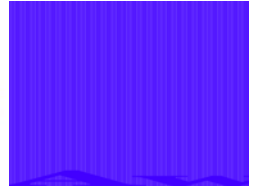




Specialist Schools  
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EXCELLENCE AND DIVERSITY



# BENTON PARK SCHOOL TECHNOLOGY COLLEGE

## POLICY ON PERSONAL, SOCIAL and HEALTH EDUCATION and CITIZENSHIP

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### **What is PSHE and citizenship?**

PSHE and citizenship is the planned provision for emotional and social development. They help children and young people develop a secure sense of identity and to function well in the world. PSHE and citizenship includes three elements:

- the acquisition of accessible information that is relevant to children and young people's lives and experiences, maturity and understanding
- exploration, clarification and development of attitudes and values that support self-esteem and are positive to health and well-being
- development of personal and social skills to enable emotional development and interaction with others as well as making positive health choices and actively participating in society.

PSHE and citizenship enable children and young people to develop and leave school with the motivation, autonomy, knowledge and skills to ensure they stay safe, keep healthy, enjoy and achieve, make a positive contribution and enjoy economic and social well-being.

### **Why teach PSHE and citizenship (1)**

Because The Children Act (2004) requires all professionals to work towards helping children achieve the five national outcomes: staying safe; being healthy; enjoying and achieving; making a positive contribution; and economic well-being. PSHE and citizenship provide a key curriculum location to achieve these.

The National Curriculum (QCA/DfEE 1999) is underpinned by a stated belief in education as a route to the spiritual, social, cultural, physical and moral development, and thus the wellbeing, of the individual. It has two broad aims that provide an essential context within which schools develop their PSHE and citizenship.

**Aim 1:** The school curriculum should aim to provide opportunities for all pupils to learn and achieve.

**Aim 2:** The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities and responsibilities of life.

In summary these aims ensure that the curriculum enables pupils to develop the knowledge and understanding of their own and different beliefs. Pupils will be able to understand their rights and responsibilities; and develop enduring, integrity and autonomy in developing respect for their environments and their communities. It promotes self-esteem and emotional development and helps them to form and maintain satisfying relationships.

PSHE and citizenship are central to achieving the aims of the National Curriculum. The National Curriculum also offers a non-statutory framework for PSHE (see Appendix 1) and citizenship that is delivered through four strands at all Key Stages. Pupils should:

- develop confidence and responsibility and make the most of their abilities
- prepare to play an active role as citizens
- develop a healthier, safer lifestyle
- develop good relationships and respect the differences between people.

In addition citizenship is a foundation subject in the National Curriculum at Key Stage 3 and 4 and is delivered through three further strands:

- knowledge and understanding of becoming informed citizens
- developing skills of enquiry and communication
- developing skills of participation and responsible action

There is specific legislation and requirements in relation to certain aspects of PSHE including teaching and learning about sex and relationships, drugs and financial capability.

School-based PSHE and citizenship complements and helps young people make sense of what is implicitly or explicitly learned at home from parents, carers, family, friends and wider society.

## **Why teach PSHE and citizenship (2)**

### **In order to help meet ...**

- The mission statement of our school
- The expectations of school policies on:
  - sex and relationship education (SRE);
  - drug education; and
  - behaviour (including anti-bullying strategies).
- The requirements of the National Curriculum in respect of:
  - Key skills;
  - Thinking skills;
  - Financial capability;
  - Enterprise education; and
  - Sustainable development education.
- The expectations of the National Healthy Schools Standard, which enables schools to receive accreditation for work successfully undertaken on the 'specific themes' of PSHE and citizenship.

## **The principles which will apply in the teaching of PSHE and citizenship**

### **The principles of inclusion and equal opportunities**

All areas of the curriculum, including PSHE and citizenship, need to take account of the principles of inclusion and equal opportunities. The National Curriculum stresses the importance of making learning relevant to the children and meeting the specific needs of individuals and groups. PSHE and citizenship are overtly concerned with the personal and social development of each child, and so by their very nature need to take as their starting point and build on the knowledge, understanding, ideas, views, perceptions, insights, interests, experiences, background, culture, concerns, values, attitudes, etc of each child.

However, PSHE and citizenship go further by requiring young people to explore directly the issues of inclusion and equality of opportunity. This entails appreciating similarities and valuing differences between people and cultures. It also means addressing issues such as bullying, racism and sexism.

- The principle of access and entitlement

Every learner is entitled to benefit from access to a curriculum for PSHE and citizenship and a range of learning experiences of the highest standard possible, which take account of unequal starting points and which are provided irrespective of gender, ethnic background, age or disability.

- The principle of curricular balance:

Learners benefit from access to a curriculum for PSHE and citizenship which is rigorously planned to ensure breadth, depth and relevance and to enable progression, which takes account of needs and aspirations and which values and builds on the unique experiences of every individual.

- The principle of differentiation and potential:

Learners extend and realise their potential when they participate in a curriculum for PSHE and citizenship which offers challenge, learning experiences and support matched to individual needs.

- The principle of preparation for the future:

Learners are empowered through participation in a curriculum for PSHE and citizenship which enables them to adopt meaningful roles in the present while preparing them for an effective and purposeful adult and working life.

### **Provision for PSHE and citizenship**

#### **Forms of curriculum provision**

PSHE and citizenship will be provided through a combination of:

- discrete curriculum time;
- teaching through and in other subjects/curriculum areas; and
- PSHE and citizenship activities and school events.

## **Discrete curriculum time**

In order to ensure coverage of the non-statutory framework that accompanies the National Curriculum, separate planned curriculum time for PSHE and citizenship will be allocated. This will be a minimum of two lessons per 50 lesson cycle in KS3 and one lesson per cycle in KS4. There will be planned provision for activities such as year council and school council meetings.

## **Teaching through and in other subjects/curriculum areas**

Provision for some aspects of PSHE and citizenship will be made through other subjects including:

- *English*: emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development; how the media present information;
- *Maths*: aspects of financial capability; counting and sharing; data handling;
- *Science*: drugs (including medicines); sex; health; safety and the environment; ethical issues;
- *Design and Technology*: health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology; sustainable development;
- *ICT*: communicating with others via e-mail; finding information on the internet and checking its relevance, keeping safe on the internet.
- *History*: use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past;
- *Geography*: topical issues concerning environment, sustainable development, land use; study of children's own locality and places in different parts of the world, including less economically developed countries;
- *Art and Design*: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- *Music*: making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;
- *PE*: teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; gender issues, and problem solving in OAA modules;
- *RE*: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

## **Through PSHE and citizenship activities and school events**

Examples of such activities and events include: Enterprise days; school and class councils; projects; working with local authorities; special days/weeks on health; visits from the school nurse; residential experiences; mini enterprise schemes; events to promote thinking of others; planning class activities; fundraising for charities; taking part in assemblies; guidance and support-systems, such as peer mentoring schemes.

Activities and events such as these provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences.

## **The following learning opportunities have been identified for students in respect of PSHE and citizenship**

- To take part in activities which are designed to promote success and receive special recognition for achievements.
- To have access to a range of options and to exercise some choice between them, eg choices about their future and in relation to their health.
- To meet and work with adults other than teachers, including members of the community, professionals and business people.
- To interact and work with a wide range of people who are different from themselves.
- To organise a project or event in co-operation with others, e.g. Anti-bullying Week.
- To take responsibility for others: visitors, younger pupils, and people with special needs.
- To be trained to provide support and advice for their peers and for younger pupils.
- To take on some responsible role in school; and to exercise leadership and initiative and to receive feedback on their performance.
- To take part in the decision-making processes of the school.
- To be involved in developing and implementing strategies which aim to improve its ethos, e.g. anti-bullying, Healthy Schools.
- To influence the school as a health-promoting community.
- To perform for an audience, individually or as part of a group.
- To take part in adventurous and challenging activities in a supportive environment.
- To take part in community service.
- To be involved in an environmental project.
- To gain experience and understanding of the world of work.
- To participate in debate or action about a local, national or global issue.
- To learn from experience in simulated situations.
- To have time for reflection and preparation for change.

## **Teaching and Learning methods used for PSHE and citizenship**

- Teaching should start from and build upon the children's current knowledge, understanding, skills, language, experience, concerns and interests. Starting points should be determined through diagnostic activities, e.g. concept mapping, 'draw and write' and 'draw and tell' techniques and discussion.
- Wherever possible, contexts for learning should be relevant to the children and make use of actual situations and current issues.

- ❑ Students should engage with real issues through participation in community projects and mini-enterprises.
- ❑ There should be a high degree of active participation by children, and active learning techniques should be extensively used.
- ❑ Games, such as co-operative games, circle time games and parachute games, should be used regularly.
- ❑ Appropriate use should be made of drama, role-play and simulation.
- ❑ Learning methods should develop the skills of enquiry, research, discussion, debate and philosophical thinking.
- ❑ Teaching methods should use a balance of visual, auditory and kinesthetic (VAK) approaches in order to cater for the preferred learning styles of the students.
- ❑ Activities should be designed to engage left and right brain and lessons should be interspersed with 'brain gym' activities in order to integrate mental and physical processes.
- ❑ Music can be played to create different ambiances appropriate to the task in hand and to enhance learning.
- ❑ Organisation and management in the classroom should offer children opportunities for working individually and collaboratively in pairs and groups.
- ❑ Whole school involvement in democratic forums such as year councils and school councils should be used as vehicles for discussion, debate and decision making.

## **Skills which will be developed through PSHE and citizenship**

### **Developing emotional literacy**

Emotional literacy is the ability to recognise, understand, deal with and appropriately express emotions. Students need to understand the part emotions play in human experience and actions. In order to be emotionally literate students need to develop the following skills:

- recognising, naming and describing feelings;
- understanding and empathising with others feelings;
- managing ones own feelings;
- responding appropriately to the feelings of others;
- communicating effectively;
- being an effective listener.

PSHE and citizenship lessons offer an ideal context in which to develop these skills.

### **Key skills (as identified in the National Curriculum)**

## □ Communication

Reading speaking, listening, questioning discussion debating and writing are essential components of PSHE and citizenship.

The opportunities provided through PSHE and citizenship also enhance self-esteem and the quality of relationships, which in turn will enable young people to develop their communication skills in a safe but challenging climate.

## □ Application of number

PSHE and citizenship will provide opportunities for the interpretation, manipulation and presentation of numerical data, such as survey returns or statistical information.

The National Curriculum handbook identifies PSHE and citizenship, along with mathematics, as subjects through which financial capability can be developed.

## □ ICT

PSHE and citizenship lend themselves to the development of a number of ICT-related skills, including the following:

- Being able to access information from a variety of ICT sources.
- Learning to evaluate the validity of different sources of information.
- Being able to present information using a variety of ICT skills.
- Evaluating the moral and global implications of the present and future direction of ICT.
- Understanding that the collection, storage and use of personal data has a moral dimension.
- Using ICT to enable young people to communicate with the wider/global community.

## □ Working with others

An effective programme for PSHE and citizenship entails children learning and using a variety of interpersonal and social skills, which they need to develop and practise in order to work collaboratively and effectively.

## □ Improving own learning and performance

PSHE and citizenship will offer children opportunities to reflect on their achievements and to appreciate the cumulative effect of all the experiences that they have had on their personal and social development.

It will enable them to take responsibility for their own learning through engaging in self-evaluation and assessment. This entails children identifying where they have been successful and why, and setting personal targets and goals for further development.

## □ Problem Solving

PSHE and citizenship will provide opportunities for identifying and understanding problems; identifying and evaluating a range of solutions; selecting and applying the

most appropriate solution; and re-evaluating in order to gauge the extent to which the solution has been successful.

Through problem solving activities, students will be provided with opportunities to use a range of important skills, including the 'thinking skills' identified below and others such as questioning, decision-making, interpreting, selecting, analysing, negotiating and presenting.

Wherever possible, problem solving will be grounded in real life scenarios relating directly to the pupils' own experience. The skills acquired can then be applied and developed in wider contexts.

### **Thinking skills (as identified in the National Curriculum)**

- Information-processing
- Reasoning
- Enquiry
- Creative thinking
- Evaluation

These skills are essentially concerned with enabling pupils to learn how to learn. PSHE and citizenship should offer opportunities for pupils to understand the application and transferability of thinking skills in a variety of contexts.

### **Visits and visitors used to enhance learning in PSHE and citizenship**

#### **Visitors**

Visitors are a valuable resource. They can bring new knowledge, expertise and experiences to the classroom. They can also offer real scenarios for the children to engage with values clarification and problem solving. Visitors can also help establish positive relationships between agencies and young people and assist children in accessing these agencies.

The teacher should always manage the learning by working in partnership with the visitor to make best use of the children's agenda. Visitors to the classroom should always be part of a planned programme which prepares children for the visit and provides opportunities for follow up work.

Visitors should have a valid CRB

Visitors should be identified, invited, greeted and thanked by the students.

## **Visits and residential trips**

Visits to places of worship, local government and business premises, sports centres, health centres libraries, museums, environmental centres, places of natural beauty, galleries, theatres, etc can greatly enrich the PSHE and citizenship provision.

Residential trips provide a number of benefits:

- They provide excellent opportunities for shared enjoyment and the building up of trust and positive relationships.
- They enable children to apply and develop further the range of skills learnt in PSHE and citizenship. These include skills related to organisation, communication, teamwork, conflict resolution, problem solving and leadership.
- They enable children to develop personal qualities such as responsibility, self-reliance, independence and self-esteem.
- They provide opportunities for children to demonstrate initiative, take planned risks and test out ideas and learn from their results in a safe community setting.

These opportunities should be planned and managed components of all residential trips. Wherever possible the children themselves should be actively involved in the organisation and management of trips.

(Reference should also be made to school policies on visits and trips and health and safety.)

## **How will resources be selected and used?**

The school will build up a wide range of resources for PSHE and citizenship. These may include video and DVD material, posters, leaflets, games, CD-ROMs the Internet and artefacts.

Resources will present positive images and reflect the values that the school wishes to promote. They will provide breadth and balance, be factually accurate and up-to-date. They will be free from stereotyping and bias in terms of gender, race, class, sexual orientation ability and disability.

Resources will support and facilitate an active approach to PSHE and citizenship. Published schemes will be evaluated before being purchased to ensure that there are opportunities for pupils to actively participate in learning.

There is a place in PSHE and citizenship for selectively using resources that present negative messages and images. These are used in order to challenge stereotyping in its various forms and myths perpetrated through the media.

Resources for PSHE are stored in the pastoral area and are the responsibility of the individual Learning Leaders.

## **How will the school plan to incorporate the above into the provision that it makes for PSHE and citizenship?**

The scheme of work for PSHE and citizenship will provide a developmental programme that both consolidates and furthers existing knowledge, skills and understanding by presenting appropriate new challenges.

The scheme of work will ensure that:

- knowledge, skills and understanding identified in the non-statutory guidance for PSHE and citizenship are developed;
- appropriate sex and relationship education and drug education are provided;
- the issue of bullying is regularly explored;
- financial capability, enterprise education and sustainable development education are provided;
- learning activities identified earlier in this document are made available to children;
- the variety of teaching and learning methods identified earlier in this document are employed;
- the range of skills identified earlier in this document are developed; and
- appropriate use is made of visits, visitors and resources.

## **How will sensitive and controversial issues be handled?**

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics, are certain to arise in PSHE and citizenship teaching. The exploration of these issues will touch deeply held beliefs and values and may arouse strong feelings.

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

The Education Act 1996 aims to ensure that children are not presented by their teachers with only one side of political or controversial issues. Teachers are required to take all reasonably practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation with due regard being given to opposing views.

Government guidance on Sex and Relationship Education states: "Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs ... Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support."

Teachers should:

- ensure pupils establish ground rules about how they will behave towards each other and how the issue will be dealt with;
- judge when to allow pupils to discuss issues on their own or in small groups and when to join in and offer support;
- ensure that pupils are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views against which they can then clarify their own opinions and views, including contributions made by visitors to the classroom;

- decide how far they (the teachers) are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the school's values framework;
- provide appropriate support after a session for any pupil who may be troubled by an issue raised.

Teachers also need to be aware of and follow protocols and procedures outlined in other documentation including The Blue Book (child protection procedures) and school policies on ICT, drug education, sex and relationship education, behaviour, bullying etc.

### **How will the issue of confidentiality be handled?**

In the context of PSHE and citizenship, pupils sometimes make personal disclosures. Pupils must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others. It is good practice to agree 'ground-rules' to clarify boundaries before tackling any sensitive or controversial issue. Staff must follow the school policies and procedures regarding confidentiality.

### **Assessment/Recording and Reporting**

As part of a planned programme for PSHE and citizenship, teachers will identify clear learning outcomes in terms of knowledge, understanding, skills, values and attitudes; and pupils' progress in relation to these will need to be assessed, recorded and reported.

Two broad areas for assessment will be

- pupils' knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy;
- how well pupils can use their knowledge and understanding in developing skills, [values] and attitudes, for example, through participating in discussions, group tasks and activities, managing conflict, making decisions, and promoting positive relationships.

Evidence of learning will come from:

- self-assessment (checklist, diary, display or questionnaire)
- peer assessment (observation of role-play, checklist, interviewing each other about participation activities, video or audio tapes)
- whole-group assessment (brainstorming, graffiti sheets, worksheets, role-play and drama, completing sentence stems such as 'I can get help from ...')
- teacher assessment (checklist, written records, responses to group work activity)
- joint teacher and pupil assessment (reflection on involvement in school or community activities and ability to work within the group)
- other adult assessment (work experience reports, teaching assistant and learning mentor assessments and external award systems)

## **Recording and reporting**

Portfolios of work will provide evidence for reporting to a variety of audiences, including parents, teachers, governors, inspectors and, most importantly, the pupils themselves. Pupils will be encouraged to 'own' their own portfolios: they will be given opportunities to actively contribute to the development of such a record and to maintain their own record of progress. There are many activities and experiences that form part of this area of the curriculum and therefore recording can utilise various sources and be done in many ways.

Examples of these activities include:

- planning a talk or presentation
- leading a discussion or debate
- leading or taking part in an assembly
- planning for, and receiving, visitors
- taking part in a quiz, card game or questionnaire
- conducting or taking part in interviews and focus groups
- draw and write techniques

Assessment enables effective reporting on progress.

The record of achievement provides a means of celebrating success and recognising achievement. The school will recognise pupils' achievements in PSHE and citizenship by awarding certificates, which will be linked with the school's system of rewards.

## **Leadership, management and organisation of PSHE and citizenship**

Learning Leaders have the responsibility for leading, managing and organising the PSHE provision for their own year group. The Learning Leaders are line managed by the Assistant Head Community. This model was chosen as it allows each Learning Leader to have direct, positive and relevant timetabled contact with their year group. This allows PSHE issues developing within a year group to be dealt with swiftly, consistently and effectively.

The Curriculum Leader for Citizenship, manages and organises this area across both Key Stages, and is line managed by the Deputy Head Community.

The fact that there is no overall curriculum leader of PSHE and citizenship does raise the difficulty of leadership, management, organisation between year groups, key stages and across the school. Consequently it is vital that communication between all those responsible is excellent in order to ensure the quality and continuity of provision. In order to facilitate this, regular one hour meetings should occur, one per half term, between all concerned, These should be supplemented each year by extended planning meetings. Meetings will be convened by the Assistant Head Community.

## **Who teaches discrete timetabled PSHE and citizenship?**

It is recognised that specialist teams with suitably qualified teachers provide the best and most effective provision. Certainly pupils report they want someone who is not easily embarrassed, knows their stuff and takes notice of their feelings and beliefs. In order to facilitate this, Learning Leaders and Curriculum Leader for Citizenship will, as far as is possible given the constraints of the timetable, be responsible for the teaching of PSHE to their year groups. It is envisaged that each Learning Leader will gain training and accreditation in this area of the curriculum.

Where it is not possible for the Learning Leader to teach their year group, teachers with appropriate training, qualification and enthusiasm will be chosen. This will preferably be another member of the Learning Leader team.

Learning mentors, teaching assistants, school nurses, youth workers and other outside agencies are also involved to provide variety and specialist input.

## **Monitoring and evaluation**

PSHE and citizenship will be delivered through a planned programme that provides continuity and progression and breadth and balance and takes into account the intellectual, physical and emotional development of pupils at the various stages in their school life.

It will be necessary to monitor and evaluate the planned programme in order to ensure that it is being effectively implemented and that the intended learning is taking place.

When monitoring and evaluating provision for PSHE and citizenship a number of questions will be addressed by different members of the school community.

## **Key questions for the Learning Leaders/curriculum managers for PSHE and citizenship**

- Is there a planned programme for PSHE and citizenship through years 7 to 11 which meets the aspirations of this policy document and to which all pupils have equality of access?
- Is the programme adequately resourced?
- How does the school involve the wider community in supporting its programme for PSHE and citizenship?
- Are visitors, specialists and local agencies used to their full potential?
- Are individual teachers able to undertake effective short-term planning for PSHE and citizenship on the basis of the medium-term plan for PSHE and citizenship?
- What are the staff development needs in respect of PSHE and citizenship?
- Are the perceptions and views of interested people such as pupils, parents, governors and members of the local community taken into account?

## **Key questions for classroom teachers**

- Does short-term planning indicate how aspects of PSHE and citizenship identified in medium-term planning are to be implemented, either discretely or through other areas of the curriculum?
- Does diagnostic assessment inform future planning?

- Does short-term planning indicate the intended learning in respect of PSHE and citizenship?
- To what extent are pupils achieving the intended learning?
- Does short-term planning indicate how a variety of teaching and learning methods (as identified earlier) are to be utilised?
- Does short-term planning take account of pupils' individual needs?
- Are opportunities provided for pupils to reflect on their personal and social learning?
- Do teachers have the expertise and confidence to implement the programme for PSHE and citizenship effectively?
- Do teachers have the expertise and confidence to deal effectively with sensitive and controversial issues?
- Is the classroom ethos and climate positive and supportive?

### **Key questions for line managers**

- To what extent does the programme for PSHE and citizenship meet the overall aims of the school?
- Do the curriculum leaders for PSHE and citizenship have the expertise and skills necessary to support the delivery of PSHE and citizenship?
- Are PSHE and citizenship identified in the school development plan?
- Are PSHE and citizenship appropriately funded and resourced?
- What professional development activities need to be planned in order to address identified needs in the area of PSHE and citizenship?
- Are opportunities provided for pupils to utilise and develop skills acquired through PSHE and citizenship outside the classroom, in real life situations and in the wider community?
- Is there a governor responsible for monitoring PSHE and citizenship?
- Are governors kept informed of development through regular reports?

### **Acknowledgements**

NCB – A whole school approach to Personal, Social, Health Education and Citizenship