

CRESSEY COLLEGE

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION AND CITIZENSHIP (PSHE) POLICY

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Amendment Record

This PSHE policy is reviewed to ensure its continuing relevance to the direction and processes that it describes. A record of additions, admissions and amendments is given below:

| Version | Amendments | Date |
|---------|---|------------|
| 1 | Annual update to Policy. Minor amendments to formatting and wording. Approved at Management meeting dated 17 Oct 16. Authorised by JH, approved by Headteacher - AB. | 17 Oct 16 |
| 2 | Annual update to Policy following review by Core Subject Leaders and Teaching Staff – Dec 17. Approved at Management meeting dated 2 Jan 18. Authorised by AP, approved by Head Teacher – AC. | 04 Jan 18 |
| 3 | Annual update to Policy. Approved at Management meeting dated 29 Sept 18. Authorised by AP, approved by Head Teacher – AC. | 01 Sept 18 |

Rationale

1. Every school must offer a curriculum which is balanced and broadly based and which:
 - a. *“promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life”*

(The National Curriculum handbook 2014)

2. This Policy refers to and should be read in conjunction with:
 - a. The DFE Guidance: Personal, Social, Health and Economic Education (September 2013).
 - b. Equality and Inclusion Policy.
 - c. SRE Policy.

Aims and objectives

3. Cressey College students are encouraged to participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and that of the wider community. In so doing, students will begin to recognise their own self worth, be able to work with others and become increasingly more responsible for their own learning. They will begin to reflect on their experiences and understand how they are developing personally and socially, considering the many spiritual, moral, social and cultural issues that are part of growing up. They will also become aware of the main political and social institutions that affect their lives and the responsibilities and rights they have as individuals and as members of the community. Students will learn to understand and respect each other regardless of any differences, so that they can go on to form the positive and fulfilling relationships that are an essential part of life and learning.
4. This policy supports the ethos and vision of the school. It should be read in conjunction with other whole school policies, particularly those relating to anti-bullying, positive behaviour management & equal opportunities.
5. The purpose of this policy is to set in context the teaching and learning of PSHE and Citizenship. More details can be found in the Schemes of Learning. However, the broad aims of the PSHE curriculum are to:
 - a. provide opportunities for all students to learn and achieve.
 - b. Promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

Student Groupings

6. PSHE and Citizenship are an integral part of the everyday lives of the students at school. They are continually having to draw upon their knowledge, attitudes and skills gained in their social and personal development and apply these to the everyday situations they face. Accordingly, it is recognised that PSHE and Citizenship are not confined to specific timetabled sessions (although such sessions enable focus on a specific learning objective to be made) and so a variety of forms of provision are applied.

7. PSHE:

a. PSHE is delivered using both discrete and cross-curricular models. So far as the discrete provision is concerned, this will be delivered by the staff responsible for the delivery of PSHE. Students are taught in groups or individually with appropriate differentiation with a designated staff member. In the context of PSHE this means that the more sensitive elements of the curriculum can be delivered by a staff member with specific knowledge of the circumstances of the students' lives.

b. PSHE is also delivered across the curriculum and in tutor sessions. The school has a whole school and whole curriculum approach to personal and social development. In addition to specific PSHE provision delivered by teaching staff or in the core subject lessons, it is recognised that there are other opportunities for and experiences giving rise to personal and social development, including, but not limited to:

- 1) tutor time.
- 2) residential experiences.
- 3) work experience.
- 4) sports and team activities.
- 5) visits and trips.
- 6) school events.
- 7) visitors to the school.

c. PSHE is delivered through some of the OCN units where students have the opportunity to work towards Entry Level 3 or Level 1 & 2 to gain a qualification.

8. **Citizenship:**

a. Citizenship is delivered by means of discrete sessions as part of the PSHE sessions. In addition to this discrete provision, it is, as with PSHE, recognised that citizenship informs and supports the whole curriculum and the opportunities identified with respect to PSHE are similarly relevant to citizenship.

Teaching Methodology and Students' Learning Needs

9. The delivery of PSHE and Citizenship requires a range of teaching approaches in order to promote maximum access to the curriculum and enable the students to find a suitable learning route.

10. The curriculum should allow for the development of students' emotional intelligence by providing them with opportunities to express their beliefs and values and by enabling them to discuss and explain the rationale for their actions.

11. The curriculum should both inform and respond to the students' Individual Education Plans (IEPs) informing the IEP by contributing to the targets set and respond by supporting the targets set.

12. Lessons should be differentiated and activities can include:

- a. Staged and modified worksheets.
- b. Deployment of support staff.

- c. Individual, paired or group work.
- d. Staged approach to question and answer.
- e. Sensory & practical approaches.
- f. Through speaking and listening sessions.
- g. Using music and drama.
- h. Offsite activities.

Assessment, Recording and Reporting

13. In PSHE and Citizenship there are two broad areas for assessment:

- a. Students' knowledge and understanding.
- b. How well students apply and use their knowledge and understanding in developing skills and attitudes.

14. It is the responsibility of the tutor delivering PSHE and Citizenship to assess students' work products. It is recognised that the nature of learning in both PSHE and Citizenship lays a strong emphasis on speaking and listening and, therefore, tutors should ensure that assessment is also made of all students' contributions to lessons including their communication & listening skills they exhibit.

Visits, Visitors and Outside Agencies

15. Residential experiences, visits and special events in school enable students to plan and work together, and develop and maintain relationships under different circumstances. Students can discover new qualities and characteristics through volunteering, participating in and reflecting upon new experiences.

Resources

16. A variety of resources are available to support the teaching of PSHE and Citizenship. Resources should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. Resources are kept under review and further appropriate resources to support the curriculum will be purchased from time to time, subject to budgetary requirements. Students should be taught and shown by example that resources are finite and that it is the responsibility of all those who use them to care for resources and equipment and not misuse, damage or waste them. When purchasing resources the PSHE & Citizenship teaching staff will ensure that those acquired are in keeping with the aims and ethos of the school and, in particular, do not promote and, indeed, challenge negative stereotyping.

Equal Opportunities

17. In delivering the PSHE and Citizenship curricula tutors and other staff will ensure equality of opportunity for all by having regard to race, gender, class, religion, sexual orientation and special educational need. The school's commitment to equal opportunities is set out further in the Equality and Inclusion Policy.

Role Of PSHE/Citizenship Coordinator

18. The PSHE Coordinator will arrange termly meetings for all PSHC/Citizenship teaching staff and will support the team to carry out their duties as outlined below.

19. The PSHE/Citizenship teaching staff are responsible for:
- a. Maintenance of the PSHE and Citizenship curricula.
 - b. Ensuring compliance with all relevant statutory, central and local government initiatives and requirements relevant to the subject areas.
 - c. Review of resources to ensure adequate support of curricula, with reference to students' skills and abilities.
 - d. Support and guidance to staff in respect of PSHE and Citizenship.
 - e. Monitor students' progress.
 - f. Sharing good practice with the team.

Health & Safety

20. The school's policy regarding H & S will be adhered to at all times. Any H & S concerns will be raised with the school's H & S officer.