choose how they personally progress through the total of 12 issues over the year. Each colleague will be responsible for the development of one or two issues. The table below illustrates the Themes, Issues and how an individual student may progress through the programme.
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<td>B Alcohol Education</td>
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<td>C Stress and Depression</td>
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<td>B E-Safety</td>
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<td>Our Futures</td>
<td>A H.E in the UK</td>
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<td>C Changing Pattern of English</td>
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<td>4</td>
<td>Relationships</td>
<td>A Straight and Gay Sex</td>
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Assessment in PSHE is recognised as being different than in many other subjects. PSHE education is not a statutory subject and does not involve summative assessment. Emphasis is placed on self-assessment, review of group work, class discussion and written work which can rarely be marked in a conventional context. Opportunities to assess the progress and achievements of the children exist through observation of role play, presentations and involvement in discussion. The pupils have many opportunities to reinforce work through the production of information leaflets, posters etc which can be evaluated. Where appropriate, parents will be informed of any follow up discussions they might like to have with their children. Marking, where necessary, should be with the pupil present so that their
thoughts can be explained and explored with sensitive interchange as necessary to foster positive relationships. Various methods will be used to record pupils’ work in PSHE education e.g. written, oral, photographic, and artistic. The majority of PSHE education lessons will involve discussion in various forms which may be recorded to aid assessment.

**Sex and Relationships Education (SRE):** Sex education is delivered by teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. Prior to sex education lessons commencing, a letter will be sent to parents asking for their consent and inviting them to view resources which accompany various units of work if they so wish.

**Continuity and Progression:** Continuity and progression is ensured throughout The National Mathematical and Science by following detailed plans which have a clear progression. The plans build on previously learnt skills, knowledge and values.

**Cross Curricular Links:** PSHE education permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout The National Mathematical and Science. There are particularly strong links with the science curriculum as well as literacy, geography, history and art. Regular communication should take place between the teachers who deliver these areas of the curriculum to ensure a balanced approach and to enhance and identify the development of existing links.

**Time allocation and staffing:** Throughout the College, PSHE education is delivered, overtly, by the Class Teacher but also covered in assemblies and with visiting speakers. The curriculum that is delivered during these slots is only a small part of the physical, spiritual and moral teaching which the students receive. This is influenced by a range of factors, some of which are impossible to quantify, and, in a minority of cases, impossible to control.

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<td>College’s values, College’s atmosphere/ethos</td>
<td>Input across the curriculum e.g. RE, SMSC Sessions, Pastoral care system,</td>
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<td>College’s appearance, College rules</td>
<td>Discipline system, Reward systems, Assemblies and Games programme</td>
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<td>Influence of home, Influence of media</td>
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<td>Role model of staff, Recreational activities</td>
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<td>Extra-curricular activities, Field trips,</td>
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**Parental and Community Involvement:** Parents have the right to receive information from our College regarding PSHE education. We believe that sharing our pupils learning with parents enables students to continue their development from College into their home life. Parents are invited to join in events in College, including class assemblies, acts of worship and workshops on relevant themes. Parents are regularly informed of events and developments through our weekly newsletter. Working with parents is a vital part of the whole College approach to PSHE education and Citizenship. Outside agencies are invited into College to help with the delivery of PSHE education and Citizenship, e.g. emergency services, ministers of religion, charitable trust, community groups, etc.

**College Council:** College Council representatives will be elected by their peers at the start of each academic year. The Headteacher will discuss items raised by the College Council. The College Council will make a valued contribution to the Code of Conduct at The National Mathematical and Science which, when agreed, everyone is expected to follow.

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Display: We have a number of displays in College with a PSHE focus which enhance the environment for pupils and adults alike. Members of staff are encouraged to produce displays in classrooms and public spaces showing evidence of PSHE education work as well as pupil work throughout the wider curriculum.

Confidentiality Policy: PSHEE teachers are advised to establish ground rules for lessons where sensitive issues may arise. Some of the PSHEE topics can produce personal responses. However, the College asks staff to make it clear to pupils that they cannot offer unconditional confidentiality. They are to be reassured however that staff will maintain an approach which is for the best long term interest of the pupil. The pupils are told that:

● teachers cannot offer unconditional confidentiality;
● pupils’ best interests will be maintained;
● if confidentiality has to be broken, pupils will be informed first and then supported as appropriate; and
● it is a good idea to talk to parents but failing that, pupils need to know that there are alternative sources of confidential help, for example, a counsellor, GP or local young person’s advice centre.

Concerns arising from PSHE lessons – Safeguarding: Teachers are also directed to the College’s Safeguarding (Child Protection) Policy. If there is any concern with regard to abuse, the College’s child protection procedure should be followed carefully.

Curriculum enrichment - Links with the Wider Community: We undertake a variety of field trips and excursions, including residential trips. Furthermore, we have outside speakers on a variety of topics and special workshops. Visitors are welcomed into our College to speak to the pupils (e.g. religious leaders). Visits to places of worship, cultural venues such as theatres and libraries are actively encouraged. Students are taught to appreciate and take responsibility for the environment. We liaise with local community and support groups on issues which affect our local area.

Development

● To build up a strong programme of outside speakers.
● To involve more classes in charity and community projects
● To increase training opportunities for staff in the field of delivering PSHE education activities.