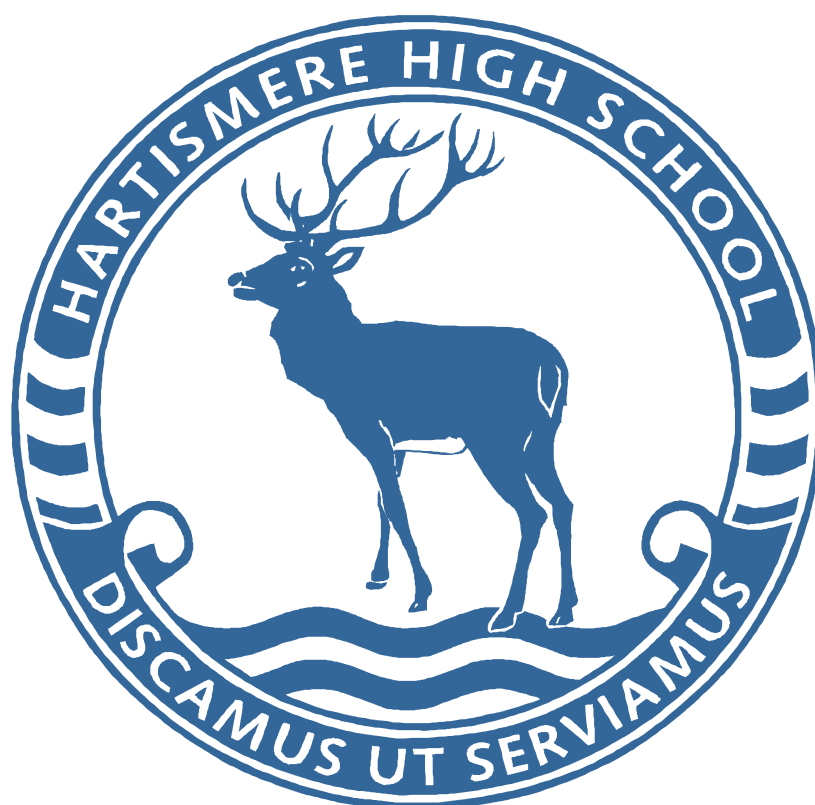


Hartismere High School

POLICY DOCUMENT No C3

Personal and Social Education, Citizenship and Health Education



Personal and Social education, Citizenship, and Health Education

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1. Personal and Social education, Citizenship and Health Education at Hartismere High School

Policy Statement

Personal and Social education, Citizenship and Health Education (PSCHE) helps young people to meet the challenges of life, both now and in the future. It embraces all those activities which contribute to the development of the individual self. The PSCHE programme should develop the individual's self-awareness, self-confidence, self-image and their sense of place in society, through the acquisition of appropriate personal skills, attitudes and knowledge.

Whilst many of these skills, attitudes and knowledge are addressed at various stages of the 'formal' PSCHE programme they do not by themselves make up the entire delivery. The delivery of attitudes, knowledge, and skills happens in all activities, in the classroom in formal lessons, in assembly times, in the extra-curricular activities that we undertake, and at those times of the school day which are not directed towards formal activities.

It is a much wider undertaking to teach respect, consideration and care of others in the whole of our school community.

The PSCHE lessons, tutor time, and 'crash-sessions' contribute to a whole package of 'Guidance' and the development of Personal and Social education, Citizenship, and Health Education taking place throughout the school.

School Aims

The general aims of the Personal and Social education, Citizenship, and Health Education programme in school are embedded within the general aims of the school

...

*We aim to meet the educational needs of each pupil and student, and to encourage a high but realistic level of expectation. We strive for exemplary standards of academic achievement, **self-discipline and consideration for others**. We try to give our pupils and students the **knowledge and skills they will need for life** and to make the proficient in literacy and numeracy. We present a balanced view of the modern world, an appreciation of the interdependence of its peoples and hope **to develop a respect for religious and moral values, the central importance of family life, and tolerance for the different views of other cultures**. This is achieved within the context of a firm yet understanding and caring school environment.*

Aims of the Personal and Social education, Citizenship, and Health Education programme

The aims of the PSICHE programme are to

- 1. Enable the pupil/student to manage himself/herself.*
- 2. Enable the pupil/student to manage himself/herself in the world outside of school by being able to make informed choices.*
- 3. Enable the pupil/student to develop a wider knowledge and understanding of the outside world and their place as a good citizen within it.*

Objectives of the Personal and Social education, Citizenship, and Health Education programme

Enable the pupil/student to manage himself/herself

- Develop positive attitudes in taking responsibility for his/her own learning, behaviour and development.*
- Develop lively and enquiring minds, including the ability to research current issues and make an informed, rational argument about them.*
- Develop positive attitudes towards caring for himself/herself.*
- Understand about and know how to protect himself/herself, eg from physical abuse, substance abuse, bullying.*
- Develop positive images of self, including self-awareness, assertiveness, self-worth and independence.*

Enable the pupil/student to manage himself/herself in the world outside of school by being able to make informed choices.

- Develop a positive understanding, respect, and tolerance for other ways of life, opinions and ideas, and other cultures.*
- Develop positive attitudes in caring for and respecting others in his/her immediate relationships and in his/her relationships in the wider community.*
- Develop knowledge and understanding about and promote positive images of healthy lifestyles.*
- Develop the ability to work as part of a team.*
- Develop a positive sense of, and appropriate balance of rights and responsibilities in working with others.*

Enable the pupil/student to develop a wider knowledge and understanding of the outside world and his/her place as a good citizen within it.

- Develop their knowledge of the social, economic and political world in which he/she will live.*
- Develop a concern about the wider world, including issues such as conservation of the environment.*
- Develop their knowledge of the democratic decision making process in his/her community and the issues that will confront them, (eg health, careers/employment, finance, legal/judiciary).*
- Develop a concern and understanding of issues such as equality of opportunity and anti-racism.*

Delivery of Personal and Social education, Citizenship, and Health Education

*The delivery of PSCHE is a **whole-school** responsibility in that implicit in the contact that we have with one another is the transmission of values and beliefs. In the curriculum, teaching and learning styles, method and process, rather than just subject content have an impact upon the pupil/student.*

In this respect different areas of the curriculum can contribute to the PSCHE programme, mapped out below.

Staff by their example and in their relationships with pupils/students will contribute to the PSCHE programme.

Assemblies and some tutor time will contribute to aspects of PSCHE programme.

There will be specific taught PSCHE lessons. In years 7-13 the delivery will be through sessions where the normal timetable is suspended (crash-sessions). At present we will suspend the timetable on six occasions, one in each half term of the school year. These should be arranged by the Deputy who oversees the school calendar, so that it is done on different days/periods to minimise disruption to teaching of other subjects.

In years 10 –11 there are timetabled lessons for delivery of additional aspects of the PSCHE programme.

The programme is also supplemented by some key skills units in years 7-9.

See appendices for details of programme.

Under the direction of the Curriculum Manager the responsibility for organising the delivery of these sessions lies at present with teacher i/c PSCHE, through the Student Support Team to form tutors. Where possible and appropriate the sessions themselves will be delivered and/or supported by 'specialists' either from school staff or outside agencies.

Details of each 'crash-session' will be published prior to a meeting of year teams, which will take place the week before each session in order that tutors can be briefed about the activities that are to take place. The staff INSET programme should also include time when the heads of year and tutors can receive specialist input from outside speakers and advisory staff. The Curriculum Manager will co-ordinate this with Deputy Head (responsible for staff development).

There is an audit of activities/teaching taking place in curriculum areas within each year group that contributes towards the PSCHE programme. It is the responsibility of the subject teacher/head of department to ensure that the appropriate delivery is made.

Equal Opportunities within PSCHE

The advice and guidance given to pupils and students will conform to the general equal opportunities of the school in that no pupil will be discriminated against nor prevented from participating in such activities, advice and guidance on grounds of gender, race, religion, nor disability.

In the PSCHE programme issues of equal opportunities, non-discrimination on grounds of race, religion or gender, will be addressed as part of the programme.

Entitlement

All pupils and students are entitled to access to Personal and Social education, Citizenship, and Health Education and guidance through

- *The planned, taught programme of PSCHE from years 7 through to year 13*
- *Informal advice and guidance from form tutor (initial contact), year head and support team*
- *Opportunities for individual guidance with a School Nurse, who advertises visits to the school on a weekly basis. Pupils and students can make appointments to see the school nurse through the pupil/student support team.*
- *Opportunities for individual guidance with a trained Counsellor, who may be accessed during the school day. Pupils and students can make contact through the pupil/student support team*

Information for Parents/Guardians - School Planners

Parents/guardians have an outline of the schools Personal and Social education, Citizenship, and Health Education curriculum published in the school prospectus. If changes are made then all parents will receive a copy of the updated document after approval of the governing body.

Parents/guardians have the dates for delivery of Personal and Social education, Citizenship, and Health Education through 'crashed timetable' sessions in the pupil planners. A summary of diary dates is also given to parents/guardians at the beginning of the school year.

Finance/Budget

The annual resourcing for Personal Social Education and Guidance is based upon the established formula within the school, which is determined by the number of 'pupil periods' that a curriculum area delivers within the school timetable.

This money in turn is provided separately for the delivery of schemes in Lower School (ie years 7- 9), Upper School (years 10 & 11), and Sixth Form (years 12 & 13). The teacher i/c PSCHE will determine how the monies are spent.

Review

*The **Personal education Health education, Citizenship and Social Education** curriculum should be reviewed two-yearly to take account of changes in statutory requirements and other changes in our local community.*

The latest review has taken place in the Spring 2005.

Policy for Sex Education at Hartismere High School

In accordance with LEA guidelines Sex Education is delivered through PSCHE and Biology, and to all year groups. In our treatment of the subject we emphasise the central role of the family and the responsibility of the individual.

A draft policy was discussed within the school by staff and governors during the spring of 1995 and a final submission was approved at a meeting of the governing body in the Spring term 1995. In September 1996 a sixth form was established on the site and at a meeting of the governing body in 1997 it was proposed that a review of the policy be made, particularly in the light of the additional age range.

Aims of Sex Education in the school

The aims of the sex education programme are to...

- *Develop knowledge and clear understanding of sexual matters and related issues that is appropriate to their age and background.*
 - *Develop communication skills and self-esteem in order that pupils/students can talk frankly about sexual matters and related issues.*
 - *Develop respect and consideration for others in fostering appropriate attitudes and values.*
 - *Develop decision making skills in order that pupils/students can make informed and responsible decisions as they grow and develop physically and emotionally.*
-
- *We should prepare our students for the opportunities, responsibilities and experiences of adult life.*
 - *We recognise the view that our sex education should be provided in a manner that encourages young people to have proper regard for moral considerations and the value of family life.*
 - *We recognise the importance of encouraging students to behave in a responsible way.*
 - *We should encourage pupils/students to have positive images of themselves in order that they will respond positively to decisions that will face them about sexual matters and the relationships involved, and that they will know that they have control over those decisions.*

- *We adopt a preventative approach to guidance on these matters – this is reflected both in the content of sex education and in the approach of that is adopted.*

Sex Education and the Curriculum

Specific Sex Education issues are delivered mainly through PSCHE, Science and RE. In years 7-9 the delivery in PSCHE will be through sessions where the normal timetable is suspended (crash-sessions). In years 10 –13 there is a timetabled lesson for delivery of aspects of the PSCHE programme, but this is supplemented by the same ‘crash-sessions’ that are used to deliver PSCHE in years 7-9. In years 7 – 11 all science and RE classes receive similar teaching in related topics.

Specific issues in Sex Education

- *The knowledge provided through sex education should be appropriate to the age, ability, and background of the pupils/students concerned. This places difficulty upon the school and teacher delivering the topic in that there will be different levels of maturity and awareness whenever the issue is raised. Whilst making the content of our sex education appropriate to the age and maturity of pupils/students in a year group it should also be made clear that there is support available (through Pupil Support/Guidance) for individuals to seek further advice.*
- *The vocabulary used should be appropriate and pupils should be able to understand it.*
- *The school maintains close links with appropriate outside agencies (school nurse, health centre and adviser).*
- *Where such issues unexpectedly arise during the course of teaching other curriculum topics the most appropriate response for the teacher would be to defer that matter and seek further advice, and perhaps refer an individual or group of pupils/students to the appropriate support staff (Year Head, Head of School).*
- ***Contraception** information is offered to pupils/students within the sex education part of the PSCHE programme that looks at this issue. Pupils are also made aware of the legal issues that surround contraception at this time. Pupils requiring individual information would be referred to Student Support team initially (Year Head/Head of School).*
- ***Pregnancy** of pupil/student in school would be referred to Student Support team initially (Year Head/Head of School).*
- ***Child Protection/Abuse** incidents are dealt with using procedures clearly defined in Student Support Documents. The issue of abuse is raised in PSCHE (eg bullying in year 7, Family Matters in year 8,) and the school encourages pupils/students to inform someone.*

- **Sexual Orientation** is briefly included in the schools sex education curriculum, and discussion may arise in other areas of the curriculum, eg English, from discussion of characters in book/play. A negative image, or ill-informed verbal comments would be challenged.
- **Confidentiality** is important, but pupils/students are made aware that the school cannot hold on to information that it is legally obliged to pass on to outside agencies. They are reassured that only designated officers in the school will be aware of that information. The school also publishes telephone numbers of confidential helplines on pupil/student notice boards.

Information for Parents/Guardians

Parents/guardians have an outline of schools sex education curriculum and policy published in the school prospectus. If changes are made then all parents will receive a copy of the updated document after the approval of the Governing Body. In addition to this parents/guardians of all year 7 pupils will receive a standard letter about proposed sex education sessions prior to them taking place, in order that they might be ready to answer questions from the pupils.

Withdrawal from Sex Education

Parents would be welcome to discuss aspects of the sex education in school, initially with Curriculum Manager. Should parents so wish their child could be withdrawn from sex education except that part that is delivered as part of the National Curriculum. Parents should be informed of this right in the letter sent to parents/guardians of year 7 pupils and in the school brochure.

Review

The sex education curriculum should be reviewed alongside any review of sex education policy made by the governing body of the school.

The latest review has taken place in the Spring 2000.

C. Aldous (Curriculum Manager) March 2000

Policy for Drugs Education at Hartismere High School

Drugs Education

'Drugs' would include the following alcohol, tobacco, solvents, amphetamines

In accordance with LEA guidelines Drugs Education is taught through PSCHE and Biology lessons, and to all year groups. Drugs education in school is aimed at preventative approach, enabling young people to feel that they do not need to resort to experiment with them.

In our treatment of the subject we emphasise the effects of noxious substances on the individual, the social consequences, and the responsibility of the individual. In dealing with this issue we must be aware of the danger that inappropriate presentation might actually encourage experimentation.

We recognise as a school that pupils/students have access to drugs outside school in the local communities, and that a number of older pupils/students will experiment with their peers. We are also alert to the fact that they could be brought onto school premises, and the school is in a difficult position when illegal activity takes place on school premises.

Support Procedures

The current school policy on dealing with incidents at school can be found in appropriate school documents, a copy of which is attached as an appendix.

Aims of Drugs Education in the school

The aims of the drugs education are to...

- *Develop knowledge and clear understanding of drugs and related issues that is appropriate to the pupils/students age and background.*
- *Develop communication skills, self-confidence and self-esteem in order that pupils/students can talk frankly about drugs and related issues.*
- *Develop respect and consideration for others in fostering appropriate attitudes and values.*
- *Develop decision making skills in order that pupils/students can make informed and responsible decisions as they grow and develop physically and emotionally.*
- *Develop an awareness of the pressures brought to bear upon the individual by advertising and by peer group pressure*

Factors that underpin the school's approach to Drugs Education

- *We should prepare our students for the opportunities, responsibilities and experiences of adult life.*
- *We recognise the view that our drugs education programme should be provided in a manner that encourages young people to have proper regard for moral considerations and the social consequences of taking drugs.*
- *We recognise the importance of encouraging students to behave in a responsible way.*
- *We should encourage pupils/students to have positive images of themselves in order that they will respond positively to decisions that will face them about drugs, and that they will know that they have control over those decisions.*

We adopt a preventative approach to guidance on these matters – this is reflected both in the content of drugs education curriculum and in the approach of that is adopted.

Objectives specific to years 7, 8 and 9

- *Raise pupils self-esteem and encourage respect for others as individuals*
- *Develop knowledge and clear understanding of drugs and related issues that is appropriate to the pupils/students age.*

Objectives specific to years 10

Objectives specific to years 11

Objectives specific to years 12 and 13

Drugs Education and the Curriculum

Specific drugs issues are delivered through PSCHE, Science, Drama and RE. In years 7-9 the delivery in PSCHE will be through sessions where the normal timetable is suspended (crash-sessions). In years 10 –13 there is a timetabled lesson for delivery of aspects of the PSCHE programme, but this is supplemented by the same ‘crash-sessions’ that are used to deliver PSCHE in years 7-9. In years 7 – 11 all science and RE classes receive similar teaching in related topics.

There is evidence to suggest that as part of our strategies to prevent misuse of drugs we should look to build the pupils self-esteem. This will be addressed through 'crash sessions', but it was felt that this should be more of an ongoing issue rather than isolated sessions. The Drama department, who teach all pupils in years 7, 8, and 9, have agreed to adapt part of their schemes of work to address this issue. The drama groups may also highlight other related issues by making presentations to pupils (to stimulate discussion) and parents (as part of the liaison mentioned above).

Information for Parents/Guardians

Parents/guardians have an outline of schools drugs education curriculum and policy published in the school prospectus. If changes are made then all parents will receive a copy of the updated document after approval of the governing body. In addition to this parents/guardians of all pupils will receive a standard letter about proposed drugs education sessions prior to them taking place, in order that they might be ready to answer questions from the pupils.

It has been agreed to provide display materials and leaflets from the local Health Authority at parents evenings. We are also investigating the possibility of having a regular presence of Community Police Officer at parents evenings.

*A very successful presentation was made to parents in 1995 with the help of Drugs Officers from the Suffolk Constabulary. A second evening was held in September 1998 with the help of the school's Police Liaison Officer, a Superintendent from Halesworth, representatives of the local drugs action team (parents and other interested adults from the community). **This is an event that the school repeats as an on-going part of drugs education in school.** The evening was intended to inform the adults of what the school did in terms of educating the pupils/students about drugs ... trying to prevent abuse, and what they as parents could look out for as signs of misuse in the community.*

In an evaluation of the evening in 1998 the suggestion was made that perhaps information ought to be on display at every parents evening as part of on-going liaison with parents. Another suggestion was for displays of work that pupils/students had undertaken in their PSICHE lessons could be displayed together with the informative posters given by the Community Police Officer. The HHSA (parent association) had purchased a case containing a display of commonly available drugs in their different forms which would be used in school and could also be displayed on Parents evenings.

Review

The drugs education curriculum should be reviewed regularly to take account of changing circumstances of drugs in our community. The latest review has taken place in the spring 2005.

Citizenship

identifies three inter-related components that should run through all education for Citizenship.

- **Social and moral responsibility:**
Pupils learning - from the very beginning - self-confidence and socially and morally responsible behaviour both in and beyond the classroom, towards those in authority and towards each other.
- **Community involvement:**
Pupils learning about becoming helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service to the community.
- **Political literacy:**
Pupils learning about the institutions, problems and practices of our democracy and how to make themselves effective in the life of the nation, locally, regionally and nationally through skills and values as well as knowledge - a concept wider than political knowledge alone.

Pupils develop skills of enquiry, communication, participation and responsible action through learning about and becoming informed and interested citizens. This will be achieved through creating links between pupils' learning in the classroom and activities that take place across the school, in the community and the wider world.

Policy for Careers Education at Hartismere High School

Careers Education and Guidance

Careers Education and guidance is taught within the framework of the PSCHE curriculum. Specialist careers guidance is offered and provided by officers of Suffolk Careers. Pupils in years 9, 10 and 11, and students in years 12 and 13 can request career interviews.

Entitlement

All pupils and students are offered access to careers education and guidance through

- A planned, taught programme of careers education from years 9 through to year 13*
- Career information located in the school library and on the school ICT network*
- A compulsory period of work experience in year 10, with further opportunities in years 12 & 13*
- Individual and group guidance in forming action plans and recording achievements (in their individual Record of Achievement)*
- Opportunities for individual guidance with a Careers Advisor*

Aims of Careers Education in the school

The aims of the careers education are to...

- Develop an awareness of career opportunities that are appropriate to the pupils/students age, ability, and background and develop the skills to obtain further information.*
- Develop communication skills and self-esteem in order that pupils/students can talk frankly about their interests and possible career aspirations.*
- Develop respect and consideration for others in fostering attitudes and values that are appropriate in the workplace.*
- Develop decision making skills in order that pupils/students can make informed and responsible decisions as they mature in school and beyond.*
- Develop self-awareness, recognising their individual strengths and weaknesses in terms of skills and personal qualities.*
- Develop an equal opportunity perspective, and challenge traditional attitudes to gender, race and class in relation to occupational choice.*

Objectives specific to Year 9 pupils

- *To prepare pupils for making choices with regard to year 10/11 courses, and the implications for possible pathways through continuing education, training and employment*
- *To raise pupil's awareness of individual abilities, skills and personal qualities in people in a working environment*
- *To encourage responsibility for improving his/her own learning by looking at the need to set appropriate deadlines, and to meet those deadlines*
- *To raise their awareness of their responsibilities in working with others*

Objectives specific to Year 10 pupils

- *To prepare pupils for work experience, helping them to develop self-awareness, recognising strengths and weaknesses*
- *To encourage responsibility for improving their own learning, and their responsibilities in working with others*
- *To help pupils become aware of their individual abilities, skills and personal qualities*
- *To help them recognise the value of good study/learning habits, and explore them in relation to different occupational areas both now and in the future*
- *To develop an awareness of the range of occupations available, the mechanisms for accessing information and the range of progression routes available*

Objectives specific to Year 11 pupils

- *To prepare pupils to make decisions about the education, training and employment opportunities available at the end of year 11 and beyond, encouraging responsibility for their own informed decisions*
- *To develop a greater awareness of self, reflecting upon the achievements in years 10 and 11, and informing them of decisions about the future*
- *To encourage responsibility for improving their own learning, and their responsibilities in working with others*
- *To further develop the pupils skills in researching information about future plans within education, training and employment, particularly with the changing nature of examinations and choices post-16*

Objectives specific to Year 12 & 13 students

- *To prepare students to make decisions regarding the opportunities available to them at the end of their course and beyond, with the emphasis on their own informed decisions*
- *To ensure that students have the best information available with regard to progression routes through their year 12/13 courses and beyond into higher education, further education, training and employment*
- *To develop an awareness of their own individual strengths and weaknesses, providing opportunities to improve upon personal skills*
- *To ensure that careers guidance is available to all students*
- *To encourage the students awareness of their own responsibilities for improving their own learning by looking at planning, appropriate working patterns and deadlines*

Equal Opportunities

The advice and guidance given to pupils and students will conform to the equal opportunities policy and practice of the school.

All pupils will have equal access to the activities, advice and guidance, without discrimination because of disability, gender, race or religion.

The activities and guidance given to pupils will actively seek to break down barriers of discrimination racism and stereo-typing, particularly in the case of career guidance by challenging the prevailing stereo-typing of certain careers and career paths.

This policy will be followed by staff delivering careers guidance in school and Careers Officers from Suffolk Careers.

Careers Education and the Curriculum

Specific Careers issues are delivered mainly through PSCHE curriculum.

In year 9 the delivery in PSCHE will be through sessions where the normal timetable is suspended (crash-sessions).

In years 10 –13 there is a timetabled lesson for delivery of aspects of the PSCHE programme, but this is supplemented by the same ‘crash-sessions’ that are used to deliver PSCHE in years 7-9.

In years 9 – 13 all classes (as tutor groups) receive similar teaching in related topics.

An outline of the PSCHE programme will be incorporated into the school planner.

Information for Parents/Guardians - School Planners

Parents/guardians have an outline of schools careers education curriculum published in the school prospectus. If changes are made then all parents will receive a copy of the updated document after approval of the governing body.

In addition to this parents/guardians of all pupils will receive information about proposed careers guidance, either through taught sessions or from Careers Officers, prior to it taking place in order that they might discuss outcomes with their sons/daughters. It is planned that this information will be made available in the pupil planners which all pupils and students are required to keep.

Finance/Budget

The annual 'recurring' budget for Careers Education and Guidance is based upon the established formula within the school, which is determined by the number of 'pupil periods' that a curriculum area delivers within the school timetable.

This money in turn is provided separately for the delivery of schemes in Lower School (ie year 9), Upper School (years 10 & 11), and Sixth Form (years 12 & 13). The teacher i/c the curriculum area will determine how the monies are spent in respect of fulfilling agreed targets.

'Capital' and 'Targeted' funding is that money which is given to a curriculum area to support particular initiatives, and is not dependant upon pupil/student numbers.

- Currently (1999/2000) the Library Initiative has provided an allocation of money in the form of matched funding to support the increase of careers resources*
- The work experience initiative has also provided an allocation of money*

Review

The school has to negotiate an annual review of the partnership between Hartismere High School and Suffolk Careers. This review should take place so that the partnership can operate from the beginning of the academic year (ie September), and should therefore be signed during the previous June/July by the headmaster and designated governor on behalf of the school. This would mean a review during April/May, for approval of the governing body during the summer term.

The careers education curriculum should be reviewed alongside any review of careers education policy made by the governing body of the school, and should in the normal course of events be a bi-annual review.

H. Peters (i/c Careers/PSCHE), C. Aldous (Curriculum Manager) May 2005

Appendix 1.

Job Descriptions/ Responsibilities of staff

Teacher i/c Careers Education

The teacher with specific responsibility for Careers Education should be directly responsible to the Curriculum Manager for

- *Co-ordinating the programmes of study for years 9 to 13*
- *Liase with Head of Sixth Form on delivery of CEG in years 12 & 13*
- *Liase with respective heads of year on delivery of CEG in years 9, 10 & 11*
- *Liasing with outside agencies that deliver aspects of the CEG programme*
- *Co-ordinating the Work Experience programme in year 10*
- *Liase with Head of Sixth Form on work experience in years 12 & 13*
- *Co-ordinate visits by years 10 and 12 to careers conventions*
- *The resources in the Careers Library*
- *The financial resources delegated to Careers Education*
- *Other aspects of organisation and delivery of Careers Education and Guidance programme as may be required*

Teacher i/c Personal and Social education, Citizenship, and Health Education

The teacher with specific responsibility for Personal and Social education, Citizenship, and Health Education (PSCHE) should be directly responsible to the Curriculum Manager for

- *Co-ordinating the programmes of study for years 9 to 13*
- *Liaising with Head of Sixth Form on delivery of PSCHE in years 12 & 13*
- *Liaising with respective heads of year on delivery of PSCHE in years 7,8, 9*
- *Liaison with respective heads of year on delivery of PSCHE in years 10 & 11*
- *Liasing with outside agencies that deliver aspects of the PSCHE programme*
- *Liaison with respective heads of department and teachers i/c subject areas on delivery of aspects of PSCHE programme in other curriculum areas*
- *The resources for delivery of PSCHE*

- *Co-ordinating Staff Development for PSCHE*
- *The financial resources delegated to PSCHE*
- *Other aspects of organisation and delivery of Personal and Social education, Citizenship, and Health Education programme as may be required.*

Appendix 2
A schematic outline for delivery of PSCHÉ programme