

PSHEE Policy

This policy covers the PSHEE, Citizenship and Careers delivery in The Ladies' College, Guernsey. Inclusive of Key Stage 3 and 4.

Aims

The overarching aims are to:

- to provide students with accurate and relevant knowledge opportunities and to encourage a time for reflection, to turn that knowledge into personal understanding.
- to encourage opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- to develop the skills and strategies needed to live healthy, safe, fulfilling, responsible and balanced lives.
- to prepare students to make the most of opportunities and experiences of adult life in British society

Teaching and learning

PSHEE is taught as a discreet subject in Remove and Lower Four (Years 7 and 8) for 30mins per week by a specialist teacher, in Upper Four to Upper Five (Years 9, 10 and 11) it is taught as part of a carousel with careers and citizenship for a dedicated 60mins period.

In addition all tutor groups in Key stages 3 and 4 have a 30min tutor period slot which supports PSHEE. **See Appendix 1: Tutor Period activities.**

In the Sixth Form, Lower Sixth students benefit from an enrichment program run on a Tuesday afternoon by the Sixth Form Enrichment Coordinator and students have a timetabled Careers lesson that also includes the UCAS process and which alternates between the Upper Sixth and Lower Sixth students. In addition students will also have either a 20 minute session with their tutor or a Year Meeting on a Tuesday or Friday at 1030 and the Head of Sixth Form provides resources to support this. **See Appendix 1: Tutor Period activities.**

PSHEE education works within students' real life experiences and it is essential to establish a safe learning environment. This is achieved by:

- clear 'ground rules' and a confidentiality policy that is understood by all.
- creating a safe and supportive learning environment where emotive and sensitive topics are often at the heart of the lesson.

- ensuring that vulnerable and at risk students get appropriate support from external agencies. (If we suspect students are vulnerable we are able to sign post them and pass on concerns to the Designated Senior Person)
- promoting social learning where we expect our students to show a high regard for the needs of others by working in pairs/groups/class discussions.

The PSHEE programme is supported by the assembly rota. This changes annually. **See Appendix 2 for an example programme.**

Themes are delivered by members of staff, outside speakers and the girls themselves. PSHEE themes and topics are discussed and explored across other subjects of the curriculum. (This may vary from year to year and can differ with changing current affairs). **See Appendix 3.**

A variety of teaching styles are used to give students relevant information:

- to enable moral issues to be explored through discussion
- to enable students to acquire appropriate life skills
- to provide students with an opportunity to extend and reflect on their learning
- to sign post to students about where they can turn for help, support and advice locally. **See Appendix 4: Helplines.**

The programme is also supported by the Decider skills (www.thedecider.org.uk). It provides a series of life skills to measure feelings against, activities and strategies to cope with 'life's' anxieties, opportunities to evaluate and reflect on behaviour.

There is a rolling programme of training for both students and staff. Students are presented with booklets to take home and discuss with their parents. All students will have participated in a ½ day initial training. Participating staff have been trained by professional Decider leaders alongside other interested professionals. Key stage 3 and 4 parents have the opportunity to attend parents' evenings to learn about and use the Decider skills in the home. The skills are published on school notice boards, in homework diaries and staff will refer to them when appropriate.

Evaluation of the use of them is monitored by the use of questionnaire and in an informal approach with the Year coordinators. **See Appendix 5.**

Concepts at Key Stage 3 and 4

- Drug concern– drugs and tobacco education
- Action for Children – Alcohol education
- S.H.A.R.E -- Relationships, Sex Education (see appendix)
- Personal Identity. Physical and Mental well-being.
- Personal safety. Managing risk.
- Economic understanding. Personal and Global.
- Citizenship -Living in the Wider World. Rights and responsibilities.
- Careers – working role

work related learning
making choices
skills and tools for successful applications

Outcomes

The programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable our students to:

- have a sense of purpose and respond positively to challenges as they occur
- value self and others. To be tolerant of those with different beliefs, faiths and those without faith.
- form positive relationships and as a result be active citizens within the local community
- make and act on informed decisions.
- communicate effectively.
- work with others and respect the liberty of others
- be an active partner in their own learning.
- explore issues related to living in a democratic society. Respect and value this democracy. Understand the need for a lawful society.
- become healthy and fulfilled individuals
- have an understanding of financial implications. Personally and globally.

Evaluation

Students' knowledge and understanding can be monitored through discussion with peers and teachers, displaying and critiquing the information they have learnt, sign posting their peers to appropriate resources.

Students can use their knowledge and understanding to develop skills and attitudes: through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships and having an understanding of their financial capabilities.

Appendix 1. Tutor period activities

Key stage 3

Removes

- Getting to know.....
- Organisational skills in school and homework.
- Friendships and relationships with peers.
- Local news and views, current affairs.
- Widening general knowledge.
- Presentation skills.
- Preparing class assemblies.
- Exam preparation and revision skills.
- Signing homework diaries.
- Self-evaluation.

Lower 4

- Organisational skills with peer support.
- Friendships and relationships with peers and adults. Developing tolerance and empathy.
- National news and views, current affairs. How do these affect Island life?
- Widening general knowledge through some peer led activities.
- Research and presentation skills, working as individuals and groups.
- Preparing class assemblies.
- Signing homework diaries.
- Exam preparation and revision skills. Looking at learning styles.
- Self-evaluation. Setting agreed targets

Upper 4

- Personal organisational skills, recognising personal strengths and weaknesses.
- Friendships and relationships with peers and adults. Developing tolerance and empathy. Recognising a balance between school work, co-curricular activities and 'down' time.
- Team building activities. Developing entrepreneurial skills.
- National news and views, current affairs. How do these affect Island life? Following a news item through to a conclusion.
- Widening general knowledge through some peer led activities.
- Research and presentation skills, working as individuals and groups, be able to debate issues.
- Preparing class assemblies.
- Signing homework diaries.
- Exam preparation and revision skills. Looking at learning styles.
- Self-evaluation. Managing personal targets.

Key stage 4

Lower 5

- Time management
- Study skills and stress /relaxation techniques
- Current news quizzes
- TED talks
- Debating
- Body image
- Money management
- Assembly planning.
- Signing homework diaries.

Upper 5

- Relaxation/mindfulness
- Revision strategies
- TED talks.
- Current affairs
- Assembly planning
- Signing homework diaries

Topics for Sixth Form Tutor times

| | L6 | U6 |
|--------------|---|---|
| Michaelmas 1 | Starting off in the right way/Planning to succeed | Personal statements and MS presentations |
| Michaelmas 2 | Making presentations | Coping with busy times |
| Lent 1 | Social responsibility including local awareness | Social responsibility including local awareness |
| Lent 2 | Study skills and setting targets | Preparing for life after school |
| Trinity 1 | Revision skills | Finances Moving on |
| Trinity 2 | CV's and personal statement | - |

Appendix 2 LENT TERM 2016

| 1 Theme: Epiphanies <i>Understanding something new</i> | | |
|---|----------------|------------------------------|
| Tuesday 5 th January | Full School | AC Hymn: 351 College Hymn |
| Wednesday 6 th January (The Epiphany) | House Meetings | |
| Thursday 7 th January | Upper School | CGr |
| Friday 8 th January | Lower School | ED |

| 2 Theme: Not Just For Christmas <i>Giving thanks for pets</i> | | |
|--|----------------|--------------------------------------|
| Monday 11 th January | Full School | Visitor: GSPCA |
| Tuesday 12 th January | Upper School | MUSIC |
| Wednesday 13 th January | School Council | |
| Thursday 14 th January | Full School | JH Hymn: 324 Dear Lord and Father |
| Friday 15 th January | Lower School | RD |

| 3 Theme: Art Week | | |
|------------------------------------|--------------|------------------|
| Monday 18 th January | Full School | Art Dept |
| Tuesday 19 th January | Upper School | PACE |
| Wednesday 20 th January | House Quiz | |
| Thursday 21 st January | Full School | Photography Dept |
| Friday 22 nd January | Lower School | Visitor: PACE |

| 4 Theme: Intolerance <i>Ninety years since the publication of the second volume of Mine Kampf</i> | | |
|--|------------------------|-----------------|
| Monday 25 th January | Full School | History Dept. |
| Tuesday 26 th January | Upper School | Upper 4 Group 1 |
| Wednesday 27 th January | School Council Meeting | |
| Thursday 28 th January | Full School | Rev. Peter Lane |
| Friday 29 th January | Lower School | ED |

| 5 Theme: Courage & Endurance <i>15 years since Ellen MacArthur became youngest woman to sail around the world alone</i> | | |
|--|--------------------------------|-----------------------------|
| Monday 1 st February | Full School | JP Hymn: 223 Give Me Joy |
| Tuesday 2 nd February | Upper School | CGr |
| Wednesday 3 rd February | House Meetings | |
| Thursday 4 th February | Full School (World Cancer Day) | Visitor tbc |

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|---|------------------------|---------------------|
| Friday 5 th February | Lower School | RD |
| 6 Theme: Taking a stand <i>25 years since the release from jail of Nelson Mandela</i> | | |
| Monday 8 th February | Full School | Visitor:TBC |
| Tuesday 9 th February | Upper School | Music (gym – mocks) |
| Wednesday 10 th February | School Council Meeting | (gym – mocks) |
| Thursday 11 th February | Full School | HB (gym – mocks) |
| Friday 12 th February | Lower School | Music (gym – mocks) |

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|--|--------------|-------------------------------------|
| 7 Theme: Censorship <i>400 years since the work of Copernicus was banned</i> | | |
| Monday 15 th February | Full School | (gym – mocks) De Sausmarez House |
| Tuesday 16 th February | Upper School | (gym – mocks) Upper 4 Group 2 |
| Wednesday 17 th February | | |
| Thursday 18 th February | No assembly | House Gym Competition |

HALF TERM HOLIDAY

| | | |
|--|--|-----------------|
| 8 Theme: Reading Week <i>You want weapons? We're in a library! Books! The best weapons in the world! (Dr. Who)</i> | | |
| Monday 29 th February | Full School | Librarians |
| Tuesday 1 st March ST DAVID'S DAY | Upper School – focus on Wales' national day | Upper 4 Group 3 |
| Wednesday 2 nd March | House meetings | |
| Thursday 3 rd March World Book Day | Full School | English Dept |
| Friday 4 th March | Lower School | Visitor: PACE |

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|--|----------------|----------------|
| 9 Theme: International Women's Day (8th March) <i>Celebrating progress – remembering what still needs to be done</i> | | |
| Monday 7 th March | Full School | Geography Dept |
| Tuesday 8 th March | Upper School | Upper 5X |
| Wednesday 9 th March | House Meetings | |
| Thursday 10 th March | Full School | Head Girls |
| Friday 11 th March | Lower School | Music |

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| 10 Theme: Science Week | | |
| Monday 14 th March | Full School | Science Dept |
| Tuesday 15 th March | Upper School | Drama Dept: Eisteddfod |
| Wednesday 16 th March | School Council Meeting | |
| Thursday 17 th March ST. PATRICK'S DAY | Full School | Bella Farrell (World Aid Walk) |
| Friday 18 th March | Lower School | Sea Cadet Core |

| 11 Theme: Easter <i>The pagan origins - The Christian message - Can non-believers learn anything from Easter?</i> | | |
|--|-----------------------------|-------------------------|
| Monday 21 st March | Full School | Prefects (group 1) |
| Tuesday 22 nd March | Upper School | Upper 5Y |
| Wednesday 23 rd March | Spring Concert & House Quiz | |
| Thursday 24 th March | Easter Service??? | Visitor: Fr. John Moore |
| Friday 25 th March | GOOD FRIDAY HOLIDAY | |

| 12 Theme: Logic versus religion <i>Is there a place for religion in the modern world?</i> | | |
|--|-----------------------|-------------|
| Monday 28 th March | EASTER MONDAY HOLIDAY | |
| Tuesday 29 th March | Upper School | Upper 5Z |
| Wednesday 30 th March | School Council | |
| Thursday 31 st March | Full School | Maths Dept. |
| Friday 1 st April | Lower School | Music |

| 13 Theme: Learning from failure <i>45 years since Apollo 13</i> | | |
|--|----------------|-----------------------------------|
| Monday 4 th April | Full School | Brock House |
| Tuesday 5 th April | Upper School | Lower 5X |
| Wednesday 6 th April | House meetings | |
| Thursday 7 th April | Full School | EBr |
| Friday 8 th April | Mark Reading | AC & JP Hymn: 351 College Hymn |

EASTER HOLIDAY

TRINITY TERM 2016

| 1 Theme: A Growth Mindset <i>Evaluating the year so far, planning our goals for the last term of school</i> | | |
|--|--------------|--|
| Monday 25 th April | Whole School | AC & Bella Farrell (World Aid Walk) Hymn: 351 College Hymn |
| Tuesday 26 th April | Upper School | Music: Marie-Claire Benoist |
| Wednesday 27 th April | House Quiz | |
| Thursday 28 th April ST. GEORGE'S DAY (23 rd) | Full School | Prefects (group 2) |
| Friday 29 th April | Lower School | ED |

| 2 Theme: Mots Juste <i>If you have nothing to say, better to remain silent and be thought a fool rather than open your mouth and confirm it.</i> | | |
|---|--|--|
| Monday 2 nd May | BANK HOLIDAY | |
| Tuesday 3 rd May | Upper School | Lower 5Z – L5 & U4 in hall Upper 5 in gym with HB – talk about exam protocol. |
| Wednesday 4 th May | Decider skills for House officials (Leaf Centre) | |
| Thursday 5 th May | Full School | MFL Dept. |
| Friday 6 th May | Lower School | Visitor: PACE |

| 3 Theme: Rights and Responsibilities <i>Do we value the former more highly than the latter?</i> | | |
|--|----------------|-----------------|
| Monday 9 th May | LIBERATION DAY | |
| Tuesday 10 th May | Upper School | Lower 5Y |
| Wednesday 11 th May | House meetings | |
| Thursday 12 th May | Full School | Upper 5 leavers |
| Friday 13 th May | Lower School | Lower 4X |

| 4 Theme: Preparing to move on | | |
|--------------------------------|---------------------|------------|
| Monday 16 th May | School Exams Rem-L5 | |
| Tuesday 17 th May | School Exams Rem-L5 | |
| Wednesday 18 th May | School Exams Rem-L5 | |
| Thursday 19 th May | Full School | U6 Leavers |
| Friday 20 th May | Lower School | Lower 4Y |

| 5 Theme: Heroes or Celebrities - <i>Who really deserves our admiration?</i> | | |
|---|--------------|-----------------|
| Monday 23 rd May | Full School | JP |
| Tuesday 24 th May | Upper School | Upper 4 Group 1 |
| Wednesday 25 th May | | |
| Thursday 26 th May | Full School | Classics Dept |
| Friday 27 th May | Lower School | Lower 4Z |

| 6 Theme: Sportsmanship | | |
|--------------------------------|----------------|----------|
| Monday 30 th May | BANK HOLIDAY | |
| Tuesday 31 st May | INSET | |
| Wednesday 1 st June | House meetings | |
| Thursday 2 nd June | Full School | PE Dept. |
| Friday 3 rd June | Lower School | Remove X |

| 7 Theme: Children who live in poverty | | |
|--|---------------------|--|
| Monday 6th June | Full School | Visitor: Dr Susan Wilson |
| Tuesday 7th June | Upper School | Upper 4 Group 2 |
| Wednesday 8th June | | |
| Thursday 9th June | Full School | Business Studies & Economics Dept |
| Friday 10th June | Lower School | Remove Y |

| 8 Theme: Giving <i>What have we done to help others this year?</i> | | |
|---|---|---|
| Monday 13th June | Full School | AC Hymn: Dear Lord & Father |
| Tuesday 14th June | Upper School (World Blood Donor Day) | Upper 4 Group 3 |
| Wednesday 15th June | House Meetings (final) | |
| Thursday 16th June | Full School: Head Girl & Deputies final assembly | Head Girl & Deputies Hymn: I, The Lord |
| Friday 17th June | Lower School | Remove Z |

| 9 Theme: Celebrating The End Of The Academic Year | | |
|--|-------------------------------|--------------|
| Monday 20th June | Full School | JP |
| Tuesday 21st June | Upper School | Music |
| Wednesday 22nd June | | |
| Thursday 23rd June | Alternative curriculum | |
| Friday 24th June | Alternative curriculum | |

| 10 Theme: Ends & Beginnings | | |
|--|-------------------------------|---|
| Monday 27th June | Alternative curriculum | |
| Tuesday 28th June | Upper School | CGr |
| Wednesday 29th June | | |
| Thursday 30th June | Mark Reading | AC & JP Hymn: 351 College Hymn |
| Friday 1st July | Speech Day | |

Appendix 3: Cross curricular topics.

| SUBJECT | REMARKS |
|-------------|---|
| ART | We encourage and try to foster skills such as creativity, independence, personal identity and opinions (social issues) etc. We also look at various art movements and historic art periods. |
| BIOLOGY | Biology we study air pollution, water pollution, deforestation, genetic modification and food production as part of the IGCSE syllabus. |
| CHEMISTRY | In Science we will look at energy and the implications of running out of fuel etc. This links into conserving energy and eco issues. |
| GEOGRAPHY | <p>Removes: Local Geography issues- changing places, British Isles-political geography/history/migration/invasers/how are we doing in he UK?/multicultural London/rivers and flooding</p> <p>L4: weather/climate and global warming/ world population issues/life expectancy/poverty/our impact on the planet and loss of resources/sustainable living/the future- ageing and youthful populations/urbanisation/industrial revolution in UK/loss of jobs and unemployment due to work going to newly industrialising countries/sweatshops and slums in less developed cities/sustainable cities/cities of the future/coastal management, flooding and erosion</p> <p>U4: unsustainable fishing- overfishing/resource exploitation-water, energy and soil/international development including causes of poverty eg colonialism, corrupt leaders, war etc/Middle East conflict/ natural disasters and their effect on people eg earthquakes and volcanic eruptions.</p> |
| MATHEMATICS | Money management skills |
| MUSIC | <p>KS3: Links to historical context of music and composers. E.g. similarities between architecture and musical structures. References to other cultures, e.g. Indian Music and the role it plays in society. Music and Art in e.g. The Planets Suite and The Carnival of the Animals. Music and literature in e.g. Peer Gynt</p> <p>KS4: World Music (West Africa, North India, Celtic folk music). We look at the occasions on which tribal music is performed, the wider cultural background to the music (e.g. a Celtic working-song and an African battle chant). We talk about climate in terms of tribes using indigenous materials to create</p> |

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|--------------------|---|
| | instruments. We discuss the role of drugs in the music and creative process of e.g. Jeff Buckley and The Beatles. We discuss the way in which the music of Hollywood and Broadway have provided escape for workers from lives of hard physical work by portraying idealised images of the American Dream. |
| PHYSICAL EDUCATION | On-going theme of achieving and maintaining good levels of health and fitness, with fitness testing happening at the end of the Lent Term. |
| PHYSICS | <p>Electricity generation - The use of fossil fuels are contributing to climate change. We want to encourage use of renewable sources, but this is expensive to implement. Do we expect low earning countries to stunt their industrial development or can we make an exception and allow them preferential use of fossil fuels? Discussions along those lines.</p> <p>Using nuclear fuels for electricity generation often gets a bad press with nuclear accidents getting a lot of hype in the media (Chernobyl, Fukushima, Three Mile Island), but the negative effects are often over-inflated. Could consider long term damage from fossil fuel power stations compared to nuclear power stations?</p> |
| RELIGIOUS STUDIES | <p>Remove: In the study of Judaism, we cover two lessons on persecution and the holocaust</p> <p>Lower4: In the study of Buddhism we cover the 8-fold path and meditation thinking about mindfulness.</p> <p>Upper4: We study morality - where does goodness come from. Ethical theories eg. Situation ethics and utilitarianism. Lots of discussion, poverty, stealing, killing etc. We also study war and peace, looking at conflicts in the Middle East, terrorism, pacifism.</p> <p>At GCSE in the new specification for September we will be covering philosophy and ethics in Christianity, covering particular matters of life and death and marriage and the family. The other paper we will study is peace and conflict specifically studying Islam on war and peace and crime and punishment.</p> |

Appendix 4 Help lines.

| | |
|-----------------------------|--------------------------------------|
| HUB | 01481 724421 www.thehub.gg |
| CAMHS | 01481 701441 |
| PACE | 07781 122402 www.paceguernsey.com |
| Action for Children | 01481 700218 |
| Drug Concern | 01481 239132 |
| SHARE | 01481 733072 / 733078 |
| Hampton Trust | www.hamptontrust.org.uk |
| Sun flower (Bereavement) | HUB 01481 724421 |

Appendix 5

The Decider Life Skills

WEB APP

www.thedecider.org.uk/lis

Username: stopp

Password: posters



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