



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

INTRODUCTION to PSHE

What is personal, social and health education (PSHE) and citizenship?

PSHE and Citizenship is the planned provision for emotional and social development. It can help children and young people develop a sense of identity and to function well in the world. PSHE and Citizenship includes three core themes:

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

PSHE and Citizenship is best coordinated, planned and delivered as an integrated programme which is provided across the curriculum in all subject areas as well as in discrete lessons. It incorporates key themes including: 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 complements and helps children and young people make sense of what is implicitly or explicitly learnt at home from parents, carers, family, friends and wider society. (Definition from National Children's Bureau – PSHE and Citizenship for children and young people with special needs – An agenda for action 2004)

The non-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

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.

PSHE must be considered as part of the formal curriculum and as something which permeates the ethos of the school.

PSHE and Citizenship is central to the teaching and learning of our pupils. Many of the 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.

AIMS

At Spring Common we aim to:

- create a happy and stimulating environment for the physical, intellectual, emotional and social development of the pupils which takes into account their special needs and individual differences
- encourage respect for and tolerance of other races, religions and cultures
- 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

Although these aims are set out separately, the qualities, attitudes, knowledge and skills developed are interdependent. A whole school approach is essential and the policy should be shared and discussed with all the adults who teach, help and care for our pupils.

ENTITLEMENT

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.

INCLUSION

PSHE and citizenship is a totally inclusive curriculum enabling all of the pupils to access it at their appropriate levels. Teachers should choose the knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. In some cases students may not take part in designated PSHE and Citizenship "lessons" but students will still receive guidance and learning opportunities by being encouraged to practice life and functional skills throughout their daily routines e.g. washing hands before eating.

IMPLEMENTATION

PSHE and citizenship will be provided through a combination of:

- Discrete curriculum time
- Teaching through and in other subjects/curriculum areas, especially RE, science, geography and literacy.
- Resources are stored in a PSHE cupboard in topic boxes which can be accessed by all staff.
- PSHE and citizenship activities and school events
- Circle time
- School assemblies
- Visitors, including those from community-based agencies, are a valuable resource. They can bring new knowledge, expertise and experiences to the classroom.
- Visits to places of worship, local and national government, business premises, sports centres, health centres, libraries, museums, environmental centres, places of natural beauty, organised events (e.g. Safety Zone Day, Life Education Centre) etc. can greatly enrich the PSHE and citizenship provision.
- Residential visits also greatly enhance the PSHE and citizenship curriculum.

PSHE in the Early Years and Class 1 will be an integral part of all work as Personal Development element of the Early Years Curriculum. Where appropriate there will be designated PSHE and Citizenship lessons **beginning in Key Stage 2.**

HOW WILL SENSITIVE AND CONTROVERSIAL ISSUES BE DEALT WITH?

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics are certain to arise in PSHE and citizenship teaching. Part of the purpose of PSHE and citizenship is to enable pupils to address sensitive and controversial issues directly in a balanced way and in a safe environment. 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).

CONFIDENTIALITY

In the context of PSHE and citizenship, pupils sometimes make personal disclosures. They must 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. Where there is a disclosure, the member of staff should discuss the issue with a senior member of staff responsible for Child Protection.

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.

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

- ASDAN Towards Independence
- AQA ELC/EQUALS/AQA Pre-Entry Level UAS
- OCR – Life and Living Skills
- ASDAN PSD

Progress will be monitored and recorded using the AET Assessment Framework. This is built into targets throughout the year so that assessment is summative and continuous. Pupils, where appropriate, will be involved with self-assessment.

The nature of the subject means that there may be less recording in the form of pupil work than in other areas of the curriculum. Children's successes and achievements will be recorded in a variety of ways, e.g. star charts, merits, good work assemblies and certificates. More formal reporting will happen via the annual report to parents on their child's progress.

MONITORING AND EVALUATION

The PSHE co-ordinator 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.

HOME-SCHOOL LINKS

We value parents'/carers' involvement in their child's learning. Teachers will communicate with home, where appropriate, to discuss specific topics e.g. Sex and Relationship Education. Parents will be invited to attend information meetings for Sex and Relationships Education.

EQUAL OPPORTUNITIES

This policy has been written according to the guidelines laid down in the school's Equal Opportunities Policy. As with all teaching at Spring Common Academy Trust, PSHE is taught in such a way as to include all children, irrespective of their ability, gender, race or ethnicity.

OTHER RELATED POLICIES

- Sex and Relationship Education
- Drugs (Substance use and misuse)
- Behaviour and Discipline
- Equal Opportunities/Multicultural Education
- Anti-Racism
- Spiritual, Moral, Social, Cultural/British Values
- Social Skills - closely linked with the Speaking and Listening content of the National Curriculum Literacy document, and the School's Literacy Policy.
- Personal Safety
- Life Skills
- Careers Education and Guidance and Work Related Learning - now part of 14-19 Policy
- Child Protection
- Health and Safety
- Inclusion

POLICY REVIEW

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

CITIZENSHIP

Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages pupils to play a helpful part in the life of their school, neighbourhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities; and develops pupils' ability to reflect on issues and take part in discussions.

Pupils should develop skills of enquiry, communication, participation and responsible action.

At Key Stages 1 and 2 Citizenship is combined with PSHE and 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 3 where appropriate.

PERSONAL SAFETY POLICY

Children need to play an active part in keeping themselves safe. They need to learn skills such as discernment, communication, negotiation and decision-making and how to use these skills. They need to learn how to prevent difficult situations arising and how to cope with them when they do. They need to know what to say, what to do, to whom to go for help and strategies for promoting protection. They need to have the self-esteem and confidence to practise and use these skills. They need to explore their own attitudes, values and behaviour to take increasing responsibility for themselves. Personal safety issues are dealt with as part of the PSHE – see Long Term Plan

AIMS

- To encourage pupils to value their bodies and themselves
- To develop pupil self-esteem
- To enable pupils to become as independent as possible
- To enable pupils to take appropriate responsibility for their own actions and behaviour wherever possible
- To develop opportunities for pupils to practise skills for keeping themselves safe
- To enable pupils to develop clear values and attitudes
- To offer appropriate knowledge and information to keep pupils safe
- To enable pupils to make choices in their own lives
- To enable pupils to express opinions
- To enable pupils to cope with feelings of love, fear, anger and frustration
- To help pupils identify and communicate with sources of support

We are aware that many of our pupils cannot achieve all of these aims independently - they may not be capable of learning some of these skills, or understanding or putting them into practice and they may rely heavily on adults to help them. We can try to develop personal and social skills whenever and wherever possible and encourage pupils to be as independent and safe as possible.

WHOLE SCHOOL ISSUES

The aims of the programme can only be carried out effectively if they are shared by all members of the school community. The atmosphere and spirit of the school can be greatly influenced by the way we as adults display our values and attitudes both implicitly and explicitly. Creating an ethos which fosters and builds on our aims should not be taken for granted and we will be constantly striving to achieve ways to ensure that the messages of self respect, respect for others and decision making processes are a part of the whole school life.

LINKS WITH THE FAMILY

We are aware how important family links are for all young people - the role of the carers is a shared one - but particularly so for our pupils. We will share our aims and practices with families, involving and encouraging the messages and skills to be common at home and at school. 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. Our policy is to involve parents in the individual and shared programmes for our pupils.

LINKS WITH OTHER AGENCIES

We acknowledge the role other agencies will play throughout the lives of many or all of our pupils. It is important that each agency role is clearly understood and that the aims of our educative principles and processes are shared with these providers. Our roles are shared to encourage young people to make safe decisions in their life choices. We may initially need to make these links on their behalf, but will encourage our pupils to use agencies themselves.

STAFF SAFETY AND WELFARE

The safety, health and welfare of staff are important to us all. We recognise the importance and value of all those who come into contact with our pupils. This includes staff, drivers, midday supervisors, volunteers and students. We will respond to health and safety requirements and ensure that needs for staff are met. This will include:

- Appropriate first aid training
- An awareness of correct lifting strategies
- Opportunities for staff immunisation e.g. Hep B
- Stress management and staff relaxation opportunities
- Support structures for staff in managing pupil behaviour
- Staff training on procedural issues, and current legislation e.g. child abuse / disclosures
- Regular staff training on Team Teach (Positive Handling Techniques)

CLASSROOM CLIMATE

It is important that pupils can express their thoughts, feelings and opinions and use the knowledge and experience they already have. Building an appropriate classroom climate for this is a long-term process, which relates to the whole school as well as classroom practices and will encourage co-operation rather than competition. It is important that pupils feel safe, both physically and emotionally and that they are valued for what they are able to achieve and offer.

Pupils will only share when they can trust and are trusted. We would hope to achieve this by principles and strategies, which will include:

- Co-operation and trust exercises
- Structured self-esteem exercises
- Displays of pupils' work
- Involvement of pupils in the management of their own classroom ground rules
- Ensuring a safe physical and emotional environment

The classroom for all our pupils is not restricted to one base - the learning opportunities will also take place throughout the whole school, on visits and other experiences.

TEACHING STYLES

As teachers we will vary and adapt methods according to the lesson content, outcomes, needs and abilities of the pupils, the time available and their personal learning styles. We should endeavour to use positive teaching approaches rather than negative reinforcement. Lessons related to personal safety education are known to be more successful in promoting self-esteem if they explore the following three areas:

- Knowledge and information
- Skills
- Attitudes

This approach requires a variety of experiential techniques:

- Discussions
- Paired, group and whole class work
- Role plays
- Demonstration
- Visual aids e.g. videos, tapes, dolls
- Visits
- Visitors
- Sensory experiences

These activities need to be followed up with opportunities for reflection at a variety of appropriate levels in order to enable pupils to make sense of the learning opportunities.

CURRICULUM CONTENT

Within each class grouping, we have to try and meet all the individuals' needs. There will be some pupils who can and do function at independent levels and can help themselves to be safe. For others, we may need to take a lot of that

responsibility for them and must therefore always offer a good example. We will also try and ensure that the processes are explained at every opportunity and encourage them to make as many independent choices as possible.

The main areas of personal safety, whether in pupils' own homes or moving about dependently or independently in their own lives, are covered in the programme.

It is intended that the curriculum shall be designed to offer new experiences, but also to revisit and reinforce important messages regularly enough to build patterns of appropriate behaviour.

There are certain basic elements of the curriculum, which are common to all pupils:

- The development of vocabulary - verbal, signing or other means
- The ability to communicate feelings - verbally or non-verbally
- Develop skills to get help e.g. a cry, a call, a signal
- To know how to make simple choices concerning personal safety
- To recognise pupils' roles as risk takers and to consider strategies
- To know basic first aid techniques, appropriate for age, stage and ability
- To know and understand specific safety rules relating to groups such as the very young, elderly and people with disabilities
- To know and understand specific safety rules relating to different situations
- To know the importance of identifying a situation where a pupil feels uncomfortable and knows the skills to keep as safe as possible
- Identifying and recognising people pupils trust and developing the skills to use in situations where they feel unsafe

Policy agreed on: NOVEMBER 2018

Signed on behalf of the Trustees _____

Committee: CURRICULUM

Author: _____

Review date (optional): _____

Website **Y**/N