

June 2020



# PERSONAL, SOCIAL & HEALTH EDUCATION, CITIZENSHIP AND PERSONAL SAFETY POLICY

SPRING COMMON ACADEMY TRUST  
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE. PE29 1TQ

## **INTRODUCTION**

Personal, social and health education (PSHE) and Citizenship are the curriculum areas which provide planned provision for emotional and social development. PSHE and Citizenship can help children and young people develop a sense of identity and to function well in the world, and cover three core themes:

- 1. Health and Wellbeing**
- 2. Relationships**
- 3. Living in the Wider World**

Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels as informed, thoughtful and responsible citizens who are aware of their duties and rights.

PSHE and Citizenship is coordinated, planned and delivered as an integrated programme delivered across the curriculum, with focused teaching and learning provided through discrete lessons.

Key themes include: emotional health and wellbeing, sex and relationships, drugs, SMSC (social, moral, spiritual and cultural) development, citizenship, careers education and guidance, diet and exercise, and safety.

School-based PSHE and Citizenship helps children and young people make sense of what is implicitly or explicitly learnt at home from parents, carers, family, friends and wider society (Children's Bureau – PSHE and Citizenship for children and young people with special needs – An agenda for action 2004).

The learning associated with PSHE and Citizenship is central to the successful delivery of all our curricula. Many wider school aims are reflected in this policy.

The purpose of this policy is to inform and provide guidance on how the PSHE and Citizenship curriculum will be implemented throughout the school.

### **Statutory Framework**

The statutory framework that accompanies the National Curriculum categorises the areas covered by PSHE and citizenship as follows:

- Developing confidence and responsibility and making the most of the pupils' abilities
- Preparing to play an active role as citizens
- Developing a healthier, safer lifestyle
- Developing good relationships and respecting the differences between people

From September 2020 PSHE is a statutory subject.

## **Rationale**

PSHE is part of the formal curriculum offer and permeates the ethos of the school.

The PSHE and citizenship programme therefore:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at Spring Common Academy Trust
- Prepares the pupils for the opportunities, responsibilities and experiences of adult life.

## **Principles and Approaches:**

SCA has a values-driven curriculum. We promote the values of:

- Listening
- Moral Purpose
- Trust and Respect
- Supporting Innovation
- Integrity
- Communication
- Building Confidence
- Empathy
- Collaboration

## **AIMS**

Our aim is to encourage pupils to be independent, confident and be able to make safe choices and appropriate beyond the school gate.

We will:

- Create a safe, supportive and caring community where everyone feels they belong.
- encourage respect for and tolerance of others, regardless of any differences
- help pupils acquire the knowledge and skills required for everyday living and, through this, make informed choices
- provide pupils with opportunities to learn about themselves, their bodies and their feelings
- provide opportunities for pupils to assess evidence, make decisions, negotiate, discuss, listen, make and deal with relationships, solve problems and work independently
- foster a sense of pride and community within school and in the wider environment

## **INCLUSION AND EQUAL OPPORTUNITIES**

The PSHE and citizenship curriculum is designed to be fully inclusive, enabling all of the pupils to access it at an appropriate levels.

Curriculum delivery, and reinforcement, is tailored to meet individual needs though the pupil's learning pathway.

All pupils are entitled to a curriculum which engenders their personal and cultural development and prepares them for adult life.

The curriculum offered is delivered to and accessed by every pupil regardless of gender, ability, racial or cultural differences. These issues are addressed fully by the School's Equal Opportunities Policy.

Please see appendix 1 for information on teaching PSHE & Citizenship to pupils in the autism spectrum.

## **IMPLEMENTATION**

PSHE and citizenship is provided through a combination of:

- Discrete and specific curriculum time
- Teaching through and in other subjects/curriculum areas, especially RE, science, geography and literacy.
- PSHE and citizenship activities and school events
- Class time, including circle time
- School assemblies
- Visits from appropriate people from outside of the immediate school community
- Visits to places in the local community, and further afield.
- Residential visits

PSHE in the Early Years and Key Stage 1 is an integral part of all work as Personal Development element of the Early Years Curriculum.

Pupils in Key Stages 2, 3, 4 and Post-16 have timetabled PSHE and Citizenship lessons.

At Key Stages 1 and 2 Citizenship is non-statutory. The pupils are helped and encouraged in all curriculum areas to become more informed citizens and to develop skills of enquiry, communication, participation and responsible action.

Citizenship is complemented by the framework for PSHE at Key Stages 3 and 4, and taught using the Citizenship programmes of study for Key Stage 4 where appropriate.

## **SENSITIVE AND CONTROVERSIAL ISSUES**

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics are likely to arise in the context of PSHE and citizenship lessons.

Part of the purpose of PSHE and citizenship is to provide a safe space to address sensitive and controversial issues in a balanced way and in a safe environment.

It is important that pupils can express their thoughts, feelings and opinions and use the knowledge and experience they already have, and that pupils feel safe, both physically and emotionally, and that they are valued for what they are able to achieve and offer, so that meaningful learning can take place.

Teachers will take all reasonably practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation (see The Education Act 1996).

Please refer to the school's Relationships & Sex Education policy for more information.

## **CONFIDENTIALITY**

In the context of PSHE and citizenship, pupils may make personal disclosures. They will be made aware that it is necessary for the school to act upon certain disclosures that they may make, e.g. activities that are illegal or harmful to themselves or others, in line with our Safeguarding Policy.

## **PERSONAL SAFETY**

We recognise that our young people need to play an active part in keeping themselves safe using skills such as discernment, communication, negotiation and decision-making in a wide range of situations. Our pupils need support to enable them to cope with feelings of love, fear, anger and frustration.

Our approach to PSHE & Citizenship encourages pupils to:

- value their bodies and themselves
- develop self-esteem
- be independent
- take appropriate responsibility for their actions
- practise skills for keeping safe
- develop clear values and attitudes
- make choices
- express opinions
- identify and communicate with sources of support

## **LINKS WITH FAMILIES**

We value parents'/carers' involvement in their child's learning and see parents as our partners.

We seek to offer consistency of approach throughout the whole life of our pupils as a key issue and will seek parent/carer advice and guidance in the well-being of our pupils.

## **LINKS WITH OTHER AGENCIES**

We acknowledge the role other agencies, such as social care, will play throughout the lives of many of our pupils, and where appropriate we will share information relating to our PSHE & Citizenship curriculum with them to ensure we are meeting the identified needs of our pupils.

## **ASSESSMENT, RECORDING AND REPORTING**

Assessment is seen as an integral part of teaching. It is a continuous process, which takes into account the learning process and the way pupils approach and deal with tasks, as well as the final product.

Progress will be monitored and recorded using the AET Assessment Framework, Personal, Social & Health Education, Citizenship and Personal Safety Policy

Spring Common SCALES, and Learning Journeys. This is built into targets throughout the year so that assessment is summative and continuous. Pupils, where appropriate, will be involved with self- assessment.

Within school the following external assessments may be used, in conjunction with teacher assessments. All contain PSHE and citizenship elements.

- ASDAN Towards Independence
- ASDAN Transitions challenge
- ASDAN PSD

Please refer to the school's Assessment Policy and Teaching & Learning Policy for more information.

## **MONITORING AND EVALUATION**

The PSHE co-ordinator, in conjunction with the leadership team, will monitor the planning, teaching and learning of PSHE and citizenship. Observations of teaching will take place in accordance with the school's monitoring cycle.

## **POLICY REVIEW**

The policy will be reviewed annually and updated as appropriate by the PSHE and Citizenship co-ordinator(s).

Policy agreed on: June 2020

Signed on behalf of the Trustees \_\_\_\_\_

Committee: CURRICULUM

Author: \_\_\_\_\_

Review date (optional): \_\_\_\_\_

Website **Y**/N

## **Appendix 1**

### **Teaching PSHE & Citizenship to Children with Autism Spectrum Conditions (ASC)**

General guidance on the approach to teaching and learning for children with ASC may be found within the school's Autism Handbook.

Students with ASC demonstrate the following characteristic learning and thinking styles:

- A relative strength in concrete thinking, for example, direct interaction with their environment.
- A preference for visually as opposed to orally presented materials, for example, the use of artefacts and pictures.
- A relatively slow speed of processing of orally presented materials leading to partial or incomplete understanding of a spoken instruction.
- A relative strength in rote memory, for example, recalling a list of dates or key words particularly if these are presented visually and using sequencing techniques such as timelines.
- A strength in understanding visuospatial relationships, for example, relative locations of places and features including on a map.
- Difficulties in abstract thinking, for example, comprehension of themes or topics that they do not link to their own experience.
- Difficulties in social cognition, for example, understanding the motivations of people in different circumstances.
- Difficulties in communication. Many people with ASC are reluctant writers, some ASC adults describe struggling to understand why they were expected to write down something they already knew.
- Unusual patterns of attention, for example, total absorption in a favourite activity and fleeting attention to something that is not preferred.

Students with ASC are often helped by:

- Use of video, ICT and interactive resources
- Clear and specific language supported by signs and symbols
- Access to artefacts and hands-on experiences
- Opportunities to take part in structured and guided role play
- Routines
- Repetition
- Time limits