

# **MEADOWCROFT SCHOOL POLICY**

## **PSHE and Citizenship Policy**

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<b>Owner Job Title</b>	<b>AHT: Quality of Education</b>

## PSHE and Citizenship Curriculum Policy

### Introduction

PSHE and Citizenship education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of a whole school approach, PSHE and Citizenship education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

These skills are integral to every aspect of a young person's education and life. Therefore, every young person at Meadowcroft School should have the opportunity to develop their PSHE education.

The PSHE curriculum has been developed to meet the needs of every individual student. It represents the highest standards and uses the 'STAR' as its basis. The 'STAR' is based on four key principles, and they are also the principles that guide us at all times within Meadowcroft School:

- **Self-Belief:** We believe all students have the right to access the full science curriculum; we have a duty to ensure all students are not provided with a narrowed or marginalised science curriculum and to develop their self-belief to comprehend and complete tasks to a good standard.
- **Trust:** We want all students to achieve a full understanding of the scientific knowledge specified in the curriculum. We use summative and formative assessment to judge the progress of our students. Meadowcroft school will only put students through this when we trust the learners are ready, these relations with the learners have to be built on trust.
- **Aspiration:** We won't constantly amend the science curriculum offer. Whilst we will make occasional adjustments in the light of feedback and experience, we will aim for stability for all our young people. This will allow teachers to develop expertise and teaching materials to support the curriculum. This in turn will support our students to have the ambition to achieve their learning goals.
- **Respect:** Our curriculum specifies the scientific knowledge that should be taught, provides resources to assist with this and exemplifies successful learning. It leaves the job of bringing knowledge to life, of providing context, humour and memorable classroom moments to our teachers. This is because each of them is individually skilled and learning is, at its best, a personal experience and respect is founded on relationships between teachers and students.

## **Intent**

This policy supports a whole school approach to PSHE and Citizenship within the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

### **Duty to promote wellbeing:**

The Education Act and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing (*as identified in the Children Act 2004*) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

### **National Curriculum:**

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

*The National Curriculum Framework (2013)* states specifically that 'all schools should make provision for PSHE, drawing on good practice.'

### **Health and wellbeing promoting schools/Healthy Schools:**

We are committed to providing a 'health and wellbeing climate and culture'. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, management and managing change
- Policy development
- Curriculum, planning, resourcing and impact
- Teaching and learning
- Assessment, recording and reporting progress and achievement
- Pupil voice
- Pupils' support services
- Staff professional development needs
- Partnerships with parents/carers, the community and external agencies
- School culture and environment

The DfES report '*Preparing Young People for Adult Life*' stated that 'Society has a responsibility to help children and young people to meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem, confidence and to take increasing control of, and responsibility, for their lives and play an active part in their own communities. Personal, Social and Health Education, including Sex Education and Drug Education, provides a whole school strategy for working in partnership with parents and others to help children to overcome the social pressures they face and the barriers they present to learning and achievement.' (*Preparing Young People for Adult Life – DfEE*)

The benefits to pupils of such an approach are numerous as PSHE and Citizenship prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they

learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. *PSHE Association July 2013*

### **Promoting British Values**

The Department for Education state that there is a need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the *2011 Prevent Strategy* and these values were reiterated by the Prime Minister in 2014. At Meadowcroft School these values are reinforced regularly and in the following ways.

### **Aims & Objectives**

Our approach to PSHE and Citizenship Curriculum consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and of the whole school community are actively promoted.

Our PSHE and Citizenship programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school’s stated aims and objectives.

Our PSHE and Citizenship programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society.

It is embedded within the wider learning offered by the school to ensure that pupils experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

The overarching aim for PSHE and Citizenship education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

*PSHE Association July 2013*

Within this, the school aims to develop pupils' understanding of:

- identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these
- relationships, including different types and in different settings
- a healthy lifestyle, including physically, emotionally and socially
- balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- safety, including behaviour and strategies to employ in different settings
- diversity and equality, in all its forms – including individual liberty. Pupils are actively encouraged to make choices, knowing that they are in safe and empowering environment to do so.
- rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts
- change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- career, including enterprise, employability and economic understanding
- democracy, providing pupils with the opportunity to air their opinions and ideas through our school council and within regular student voice activities. The elections of the school council members are based solely on pupil votes, reflecting the British electoral system and demonstrating democracy in action.
- Rule of law, providing pupils with a safe and ordered environment in which to learn. Our pupils are taught to value and understand the reasons behind our laws, that they govern and protect us, the responsibilities that this involves and the consequences when our laws are broken.

We are committed to the ongoing development of PSHE and Citizenship in our school. We will use the following indicators to monitor and evaluate our progress:

- a coordinated and consistent approach to curriculum delivery has been adopted
- the content of the SRE curriculum is flexible and responsive to pupils' differing needs; which are gathered at least annually through the use of pupil perception data such as the Personal Development Assessment tracker
- pupils are receiving an entitlement curriculum for PSHE and Citizenship in line with national and local guidance
- there are clearly identified learning objectives for all PSHE and Citizenship activities, and pupils' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used to hook learning onto pupil's experiences and increase attainment within the subject
- the impact of training for staff and governors on practice is evaluated
- policy and practice is revised regularly and involves staff, governors and, where appropriate, pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHE and Citizenship, for example, through parent/carer information sessions
- a variety of methods is employed to communicate the key points of the policy and curriculum to the community

### **Areas of Study 2023/2024**

1. Being Safe
2. Prejudice and Discrimination
3. Healthy Lifestyles
4. Substance Misuse
5. Relationships
6. Mental Well being

### **Time Allocation**

Pupils will receive 1 or 2 lessons per week of PSHE and Citizenship.

### **Equal Opportunities**

PSHE and Citizenship follows the Equal Opportunities Policy of Meadowcroft School.

### **Responsibilities**

The policy applies to:

- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- Partner agencies working in or with the school

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding PSHE and Citizenship
- attend and engage in professional development training around PSHE and Citizenship provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE and Citizenship Coordinator on any areas that they feel are not covered or inadequately provided for in the school's PSHE and Citizenship provision
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE and Citizenship in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs
- ask for support in this from the school SEND coordinator or the PSHE and Citizenship Coordinator, should they need it

The lead member/s of staff is/are entitled to receive training in his/her role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis
- ensure that all staff are given regular and ongoing training on issues relating to PSHE and Citizenship and how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHE and Citizenship
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHE and Citizenship
- ensure that PSHE and Citizenship is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- ensure that the knowledge and information regarding PSHE and Citizenship to which all pupils are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the PSHE and Citizenship curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced PSHE and Citizenship in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for PSHE and Citizenship, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate
- ensure that provision of PSHE and Citizenship at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested

<b>Specific Responsibilities</b>	<b>Who – Role?</b>
Co-ordinating the PSHE and Citizenship provision, ensuring a spiral curriculum	PSHE Co-Ordinator
Named governor responsible for PSHE and Citizenship	
Accessing and co-ordinating training and support for staff	PSHE Co-Ordinator Deputy Head Teacher Assistant Head Teacher
Establishing and maintaining links with external agencies/other health professionals	PSHE Co-Ordinator
Policy development and review, including consultation	PSHE Co-Ordinator
Implementation of the policy; monitoring and assessing its effectiveness in practice	PSHE Co-Ordinator
Managing child protection/safe guarding issues	PSHE Co-Ordinator DSL SENCO
Establishing and maintaining links with parents/carers	PSHE Co-Ordinator

All pupils:

- should support one another with issues that arise through PSHE and Citizenship
- will listen in class, be considerate of other people's feelings and beliefs, and comply with confidentiality rules that are set in class
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to PSHE and Citizenship or otherwise

The school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE and Citizenship.

The school will encourage this partnership by:

- keeping parents/carers informed about all aspects of the PSHE and Citizenship curriculum, including when it is going to be delivered (through class timetables, termly newsletters)
- gathering parent /carers' views on the policy and take these into account when it is being reviewed
- expecting parents/carers to share the responsibility of PSHE and Citizenship and support their children
- encouraging parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE and Citizenship
- providing support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

All pupils, whatever their experience, background and identity, are entitled to quality PSHE and Citizenship that helps them build confidence and a positive sense of self, and to stay healthy.

All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE and Citizenship provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE and Citizenship is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

**Responding to pupils' diverse learning needs:**

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEN
- diverse sexuality of pupils
- homophobic/transphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English



**Ethnicity, religion and cultural diversity:**

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

**Special educational needs and learning difficulties:**

We ensure that all pupils receive PSHE and Citizenship and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary.

Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

**Sexual identity and sexual orientation:**

We have a clear duty under the *Equality Act 2010* to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE and Citizenship will foster good relationships between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the *Equality Act 2010*.

**Pupils who are new to English:** The school should take into account the language skills of individual pupils, ensuring that all pupils have equal access to the PSHE and Citizenship provision and resources.

**Resources:**

In Secondary we use Jigsaw scheme of work and the resources recommended within it. In primary we use You, Me and PSHE alongside resources from the PSHE association. We will focus on the needs of the pupils and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them.

We use children's books, both fiction and non-fiction, within our PSHE and Citizenship programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

**Learning Environment:**

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of PSHE and Citizenship. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

If pupils are to benefit fully from a PSHE and Citizenship programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding

importance are two key areas: they need to feel safe and be safe. A set ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

We acknowledge that sensitive and potentially difficult issues will arise in PSHE and Citizenship as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE and Citizenship.

As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer.

Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

### **Embedding SMSC & PBV**

SMSC and PBV are embedded within the Personal Development baseline tracker mentioned above.

### **Embedding Maths & English**

Many of the PSHE and Citizenship worksheets include opportunities to match keywords to definitions, or to discuss mathematical terms such as percentage (e.g. of voters).

### **Impact**

#### **Initial & Diagnostic assessment**

Student's prior knowledge is established through a Personal Development tracker used in the first half-term of the academic year. This tracker helps inform medium term planning. This is revisited by PSHE and Citizenship teachers at the end of the academic year to assess the progress of learners' confidence levels.

#### **Assessment methods:**

- baseline or pre-assessment (essential for needs-led PSHE and Citizenship)
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the PSHE and Citizenship programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes

- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- individual trackers will monitor pupils who have missed some or the entire module due to absence from school
- pupil progress and achievement is reported to parents/carers
- pupil achievement in PSHE and Citizenship is celebrated and shared

**Monitoring activities:**

- effective PSHE and Citizenship leadership with a system of lesson observations and peer support
- a system for regular review of the PSHE and Citizenship policy and programme
- pupil and staff interviews/questionnaires
- scrutinising staff planning
- samples of pupils' work

**Evaluation activities:**

- teacher and pupil evaluation of lessons, units and the overall PSHE and Citizenship programme
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records
- sampling pupils' work and portfolios

**Accreditation**

NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6), (603/4764/8), (603/4765/X)

ASDAN Citizenship Short Course

ASDAN Beliefs and Values Short Course

**Assessment**

Assessment is internally assessed and quality assured by internal centre staff and externally assessed by Cache.