



Science Specialist School



A Leading Edge School

## Cams Hill School

### PDL Policy Document

At Cams Hill School we value all children as individuals with unique talents, skills and abilities. We are committed to supporting all children to do their best through academic, artistic and sporting achievements. We place especial emphasis on academic achievement because this is where we believe we can make the greatest contribution to the life of the child.

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INVESTORS IN PEOPLE



"A very successful school with excellent features"  
(OFSTED September 2002)

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## INTRODUCTION

At Cams Hill School, PDL/PSHE days are used to deliver the statutory elements of Personal and Social Education, CEG, Sex Education and Citizenship to reinforce the five themes of 'Every Child Matters', to support the Healthy Schools initiative and, in doing so, to enhance the opportunities for young people to acquire the knowledge, understanding, values, attitudes and skills to enable them to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live a safe, healthy and fulfilling life
- active and responsible citizens who make a positive contribution to the wellbeing of present and future generations

It also helps the School support the requirements of Section 351 of the 1996 Education Act in that within a balanced and broadly based curriculum it:

- promotes the spiritual, moral, mental and physical development of pupils at the School and in society
- prepares pupils for the opportunities, responsibilities and experiences of adult life.

## **AIMS**

PDL aims to deliver opportunities to:

- develop thinking skills and critical faculties in order to make informed choices
- form responsible attitudes towards the maintenance of good health through an understanding of the factors leading to healthy lifestyles
- develop effective interpersonal relationships
- develop the ability to assimilate knowledge, to study independently and to have a positive attitude towards learning
- develop skills in communicating ideas and options to influence social change
- understand and respect the beliefs, faiths and cultures by which people interpret life and on which they can base their behaviour
- appreciate what a community is and how it functions
- understand some of the mechanisms that allow successful communities to deliver the needs of their citizens.
- create positive attitudes towards participation and involvement
- identify a bank of knowledge which will provide the basis on which decisions may be made and attitudes may be formulated
- equip pupils to make sense of their present personal and social experiences
- allow pupils the opportunity to reflect on issues that affect everyday life.

Inherent in these aims is the promotion of attitude, values, skills and abilities listed in the Appendix 1a.

## **CURRICULUM**

### **Knowledge and information**

The knowledge and information that forms the core of the PSHE material is taken from the following areas:

- Health education
- Citizenship
- Personal effectiveness
- Developing good relationships
- Careers education and guidance
- Sex and relationships education
- Drugs education
- Work related learning
- Enterprise education

See appendix 2a for details of Key stage 3&4 attainment targets for Citizenship and PSHE

## **STRUCTURE OF PROGRAMME**

In Years 7-9 the programme is delivered during a number of PSHE days throughout the year

### **Year 7**

- The World Outside
- Helping others
- Healthy eating.

### **Year 8**

- Diversity
- Keeping safe
- Law and Order

### **Year 9**

- Sex and Relationships Education
- Making Decisions
- Drugs Education.

In Years 10 and 11 there is allocated time (one hour per week) to deliver PDL, a major part of which is the Edexcel short course for Citizenship.

In addition we provide enrichment activities to support the curriculum such as information days and awareness raising exercises.

School trips make an important contribution to the pupils' personal and emotional and citizenship development.

## **CONSULTATION AND LIAISON**

The school believes it is important to have the support of parents and the wider community for the PDL/Citizenship program.

Parents are given the opportunity to find out about and discuss the school's program through:

- Information going home via e-mail, weekly electronic bulletin and the school website
- Information evenings
- Parents' evenings
- Careers events
- Information leaflets
- Involvement with curriculum and policy development

## **TEACHING AND LEARNING**

### **Methodology**

It is important for teachers to establish a classroom climate which encourages respect and mutual esteem if all the pupils are to benefit fully from the opportunities provided through the programme. The teacher should establish appropriate 'ground rules' for classroom interactions, for example:

- listening to each other: 'no one talks whilst someone is saying something';
- accepting and valuing the contributions of all pupils: 'no one jeers at another's comments';
- respecting each other's views and opinions: 'listen and try to understand, you don't have to agree';
- not feeling obliged to discuss personal details: 'the right to "pass" without comment from others.

Pupils should be encouraged to work together, to be prepared to work with anyone in the class if required and to co-operate and support each other. Changing groupings will ensure that pupils experience different opinions and attitudes and this should help to increase tolerance and esteem between class members.

Pupils should be involved in planning their work and be encouraged to take responsibility for aspects of their learning. They should be given opportunities to research topics or enquire about issues with others outside the classroom and bring these views back to the group. The strength of parental influence should be recognised and brought into the work positively and constructively. Pupils' experiences should be used, making the work relevant and appropriate to their situations.

Pupils should be challenged to make decisions about their own behaviour, clarify their own values and be actively involved in the life of their school and community.

They should reflect on what they do; enquire what they think about a task, and when relevant, how they felt during the activity.

Any attempt by any pupil or pupils to belittle other pupils, especially for race, gender, social position, disability, etc. should be dealt with immediately, effectively and emphatically. To allow any such incident to pass unchallenged would appear to condone it.

### **Methods of Learning**

The best lessons are those in which pupils are encouraged to participate in learning through a range of appropriate activities clearly related to the objectives of the lesson.

The challenge to teachers is to find methods which succeed in engaging all pupils in the learning activity. For example, discussion should give each the opportunity to contribute and should not be confined to the confident and vocal minority.

### **Discussion**

Whole class discussion is difficult and is seldom productive at an initial stage because pupils need to be trained in the necessary skills. Small group discussion may lead on to whole class exchange with meaningful discussion, but this requires considerable skills on the part of the pupils. Pupils need opportunities to develop these skills.

Discussion should begin in pairs and move on to threes or fours. The class can be divided into pairs (or threes or fours) then given a question to discuss. After a few minutes the class can be stopped and asked for comments -main points being raised, ideas on the issues, etc. At this point, the teacher can contribute points to the general pool of ideas.

When pupils are practised in discussing in pairs or threes, it may be possible to move on and form small groups of five or six and use the above technique. This size of grouping demands higher skills and more co-operation. Each has to have a turn and so listening and involving everyone should be emphasised.

### **Leadership**

It is important to make sure that each pupil, not just the popular figures in the class, has an opportunity to take the role of leader. This role gives pupils the experience of being responsible for organising others and for organising work. It can enhance the esteem between pupils and increase the status of those who might be overshadowed by more dominant pupils.

### **Role play**

There are a number of uses for role play in the learning situation:

- a) To analyse a problem: re-enacting an incident can lead to drawing out the points given above and help pupils to think about what actually happens in the problematic situation.
- b) To practise actions: role play or rehearsing in-role can give young people the confidence to cope with a range of situations, from requesting things to meeting new people, resisting unwelcome pressure from a friend, peers or a stranger, going for an interview, etc.
- c) To understand situations and the position and feelings of those involved.

In role play, pupils imagine they are in a situation and behave as they would in the role. Pupils can be asked to pretend they are the people concerned.

Role play is useful in that it arouses interest, gives concrete action to focus on and allows pupils to explore situations in a creative way. However, role play has to be followed by enquiry and reflection on the action, hence the need for 'de-briefing' in which the class members consider various possibilities, eg:

- what was happening in the role-play
- how pupils felt
- what pupils felt about each other's actions
- what it showed them - what they learned from the role play

Role play can also assist young people by giving them appropriate language and vocabulary to deal with situations. Many pupils handle situations badly because they lack the skills of communication to deal with the situation appropriately.

### **Visitors**

Bringing visitors into the classroom offers the possibility of adding an extra dimension to the work of the class and is a most rewarding experience. Visitors may be drawn from parents, governors, ancillary school staff, teachers, the local community, former pupils, sixth form students, etc. Here is a good opportunity to bring a multicultural dimension into the classroom.

Material and presentations should be monitored as far as possible and visitors should be made aware of the School policies which deal with aspects of their input.

Visitors should always be thanked for their time and given feedback.

There are several ways in which the services of visitors can be utilized:

- a) as a visitor to small groups of pupils. In the first instance, visitors may be invited to meet small groups, purely as a social skills exercise, developing communication and encouraging collaboration between pupils.

- b) as a visitor to give a talk to the whole class. It must be remembered that the skills of talking of a whole class may be taken for granted by the teacher but others may need some guidance on how to present a talk

### **The use of Video Tape**

Carefully chosen video-taped programmes provide an excellent resource, to be used as a stimulus, but as with role-play, video resources need to be followed by enquiry, to ensure that pupils have learned from the material, rather than simply being entertained.

### **Recording work**

It is important that pupils keep a written record of their work, otherwise there is a danger that they will forget what is covered or devalue it. This does not mean, however, that talking and listening are not valid ways of learning.

A record of work may be kept on paper or in an exercise book held in a PSHE folder in which written responses, main points and information sheets can be stored. Teachers will wish to check that pupils keep up to date with their work and collect in appropriate work to assess pupil progress and evaluate work. Pupils can also be given homework in preparation for, or as an extension to, class work.

### **Assessment of learning and evaluation**

**Differentiation** - see "structure of the programme".

### **ICT**

All tutors are encouraged to use ICT where appropriate.

### **Off site Activities**

For all visits and experiences parents will always be required to give consent after receiving information about the activity. Those pupils who are unable to provide parental slips by a given deadline will not be able to take advantage of the activity. Lists will always be posted on the appropriate year board and copies given to Pupils Parent Services (PPS). See handbook for further details.

### **Literacy and Numeracy**

All tutors should be aware of School policy and year team approaches regarding these initiatives.

## **Liaison**

### **Parents**

Parents will be given information and consulted about PDL issues in the following ways:

- Information letters going home via e-mail, the weekly electronic bulletin and School website
- Information evenings
- Parents' evenings
- Careers evenings
- On the Internet

### **Curriculum Linked Primary Schools**

Information via organised meetings.

## **Internal Procedures**

All these are dealt within the Pastoral Handbook

## **Finance**

The Head of PDL orders all materials.

Spending in the department is controlled and monitored by the head of PDL.

Major spending initiatives are discussed with the line manager.

See strategic plan for breakdown of spending.

## **Appendix 1a**

### **Attitudes and Values**

- respect for argument and rational argument
- regard for opportunities including the challenging of stereotypes and an active concern for human rights
- respect for non-violent ways of resolving conflict
- concern for quality and excellence
- valuing oneself and others
- constructive interest in community affairs
- independence of thought
- tolerance and open-mindedness
- consideration of others
- flexibility and adaptability to change
- enterprising, persistent approaches to tasks and challenges
- determination to succeed
- self-discipline and self confidence
- sense of responsibility for personal and collective actions

### **Skills and abilities and Key skills:**

To be:

- self aware
- self confident
- creative
- able to make decisions
- able to lead
- socially aware
- able to negotiate
- able to judge risk
- able to study effectively
- organised
- sensitive

Key skills:

- application of number
- communication
- improving own learning performance
- information technology
- working with others
- problem solving

## APPENDIX 2A

### Attainment target for Citizenship

#### Key stage 3

##### **Pupils should be able to:**

- have a broad knowledge and understanding of the topical events they study
- appreciate the rights, responsibilities and duties of citizens
- understand the role of the voluntary sector
- know about forms of government, the provision of public services and the criminal and legal systems
- show how the public gets information and how opinion is formed and expressed, including through the media
- show understanding of how and why changes take place in society
- take part in school and community-based activities, demonstrating personal and group responsibility in their attitudes to themselves and others.

#### Key stage 4

##### **Pupils should be able to:**

- have a comprehensive knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens, the role of the voluntary sector; forms of government, the criminal and civil justice and legal and economic systems
- obtain and use different kinds of information, including the media, to form and express an opinion
- evaluate the effectiveness of different ways of bringing about change at different levels of society
- take part effectively in school and community-based activities, showing a willingness and commitment to evaluate such activities critically
- demonstrate personal and group responsibility in their attitudes to themselves and others.

### Suggested attainment targets for PSHE

#### Key stage 3

##### **To develop self-esteem, confidence, independence and responsibility and make the most of their abilities, pupils should be able to:**

- reflect on and assess their strengths in relation to personality, work and leisure and set realistic targets and review them
- respect the differences between people as they develop a sense of identity; know how others see them, and be able to give and receive constructive feedback and praise
- recognise the stages of emotions associated with loss and change in relation to death, divorce, separation and new family members, and manage the strength of their feelings in different situations
- relate changing job opportunities to personal qualifications and skills, and understand how choices made at Key Stage 4 should be based on knowledge of personal strengths, aptitudes and the changing world of work
- prepare and plan for realistic choices for Key Stage 4, seek out information and ask for help in relation to career plans
- understand what influences how we spend or save money and become competent at managing personal money.

##### **To develop a healthy lifestyle and keep themselves and others safe, pupils should be able to:**

- understand the physical and emotional changes that take place at puberty and how to manage these changes
- know how to keep healthy, and be aware of influences on health, including the media

- know that positive relationships and the balance between work, leisure and exercise affect mental health
- know the basic facts and laws, including school rules, about illegal substances and the risks associated with misusing prescribed drugs
- know about human reproduction, contraception, sexually transmitted infections, HIV and high risk behaviours
- recognise risk and make safer choices through gathering information relating to healthy and safe environments and lifestyles
- demonstrate personally effective ways of resisting pressure which threatens their own safety and wellbeing
- know basic emergency aid procedures and where to get help and support.

**To develop effective and fulfilling relationships and learn to respect the differences between people, pupils should be able to:**

- know effects of stereotyping, prejudice, bullying and discrimination arising from whatever source; and how to challenge them assertively
- know how to empathise with people different from themselves and to make and keep friends
- understand some of the cultural norms in society including the range of lifestyles and relationships
- appreciate the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- understand the role and feelings of parents and carers and the value of family life
- negotiate within relationships, recognise that personal actions have consequences, and make compromises
- be assertive in the face of pressure to do wrong and to recognise when others need help
- communicate confidently with peers and adults

**Key stage 4**

**To develop self-esteem, confidence independence and responsibility; and make the most of their abilities, pupils should be able to:**

- be aware of and assess their personal qualities, skills, achievements and potential in order to set personal goals
- have a sense of their own identity and present themselves confidently in a range of situations
- be aware of how others perceive them, manage success and failure and learn from the experience
- recognise and manage influences, pressures and sources of help
- understand all the options post-16, including continuing education and training as well as employment and their financial implications
- use the careers service to help choose appropriate routes, negotiate and plan with parents and others their post-16 options, develop career management skills and prepare and implement personal action plans.

**To develop a healthy lifestyle and keep themselves and others safe, pupils should be able to**

- consider alternatives and long- and short-term consequences when making decisions about personal health and use assertiveness skills to counter unhelpful pressure
- know the causes, symptoms and treatments for stress and depression and to identify strategies for prevention and management
- understand the link between eating disorders, eating patterns and self-image
- know the health risks associated with alcohol and drug use, early sexual activity and pregnancy, also issues such as food choices and sunbathing and about safer practices
- know how different forms of contraception work and where to seek advice in order to inform future choices
- seek professional advice confidently and find information related to health
- recognise and abide by health and safety requirements.

**To develop effective and fulfilling relationships and learn to respect the differences between people, pupils should be able to:**

- understand the diversity of different ethnic groups, the power of prejudice and be aware of exploitation in relationships
- challenge offending behaviour, prejudice, bullying and discrimination assertively and take the initiative in giving and receiving support
- work co-operatively with a range of people different to themselves
- talk about relationships and feelings
- manage changing relationships using strategies to resolve disagreements peacefully
- know about good parenting, its value to family life and the impact of separation, divorce and bereavement on families and the need for adaptability
- know about the statutory and voluntary organisations which support relationships in crisis; develop working relationships with a range of adults including work experience, personal guidance and community activities.