

PSHCE: Senior School

This policy covers the PSHCE, 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

PSHCE 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 PSHCE. **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.**

PSHCE 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 PSHCE 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. PSHCE 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

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)

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

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

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 - Who really deserves our admiration?		
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>

	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/ls

Username: stopp

Password: posters



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