



THE FULHAM BOYS SCHOOL

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The master copy of this document can be found on the FBS Google Drive, under the “Policies” folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.



THE FULHAM BOYS SCHOOL

PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ENTERPRISE EDUCATION POLICY (INCLUDING DETAILS OF RELATIONSHIPS AND SEX EDUCATION PROVISION)

Date of Next Review: Summer 2019

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1. INTRODUCTION

1.1 Personal, Social, Health, Citizenship and Enterprise Education is central to the educational entitlement of all pupils at The Fulham Boys School and has a cross-curricular dimension that permeates all aspects of life in school. These five strands are encompassed within the teaching of several subjects, as well as distinct PSHCE lessons, notably: Physical Education; Science; Geography, Religious Education and a number of cross-curricular themes. They are an integral part of the whole curriculum.

1.2 PSHCE will be taught discreetly in KS3 and KS4

2. PERSONAL AND SOCIAL EDUCATION

2.1 The aims of Personal and Social Education are to:

2.1.1 Equip boys to be personally and socially effective by providing learning experiences in which boys can develop skills, explore attitudes, values and personal qualities and acquire, evaluate and apply appropriate knowledge and understanding.

2.1.2 Develop boys' self-esteem and personal responsibility.

2.1.3 Prepare boys for the challenges, choices and responsibilities of work and employment and lifelong learning

2.1.4 Understand the importance of marriage, the family, stable and loving relationships, respect, love, care and the building of successful relationships with friends and the wider community

2.1.5 Gain knowledge and awareness about sex and sexual health

2.1.6 Assist boys to live healthy and fulfilled lives.

2.2 The way the curriculum is managed, its organisation and the varying teaching styles are central to the school's philosophy and ethos. Its aims, attitudes and values all contribute to the personal and social development of the boys in the school.

Through a variety of learning experiences the school helps each boy:

2.2.1 Think and act for himself.

2.2.2 Acquire personal qualities and values.

2.2.3 Take his place in a wide range of roles in preparation for adult life.

2.2.4 Develop confidence and independence.

2.2.5 Value and respect himself and value others.

2.2.6 Know himself better

2.2.7 Develop social skills.

2.2.8 Value and respect belongings / living things / environment.

2.2.9 Be able to share / co-operate.

2.3 In planning the curriculum, the school provides:

2.3.1 A clear, consistent framework of values within which to work, supported and agreed by all. These values are in line with the Christian principles which the school is built upon.

- 2.3.2 Supportive relationships between teacher and boy; boy and other boys
 - 2.3.3 A classroom climate which encourages all boys to explore and encourages a high level of interest.
 - 2.3.4 Opportunities for development outside the classroom situation through responsibilities, student leadership, co-curricular activities and educational visits.
- 2.4 We provide opportunities for personal and social development through a variety of strategies:
- 2.4.1 Individual, peer group, collaborative work.
 - 2.4.2 Discussion and role play.
 - 2.4.3 Involvement in a range of problem solving activities
 - 2.4.4 Encouraging the organising of individual learning.
 - 2.4.5 Preparation and presentation of tasks for different audiences.
 - 2.4.6 Positive self-image.
 - 2.4.7 Self-evaluation and target setting.
 - 2.4.8 Student Leadership
- 2.5 By building positive working relationships between boys and staff, all members of our school are valued as individuals. They learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves.
- 2.6 The Fulham Boys School provides opportunities for parents, the community and outside agencies to contribute to personal and social development through their active involvement in the life and philosophy of the school.

3. HEALTH EDUCATION

- 3.1 The Fulham Boys School recognises the importance of inculcating in its boys the values of a 'healthy body' together with an appreciation and understanding of responsibilities to the community. The school has a responsibility to help boys develop the knowledge skills and understanding they need to lead confident and healthy lives which will enable them to reduce the risks to health and help improve the quality of life and the environment. As a cross curricular dimension Health Education permeates all subjects and aspects of school life.
- 3.2 The aims of health education in the school are as follows:
- 3.2.1 Promote the health of the boys
 - 3.2.2 Provide boys with accurate information about health matters
 - 3.2.3 Help boys to understand how they can influence their present and future health
 - 3.2.4 Help boys to develop positive self-esteem
 - 3.2.5 Help the boys clarify the attitudes and values which influence health choices
 - 3.2.6 Develop in the boys appropriate skills for fostering and maintaining good health
 - 3.2.7 Help boys to cope with changes in themselves and others
 - 3.2.8 Promote the acquisition of healthy patterns of behaviour and challenge dangerous or unhealthy behaviour.

3.3 The following components form an agreed basis of Health Education within the school:

- 3.3.1 Use and misuse of substances such as alcohol, tobacco, medicines and other drugs
- 3.3.2 The physical, emotional and social aspects of an individual's development as a male or female; personal relationships; responsible attitudes and appropriate behaviour
- 3.3.3 Safety – the safety of individuals in different environments e.g. at home, work, school, on the road and during leisure activities
- 3.3.4 Nutrition – the association between diet and health, the nutritional values of various foods, the quality of food preparation and handling. The school canteen at Fulham Boys School will provide healthy food and encourage a balance diet.
- 3.3.5 Health-related exercise – the importance of exercise in promoting good health
- 3.3.6 Personal hygiene – personal cleanliness, avoidance of disease, social considerations
- 3.3.7 Environmental aspects of health - the effects of various environments on health, social, physical and economic factors which contribute to health and illness.

4. ENTERPRISE

- 4.1 Enterprise, along with Faith and Boys, is one of the three main foci of Fulham Boys School. Enterprise includes economic well-being and financial capability as well as social enterprise. Fulham Boys School will cultivate enterprise through:
- 4.2 A programme of curricular and co-curricular activities to build a 'can-do' culture, encouraging boys to be creative and push their boundaries
- 4.3 An annual Enterprise Week, community volunteering and structured work experience
- 4.4 A culture of leadership in the House system, in sports and in school clubs, encouraging responsibility and inspiring self-belief and confidence
- 4.5 The Fulham Boys Enterprise Award, rewarded for a range of enterprise skills and using it to forge dynamic partnerships with the local community, feeder primaries and developing a culture of volunteering and civic awareness
- 4.6 Participation in the Duke of Edinburgh awards scheme
- 4.7 Encouraging an ethic of collaboration and teamwork in lessons and in co-curricular activities
- 4.8 Encouraging boys to participate in a wide range of activities of an enterprising nature

- 4.9 Encouraging enterprising skills in all lessons. These include independent thinking, encouraging independent learning and developing organisational habits, problem solving, inquisitive, adventurous, daring, risk taking, boundary pushing, team work and a 'have a go' attitude.
- 4.10 Encouraging boys to take a lead in all aspects of school life: running and manage their own School Council, running clubs and taking an active role in organising social enterprise projects, peer support and a whole host of sporting activities.
- 4.11 Careers education - helping the boys plan and manage their pathway through the range of opportunities in learning and work and make effective career choices.
- 4.12 Providing work-related learning at KS4 and KS5.
- 4.13 Exploring the attitudes and values required for employability and lifelong learning.
- 4.14 Motivating the boys to set long term goals and overcome barriers.
- 4.15 Enabling the boys to see the relevance of their studies to their life and work.
- 4.16 Aiming to be the greenest school in London, looking at low cost, innovative approaches such as recycling and very efficient energy use; promoting green travel plans; helping gear boys to the future demands and individual initiatives required to enable sustainable local economies and environments.
- 4.17 Developing strong links to the local community, encouraging a culture of volunteering and civic awareness.
- 4.18 Learning about managing personal finances, budgeting, understanding how the economy operates.

5. CITIZENSHIP EDUCATION

- 5.1 Citizenship enables people to develop the knowledge, values and skills to participate locally and globally to improve the quality of life now without damaging the planet for the future.
- 5.2 These concepts are within the central tenets of Christian teaching: to respect and care for creation; to strive for the common good; to be strong in our condemnation of injustice.
- 5.3 It is not an extra study, it is a way of approaching existing curriculum and school life.
- 5.4 Citizenship is about:

- 5.4.1 Empowering boys to participate in their communities as active citizens and to develop a global perspective.
- 5.4.2 Fostering and encouraging positive behaviour towards the environment and the principles of sustained development locally, nationally and globally.
- 5.4.3 The links between society, economy and environment and between our lives and those of people throughout the world
- 5.4.4 The needs and rights of both present and future generations
- 5.4.5 The relationships between power, resources and human rights
- 5.4.6 The local and global implications of everything we do and the actions that individuals and organisations can take in response to local and global issues.

5.5 The key concepts are:

- 5.5.1 Interdependence – understanding how people, the environment and the economy are inextricably linked at all levels from local to global
- 5.5.2 Citizenship and stewardship – recognising the importance of taking individual responsibility and action to make the world a better place
- 5.5.3 Needs and rights – understanding our own basic needs and about human rights and the implications for future generations of actions taken today
- 5.5.4 Diversity – understanding, respecting and valuing both human diversity – cultural, social and economic – and biodiversity
- 5.5.5 Sustainable change – understanding that resources are finite and that this has implications for people’s lifestyles and for commerce and industry
- 5.5.6 Quality of life – acknowledging that global equity and justice are essential elements of sustainability and that basic needs must be met universally
- 5.5.7 Uncertainty and precaution – acknowledging that there are a range of possible approaches to sustainability and global citizenship and that situations are constantly changing, indicating a need for flexibility and lifelong learning
- 5.5.8 Values and perceptions – developing a critical evaluation of images of, and information about, the less and more economically developed parts of the world and an appreciation of the effects these have on people’s attitudes and values
- 5.5.9 Conflict resolution – understanding how conflicts are a barrier to development and a risk to us all and why there is a need for their resolution and the promotion of harmony

5.6 Every member of staff is responsible for delivering Citizenship. In particular Citizenship is delivered:

- 5.6.1 Through subjects especially RE, Science and Geography
- 5.6.2 Through our daily acts of worship in class and in assembly
- 5.6.3 Through activities e.g. visiting speakers
- 5.6.4 Through working towards Eco-school status and developing our site while safeguarding and enhancing our environment
- 5.6.5 Through daily practice e.g. recycling and the use of fair trade products
- 5.6.6 Through community activity
- 5.6.7 Through developing links with other countries.

6. CAREERS EDUCATION

- 6.1 Careers Education will be provided from year 7 onwards through PSHCE appropriate to the ages and needs of the individuals to ensure that progression choices are well-informed and well-considered.
- 6.2 In addition specific sessions will be organised to cover work-related topics drawing on the wide range of expertise offered by professional groups such as engineers and business representatives.
- 6.3 External input will broaden pupils' horizons and bring impartiality to the process. The school will work with the Careers Service, Young Enterprise and other work related networks. Students at risk of becoming NEET will be supported in particular by both in-house mentors and the Careers Service to maximise their chances of success.
- 6.4 All pupils will follow a work Experience programme in Year 10 or 11 and again in Year 12.
- 6.5 Taster days, University Summer schools and provider networks will be tapped into to support those wishing to progress on to University.

7. RELATIONSHIPS AND SEX EDUCATION

- 7.1 The purpose of relationships and sex education
- 7.1.1 Relationships and sex education will contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.
- 7.1.2 Effective relationships and sex education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people. (Sex and Relationships Education Guidance, DfE, July 2000)
- 7.1.3 Relationships and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.
- 7.2 Boys will have the opportunity to learn about the Christian viewpoint on relationships and sex.

- 7.3 Relationships and sex education will be taught as part of the PSHCE syllabus. Elements of it will be taught to all year groups, with some year groups having a specific set of RSE lessons appropriate to their age.
- 7.4 Relationships and sex education is overseen by the Chaplain as PSHCE coordinator, although other staff will be involved, including form tutors.
- 7.5 Relationships and sex education will be monitored and evaluated as part of the PSHCE provision.
- 7.6 Where a teacher is approached by a boy who is sexually active or contemplating sexual activity, the teacher should:
- 7.6.1 Address any child protection issues with the Designated Safeguarding Lead.
 - 7.6.2 Encourage the boy, wherever possible, to talk to the parent or carer
 - 7.6.3 Make it clear to the boy that they cannot guarantee confidentiality, and that the boy understands that if the confidentiality has to be broken, they will be informed first.
- 7.7 Health professionals working with the school should be familiar with the policy and be mindful of the importance of working within guidelines. They should also seek to ensure that inappropriate disclosures are prevented in the classroom setting.
- 7.8 Outside the teaching situation, health professionals can give one to one advice or information to a boy on a health related matter, including contraception.
- 7.9 Parents will be informed of their right to withdraw their child from the Relationship and Sex Education lessons. Any parent wishing to should inform the Headmaster. Parents do not have to give reasons for their decisions, nor do they have to indicate other arrangements they intend to make for providing Relationships and Sex Education for their children. (Section 405, Education Act, 1996)

8. ENTERPRISE FILE

- 8.1 Each boy will have a website recognising their personal and social development.
- 8.2 The file will reflect the whole child and include achievements in and out of school and give the boy, teachers and parents a chance to reflect on the positive aspects of development and areas to improve.

9. SCHOOL CHAPLAIN

- 9.1 The school chaplain will coordinate the provision of PSHCE and deliver some sessions to house groups which will teach the Christian viewpoint on PSHCE topics
- 9.2 The chaplain will be available to the boys before and after school and build relationships with them at breaktime and lunchtimes.

9.3 He will be available to meet with boys who need 1:1 support or advice.

10. EVALUATION

10.1 We will monitor PSHCE by looking at a range of indicators. These will include:

- 10.1.1 The frequency of activities e.g. external visitors, daily prayers and assemblies where PSHCE is a focus
- 10.1.2 Our level of recycling and waste reduction
- 10.1.3 The level of commitment to charities and other social enterprise projects
- 10.1.4 The strength of our community links
- 10.1.5 Number of boys achieving the FBS Enterprise Diploma
- 10.1.6 Achieving Green School Status
- 10.1.7 Programmes of Study audited to see themes and topics related to PSHCE
- 10.1.8 Lesson observations, scrutiny of boys' work and pupil-voice to monitor topics and themes taught in the classroom

10.2 The above will be reported on in the School's Self Evaluation Report