

THE PRIORY: WHOLE SCHOOL POLICY FOR PSHE AND CITIZENSHIP

This new policy was written in 2013 following a review of PSHE delivery in Key Stages 3 and 4, and in line with the government's introduction of statutory programmes of study.

INTRODUCTION / BACKGROUND

PSHE (Personal, Social and Health Education) is a non-statutory subject in the newly revised National Curriculum, as from 2014. However, it is recognised as having an important role to play in young people's personal development. Quoting from DFES Guidance September 2013; *"To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardized frameworks or programs of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for schools to tailor their local PSHE program to reflect the needs of their pupils, we expect schools to use their PSHE education program to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions"*.

There are 2 strands within PSHE – Personal Wellbeing, and Economic and Financial Capability. These have both been given consideration in the planning of a new PSHE Curriculum at The Priory School.

PSHE education links directly to the government's Every Child Matters policy, with its 5 outcomes- 1) Contribute 2) Health 3) Wellbeing 4) Safety 5) Enjoy and Achieve. Schools do have a statutory responsibility to promote wellbeing in children and young people, as set out in The Children Act of 2004 and The Education and Inspections Act of 2006. PSHE is an effective vehicle for making positive links with the wider community and its scope ranges from the development of the individual's personal wellbeing to the individual's role in achieving the wellbeing of broader social groups, both in school and beyond.

PSHE IN KS3

The units taught in Years 7, 8 and 9 provide coverage that meets the National Curriculum's Indicators, with Key Concepts being Personal Identities, Healthy Lifestyles, Risky Behaviours, Relationships, Diversity; and Key Processes being Critical Reflection, Decision-Making / Managing Risk and Developing Relationships / Working With Others. The units have a broad range and content and there are curriculum opportunities for working with people from the wider community; using case studies, drama and simulations; working individually and in groups; self evaluation by pupils and the creation of links with other subject areas. KS3 unit titles are :

- Everybody is Different / Working in a Team
- Families
- My Emotions
- Personal Care
- Road Safety
- Independence and Organisational Skills
- Healthy Eating
- Good Manners
- Leisure Time
- First Aid
- Risky Behaviours (Alcohol, Smoking, Drug and Solvent Abuse)
- Respecting Difference
- Keeping Fit

In addition, Year 8 pupils receive an extra weekly lesson of SEAL, a Primary School programme of Social and Emotional Aspects of Learning, for which there is a separate school policy.

PSHE IN KS4

It is a statutory requirement for secondary schools in England and Wales to teach Sex and Relationships Education. Pupils in Year 10 receive a course of SRE based on two 45 minute lessons per week across the year. The SRE Coordinator also delivers discrete lessons re Puberty and Menstruation to pupils in Year 8 and to girls in Year 7 - See separate SRE Policy.

CITIZENSHIP IN KS3 and KS4

Quoting from the Dfes: "Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an

interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens.

Citizenship encourages respect for different national, religious and ethnic identities. It equips pupils to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK. Pupils begin to understand how society has changed and is changing in the UK, Europe and the wider world.

Citizenship addresses issues relating to social justice, human rights, community cohesion and global interdependence, and encourages pupils to challenge injustice, inequalities and discrimination. It helps young people to develop their critical skills, consider a wide range of political, social, ethical and moral problems, and explore opinions and ideas other than their own. They evaluate information, make informed judgements and reflect on the consequences of their actions now and in the future. They learn to argue a case on behalf of others as well as themselves and speak out on issues of concern.”

Citizenship equips pupils with the knowledge and skills needed for effective and democratic participation. It helps pupils to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world.”

In KS3, the topic of (racial) discrimination and the history of apartheid is one of the topics covered in the Year 8 unit, Respecting Difference. In Year 9, pupils study a unit titled “What Is Citizenship?” in which they learn what it means to be a citizen; about the role of the European Union; and about the role of the United Nations, as well as doing an investigation into the culture, religion, geography of a specific country.

Citizenship themes are also addressed in the Year 7 RE Unit – Our Relationship With Animals And The Environment (this develops further in Small Animal Care in KS4); in Year 9 RE (church visits / respecting others in the community) and in community and school

fund raising events, as well as in the work undertaken in managing the Priory School's Nature Area.

In KS4, PSD is one of the Year 10 Option Group subjects. In these lessons pupils study Learning and Communication Skills. In Year 11, Citizenship is one of the Option Group Subjects. In these lessons pupils learn about Governance (how Parliament and the UK government operate, the justice system etc). It is hoped that from the next academic year it will be possible to take Year 11 pupils on an educational visit to the Houses of Parliament. KS4 Enterprise and Work Experience also address further Citizenship and PSD issues.

Year 10 pupils have 1 lesson each week on the Financial Capability Strand of PSHE. Over the course of the year they learn key vocabulary and definitions related to economics; budgeting skills; and learn about tax, National Insurance, wageslips, the minimum wage, and about the services and products available in the banking system. These lessons are differentiated as far as possible to be accessible to pupils of different abilities.

THE ASSESSMENT OF PSHE AND CITIZENSHIP

Currently The Priory School uses PIVATS to monitor pupil progress in PSD (Personal and Social Development). The 3 strands – Interacting and working with others; Independence and organisational skills; Attention – measure progress in the P Levels and National Curriculum levels. K Robin is looking into alternative ways to formally assess PSHE and Citizenship using the End of Key Stage Statements for PSHE and the National Curriculum Descriptors for Citizenship. It is expected that Special Schools throughout Lincolnshire will meet to plan how assessment is to develop, beginning in the academic year 2015-16.

THE ROLE OF THE SUBJECT CO-ORDINATOR

The subject co-ordinator is responsible for the writing and on-going review of this policy; for devising the Overview Plan for teaching and learning in KS3; for managing budgets and planning developments in the subjects; for advising other members of staff responsible for delivering PSHE and Citizenship within the school; for supporting those staff in accessing relevant resources and liaising with outside agencies; for liaising with the Learning and Behaviour Mentors to

ensure that the Friends Programme makes meaningful links with the PSHE curriculum; and for assessing progress in pupils' learning.

RESOURCES

Resources that support the teaching of PSHE and Citizenship can be found in the central Resource Room, and in the 10R classroom. These include books, videos, DVDs, worksheets and programmes of study, planning folders, materials relating to the teaching of alcohol, smoking and drug abuse (such as artefact kits, board games, and so on). Additional resources can also be ordered via the Healthy Schools Team based at Beech House in Lincoln (see K Robin for advice).

LEADERSHIP, MANAGEMENT AND THE ROLE OF THE GOVERNING BODY

The SMT fully support the implementation of this policy and the role of the co-ordinator in overseeing PSHE and Citizenship provision throughout the school. This policy has been ratified by the School Governors. The Priory School ethos of inclusion is reflected in the valued involvement of staff, pupils, external agencies and parents and carers in the planning and delivery of the curriculum, and its monitoring. Parents and carers are given a voice through the Parent Governors; pupils through The School Council and through self-assessment and consultation in lessons, such as within SRE in Year 10.

Staff are encouraged to seek professional development opportunities in order to improve the teaching of PSHE and this is supported by SMT and the governing body. Kat Robin, as current subject co-ordinator, attained Accreditation in the Teaching of PSHE in 2008 (with subject specialism in SRE).

LIASON WITH EXTERNAL AGENCIES

We employ external medical trainers to deliver staff training in First Aid and other medical matters.

The school nurse team are available to support the delivery of safe sex teaching to Year 10 pupils in SRE or other year groups if required.

The Healthy Schools team based at Beech House in Lincoln is available to support the delivery of Healthy Eating / Healthy Lifestyles teaching

Connections and Welfare to Work support the transition of pupils in Year 10 and 11, in their career choices.

The Rotary Club help support KS4 pupils in gaining work related skills.

AWARDS

The Priory School gained the Healthy Schools Award several years ago; this was reaccredited in 2009. Healthy Schools is currently in the process of being disbanded. This may or may not impact on the continuation of work on the School Council Award.

The Priory School also gained the Food For Life Award in conjunction with Healthy Schools.

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