



## **PSHE & Citizenship Policy**

### **How do the school's aims relate to this subject?**

The School's aims underpin the aims of Personal, Social & Health Education (PSHE) perhaps more uniquely than any other subject taught at Farney Close. It's overarching content allows it to cover and reinforce many areas of the school curriculum as well as many of its policies, whilst at the same time giving pupils an opportunity to develop a range of skills, knowledge and understanding that will help them be successful in later life.

### **How does PSHE and Citizenship relate to the ECM agenda?**

The ECM outcomes underpin the whole of the PSHE and Citizenship curriculum.

### **How will PSHE develop a pupil's personal and collective values?**

PSHE aims to develop a pupil's appreciation and tolerance of others and to learn to recognise the importance of making good, responsible decisions on behalf of themselves and others. Naturally, this will require an appreciation of the need to be reflective, out of which balanced judgements and actions may be taken. The subject also offers pupils the opportunity to develop personal responsibility and an understanding the need for collective responsibility, recognising the necessity to develop empathy and to work within the boundaries of right and wrong. Perhaps more importantly, the subject aims to develop relationships; how to make them without fear or risk, how to maintain and develop them and, how to ultimately support their own family unit in the future. Finally, the subject will support pupils in developing a level of emotional language that will allow them to appropriately express and control their feelings.

### **Will PSHE complement other subjects in the Curriculum?**

PSHE at the school will also aim to develop tolerance and understanding of others. In this it will, at times, naturally echo some of the work in RE, which looks at other world religions, though here it will be more of an appreciation and understanding of the cultural and ethnic differences that people of other countries bring to Britain in terms of their lifestyle, religion and customs. At the same time, work in PSHE will bring an understanding of issues around sexual identity, disability and age.

This approach will strongly support the schools Equal Opportunity Policy and its Race Equality policy.

The subject also expects to help pupils recognise issues of human rights and responsibilities and how this in turn can support working together without prejudice, and bring an understanding of the consequences and inter-relatedness of personal actions at different levels such school, local, national and global level.

PSHE will also reflect and further develop aspects of other subject, such PE and Food Technology. In this there will be an emphasis understanding the importance of healthy eating and physical exercise. Similarly, the need to understand the detrimental affect of drugs on the body and to learn how to cope with the type of pressures that a young person may be exposed to when offered drugs.

In addition, there are strong links between the care and education provision within the school in the development of the pupils' independent skills and social and emotional well being.

### **Are there any other Cross Curricular links within PSHE ?**

Through the teaching of PHSE the pupils will develop their:

- Literacy skills
- Oral skills
- Numeracy and data handling skills
- Presentation skills
- ICT skills
- Team working skills

### **What will be included in the teaching of Relationship and Sex Education in PSHE?**

Beyond the social, emotional, moral and physical elements within PSHE at Farney Close, the subject will also include Relationship and Sex Education, and Citizenship. Within Relationship and Sex Education the aim is to teach pupils about normal physical development for boys and girls, and the associated psychological changes they will experience as they move towards adulthood. They will also be helped to interpret and understand feelings and behaviours that are associated with relationships and sex, good touch and bad touch, safe sex, appropriate sexual relationships, sexually transmitted diseases etc. Many aspects of this area are also covered by the care staff through planned outside visits as well as staff dealing with issues as they arise.

See POS and curriculum map

The Relationship and Sex Education policy for Farney Close School accompanies this document.

### **What will be included in the teaching of Citizenship in PSHE?**

Within Citizenship pupils will gather an understanding of what is meant by British values, rules and responsibilities, antisocial behaviour, juvenile crime, human rights, legal rights, different lifestyles, multicultural communities, prejudice, discrimination and racism. We also look at how Britain is governed at local and national level and the importance of voting and elections. Achieving economic wellbeing is addressed through a study of personal finance, careers and applying for jobs. We aim to develop the understanding that good citizens are prerequisite to a good society

### **What will be included in the teaching of careers education in PHSE?**

Within careers education pupils will begin to develop the ability to make informed career choices. They will be shown where they can source careers information, identify preferred careers and the basic requirements for those careers. In addition, the pupils will develop the knowledge, understanding and skills to complete successfully the basic application process for a job or course. They will learn how to complete a basic application form for a job or course, produce a letter of application and a basic C.V. They will also learn the skills and qualities required for an interview through role play and simulation.

### **Does Work Experience link with PSHE?**

Additional time is allocated during years 10 and 11 to prepare pupils for the world of work. This involves all year 10 pupils having one week of work experience in June or July and all year 11 pupils attending work experience every Friday. See work experience policy.

### **How will PSHE be taught?**

Pupils will experience a range of teaching strategies to promote full access to learning. Prominent amongst these strategies, will be the use of discussion through questioning and enquiry. For example, how do you think he feels? How could she have avoided this situation? This strategy will support the pupils' understanding at many levels as well as allowing the teacher to assess whether or not pupils have a grasp of the conceptual language, the processes involved and the ability of the pupil to interpret and use the information in context. This approach should also allow the teacher to identify and address any gaps in the child's knowledge.

Pupils will also experience learning through role play, practical activities, videos, written articles, DVD's, specialist on-line resources and sites, specialist hard copy resource materials, work sheets, talking, listening and questioning and real work experience. All of which are a means of enhancing and developing knowledge and understanding, with opportunities to practice and hone social skills. Where possible, outside speakers will be invited to introduce or extend areas of learning. Similarly, there will be occasions when pupils will make visits to areas of interest.

It is important to recognise that the teaching approach will have to be flexible because for many pupils who experience SEMH difficulties, attempting new subject or topic areas can cause anxiety, especially when it may challenge some personal experiences. In this respect, it is important to note that teaching should be non-threatening so as not to intimidate or disaffected the child. Having said this, teachers should have clear objectives about purposes of the activities they are planning and how they are linked to assessment strategies

### **Might there be draw back to using some of the more open methods of teaching in PSHE?**

The teaching methods used and the content of the subject naturally aim at helping pupils get on together and to encourage them to discuss, listen and communicate effectively. However, there will be a need to be mindful about how sensitive sharing information with others can be for children. For some it could lead to a disclosure that is better dealt with via the School Child Protection Policy. For others it may lead them to revisiting painful memories and experiences that they difficult to deal with, in which case the teacher will need to monitor the situation and make decisions on when to move sensitively to another aspect, whilst transferring the information to others. For example, this may be to the child's link worker, a school therapist, or Senior Manager. Care should also be taken to recognise that some SEBD pupils will use other people's sensitive information against them, using it to taunt them when they are annoyed with the person shared the information. In this case, the teacher will need to positively and sensitively guide discussion sessions.

### **How will work be differentiated in PSHE?**

Differentiation within the subject will be implemented through a variety of means. For example, pupils may be set differentiated or graded tasks, or set tasks that are aimed at achieving a different outcome from others in the group. Alternatively, pupils may be given higher levels of support, working either one to one, or in smaller groups, guided by a classroom assistant. Pupils may also be given extra time to achieve tasks or to use a range of IT equipment to help them progress with their work, so improving presentation and accuracy through the process of drafting and redrafting, or using graphics to illustrate work. In addition,

all pupils in years 9,10 and 11 have the opportunity to undertake the WJEC Pathway qualification at an appropriate Entry Level.

Care will be taken in the choice and variety of resources, ensuring that they fit the range of abilities. Adaptations or additions to these by the teacher may be necessary. Any tasks, reading, or written work, will be broken down into achievable segments, and where pupils have a prescribed method of working, as directed by the Speech and Language Therapist, the Dyslexia specialist, or as identified in an individual's Passport, these will be supported.

All programmes of study in PHSE at Farney Close will give equality of opportunity to all pupils whilst recognising the diverse range of prior experience of the pupils.

### **How many lessons of PSHE will pupils be taught per week?**

All pupils will receive one lesson per week. However, as previously stated, many aspect of PSHE will be complemented in other subject areas, as well as in the day to day work of the school and the residential care provision.

### **How will Assessment, Recording and Reporting be undertaken?**

All of these aspects will follow the guidance in the school's policy in these areas. It should be noted that within half a terms of a new pupil's arrival a baseline assessment will be made, out of which the pupil's achievement and progress will be measured at set intervals.

### **Will pupils be able to take an examination in PSHE?**

Pupils are entered for the WJEC Entry Pathway level certificate and nearly all achieve level 3.