The PSHEe Curriculum

Personal, Social, Health and Economic education brings together personal, social & health education, work-related learning, careers, enterprise and financial capability. There are two non-statutory programmes of study at KS3 & KS4: Personal Wellbeing and Economic Wellbeing & Financial Capability. The programmes of study are based on the Every Child Matters outcomes and build on the existing frameworks and guidelines in these areas.

Under the new curriculum review PSHEe has been split into two sets of guidelines: Personal Well Being and Economic Well Being. Both of these areas are addressed every year as part of the PSHEe programme of study. These guidelines are used by CHS in order to fulfil the legal requirements, as well as meeting the needs of our students.

Citizenship

Citizenship Education has been a statutory subject for both KS3 and KS4 since 2002.

The purpose of citizenship education is to equip the next generation of voters with the knowledge and drive to create change in the world around them. Not only are they taught the factual knowledge that will help them to understand the way that the world around them works, but also provides them with the skills they will need to affect change in the world around them, whether this be at a local, national or international level.

Learning and undertaking activities in citizenship contributes to the achievement of all three of the curriculum aims for all young people to become successful learners, confident
individuals and responsible citizens, as well as contributing to attainment of the Every Child Matters outcomes.
Aims and Objectives

Personal, Social, Health and Economic Education (PSHEe) and Citizenship at Croydon High School is a planned programme of teaching and learning that promotes students’ personal and social development and their health and well-being. It helps to give our students the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become full members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It focuses on the five outcomes that children and young people have identified as crucial to well-being in childhood and later life (Every Child Matters agenda): be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. PSHEe and Citizenship at Croydon High School is part of a whole school approach to achieving those outcomes.

We aim to provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of our students
- actively promotes fundamental British values and society
- enables our students to engage with the wider community as local, national and global
- prepares students for the opportunities, responsibilities and experiences of adult life.

The outcomes we wish to see are:

- students developing confidence and responsibility and making the most of their abilities
- students developing a healthy, safer lifestyle which in turn will lead to a better society
- students developing good relationships and respecting the differences between people
- students preparing to play an active role as citizens, to the ultimate benefit of society.

In PSHEe and Citizenship lessons, we provide students with opportunities to address real-life issues and show them that they can make a difference.

Promotion of Fundamental British Values

As part of the school’s spiritual, moral, social, and cultural development of pupils, many of the topics covered by the PSHEe curriculum actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different and beliefs.
LGBT issues

As part of the school’s SRE programme, we deliver a curriculum which aims to be inclusive for all pupils, and in doing so, we cover topics such as same-sex families, gender identity, sexual orientation and homophobia. For further details, please see the SRE programme of study and schemes of work.

KS5

Personal, Social, Health, and Economic Education (PSHEe) is taken very seriously at KS5, as we believe it helps pupils to lead confident, healthy, and responsible lives as both individuals and members of society. Similarly careers education at KS5 plays a key role in helping the individual make informed choices about their future. The PSHE and careers programme is delivered through fortnightly designated tutorials, year assemblies, some tutor sessions, and extra-curricular opportunities. The programme of study is specifically designed with the students’ age and stage of development in mind and is therefore run on a two year cycle.

Aims

1. To provide a well balanced programme, which exposes students to a wide range of knowledge and skills.
2. To ensure that each individual feels valued and also learns to be sensitive and tolerant towards others, so that they can develop their spiritual, moral, social and cultural dimensions.
3. To instil a sense of integrity, responsibility and self-confidence.
4. To develop communication skills through opportunities for discussion, reflection and evaluation.
5. To foster a sense of curiosity, independent thinking and creativity.
6. To offer a comprehensive programme of careers advice and to encourage pupils to consider all future options available to them carefully.
7. To provide a positive attitude towards health and encourage a healthy lifestyle.

Guidelines and Provision

- The role of the Tutor at KS5 is instrumental in the development of the girls. Not only are the tutors available at registration twice a day, individual meetings are held regularly to discuss both pastoral and academic matters on a one to one basis.
- Twice weekly tutor meetings are held, where topical, ethical and political discussion and debate are encouraged to extend the students’ general knowledge, to inform themselves about non-curricular issues and to build their confidence and communication skills.

Refer to Tutor Handbook – available on Croydon High School portal
• Tutor groups hold Year Group assemblies on ethical or political issues, to develop research, team work and public speaking skills.

• There are tutorial sessions (appendix: Tutorial Programme) timetabled at KS5 to provide a wide range of stimulating and life-enhancing sessions to broaden and enrich the girls’ experiences. Tutors and visiting speakers help pupils prepare for choices, opportunities, responsibilities and experiences they will face as they develop as individuals and understand their role within their local community and beyond.

• The Sixth Form recognises the importance of an appropriate ethos to be present at all times. The School offers the students a qualified nurse on site for any health and counselling issues.

• Staff should feel free to respond openly, honestly and frankly to issues bearing in mind the maturity of the students, but should be aware of their responsibility on the matter of disclosure (see guidelines).

• Effective learning skills, independent study skills, research skills, effective note-taking, referencing and time management skills are reinforced through the tutorial programme.

• Students are encouraged to participate in activities and clubs offered at KS5 to enable them to nurture particular talents and fulfil their potential as individuals.

• Curiosity and academic verve are to be encouraged and the GO-ON programme, GDST master classes and Oxbridge provision nurture the desire for life-long learning.

Refer to: GO-ON programme, Master class and Oxbridge provision available on Croydon High School portal

• KS5 students are expected to take on roles of responsibility and leadership and act as role models for the younger pupils. The system of prefects, house captains, mentors, peer listeners and school council representatives allows students to develop such skills.

Careers Education and Guidance (CEG)

There are 7 elements to CEG:

1. Self-awareness (development of self-knowledge, skills and abilities)
2. Work Related Learning
3. Work Experience
4. Careers Information
5. Guidance, Action Planning & Review
6. Higher Education preparation

As well as learning about careers education in lessons, students learn about careers and the world of work through many other different activities such as events, other subjects and visits,
and not just lessons. Through each student’s time at CHS, she will be given the opportunity to have one-to-one support and guidance, impartial, comprehensive and up-to-date information about options and access to role models and activities that put students in contact with the world of work such as Take Your Daughter to Work Day and Work Experience in Y11.

Aims and Objectives

Self Development for Careers and Working Life

- students will have a realistic view of their strengths and weaknesses, likes and dislikes and values
- students can improve their employability and enterprise skills
- students recognise the influences on their career and work ideas and evaluate how helpful these are

Exploring Careers and the World of Work

- Students understand how career paths, working practices and employment are changing
- Students understand the full range of options and progression opportunities available to them
- Students can find, use and apply and evaluate careers and work information (including information about learning)

Skills for Managing Careers and Working Life

- Students can identify, access and maximise support and guidance for career and work planning
- Students have effective course and job application skills that reflect modern recruitment methods
- Students develop financial understanding and skills, for future choices
- Students have the ability to make reasoned and flexible learning, career and work decisions
School Counsellor
We have a dedicated school counsellor who is in school two days per week and is able to offer support to the students on a wide variety of issues. A referral can be made through the school nurse and parental consent is sought before any sessions commence.