



PSHE and Citizenship Policy (R.E.A.L. Independent School.)

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Revision history:

12/02/13: - Draft policy created for R.E.A.L Independent School
12/09/13 – Policy Ratified and established for R.E.A.L Independent School
10/09/14 – Policy reviewed and up-dated for R.E.A.L –Independent School
12/09/15 – Policy reviewed and up-dated for R.E.A.L Independent School and adapted for RAPs.
12/09/16 – Policy amended in light of work around sexting.



Rationale

This policy has been written to ensure we are meeting the requirements of the National curriculum 2014 by providing,

“...a curriculum that is broadly based and balanced, and which meets the needs of all pupils.”
(PSHE Association 2014)

It is our aim that our curriculum:

- *“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.”*

(PSHE Association 2014)

We wholeheartedly agree with the fact that:

“PSHE education is essential to such a curriculum and to meeting schools’ requirement to promote pupils’ wellbeing.”

(PSHE Association 2014)

The policy includes the statutory framework for Citizenship and Sex Education at Key Stage 3 & 4, and a non-statutory framework for Personal, Social and Health Education (PSHE) throughout the key stages and Citizenship at KS3 and 4. The policy also takes into account further guidance issued by the Standards and Testing Agency and the Skills Commission. We incorporate parts of the SEAL Programme and the Every Child Matters agenda (2004), although they have been archived, as we feel they are appropriate to the needs of our learners.

Please Note:

This policy links directly to other R.E.A.L Alternative Provision School policies, these are:

- Drugs Education
- Sex and Relationships Education
- Science
- SMSC
- Countering bullying
- Behaviour management including physical intervention



- E-safety
- Prevent Policy
- Equalities Policy
- Safeguarding

What is PSHE?

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. It is very closely linked with S.M.S.C., and our work to safeguard the learners in our care. PSHE is one of the most crucial aspects of the curriculum for our learners and thus has an equal emphasis as the core subjects.

Our Programme of Study is based on three 'core themes' within which there will be overlap and flexibility. These are:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

What is Citizenship education?

Citizenship education aims to:

“ provide learners with the knowledge, skills and understanding to prepare them to play a full and active part in society.”

(National Curriculum 2014)

Our Citizenship Education follows three core themes:

- Local
- National
- Global.



These are taught to prepare young people to play an active role as members of a democratic society, to develop independence and responsibility, and to make informed choices about their own lifestyle. Although Citizenship Education plays part of the National Curriculum from KS3, aspects of our PSHE work with our KS2 learners also includes Citizenship Education due to its importance and relevance to our learners.

Aims of PSHE and Citizenship Education at REAL Independent School

Our mission statement reflects what we hope to achieve in PSHE and Citizenship.

We want our learners to develop self- awareness, positive self-esteem and confidence, enabling them to,

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be an active citizen
- to know about economic wellbeing and manage their finances

We want our learners to: -

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives.

Our REAL Independent School curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.



KS2 and 3 Curriculum Content

Our KS2 and 3 departments have a thematic approach to PSHE delivery. Each half term we have a key topic, which asks learners a key question. For example, What did the Romans do for us? Each subject, including PSHE then has a topic chosen in connection with this key question. Each year at least one topic has a specific focus into SMSC and PSHE. For example “Which Festivals are Important?” Each half term we choose a PSHE topic and a well-being topic for our focus. We also choose a charity project to carry out and incorporate work in line with any National initiatives such as Anti Bullying Week and National Internet safety Day etc.

PSHE topics chosen and delivered within these themes are resourced from a variety of sources including SEAL, Go Givers, CEOP, PSHE Association and our own Well Being Activities. Resources are adapted according to the needs of individual learners and delivered by a member of staff assigned to each learner’s programme. Specialist staff have been trained to deliver our more therapeutic well-being activities to those learners who require more intensive well-being input.

KS4 curriculum content

The curriculum at Key Stage 4 and 5 is taught through the 3 termly themes as set out at the start of this policy.

Within each theme we will cover a broad variety of topics examples of which can be found below:

Health and Wellbeing

Mental Health Awareness, Drug and Alcohol Awareness, Self Esteem, Dealing with Stress, Sexual Health, Body Image and Media, Taking Responsibility for Own Health, Checking Yourself, Healthy Lifestyles

Relationships

Friendships, bullying, Sexual Exploitation, Healthy Relationships, Parenting, Domestic Abuse, Sexuality, Loss and Separation and Radicalisation.

Living in the Wider World

Budgeting, Careers, Politics, Personal Safety, Job Seeking Skills, Evaluating Strengths and



Areas for Development, Employability, Managing Time, Independent Living Skills.

Citizenship is delivered across the organisation.

Within the three strands, learners will cover, Active Citizenship, The Monarchy, Democracy and The Law, Fair Trade and Living in / out of The EU.

Work in citizenship includes looking at government and politics, the justice system, and managing finances. It also aims to develop learner interest in volunteering and 'doing good' for other people.

Method of delivery of PSHE and Citizenship

All learners are entitled to have at least 1 discrete timetabled session of PSHE and citizenship every week. However, due to the complex needs of our learners we actively promote the delivery of PSHE and citizenship education throughout the academic week and ensure that it is reinforced where appropriate in other curriculum subjects and during any social times. We are therefore able to respond to individual needs as they arise.

The curriculum is delivered in a engaging and creative way to ensure access to all learners. We use a combination of formal and informal approaches and regularly invite outside and partner organisations to come and deliver workshops to our learners. We regularly run theme days throughout the academic year in line with our PSHE calendar and national awareness days.

Accreditation in PSHE and Citizenship

As an enhancement to our Key stage 4 and 5 curriculum, learners have the option of taking the ASDAN Level 1 Award which consists of 4 units chosen from Managing Social Relationships, Healthy Living, Preparation for Work, Identity and Cultural Diversity and Parenting Awareness.

We believe that this course is beneficial to our students as it:

- Celebrates the diversity of multi-talented young people
- Makes learning relevant and transferable
- Encourages, engages and motivates learners
- Rewards a range of learning styles and contexts
- Promotes active and experiential learning
- Develops skills for learning, skills for employment and skills for life



Alongside this learners are able to gain accreditation in Aim Awards and more able learners are offered the opportunity to complete GCSE Citizenship.

At REAL Independent School we believe that this course helps us to comply with the Skills Commission Report of November 2014 which states that:

“All of our young people should enter the workplace not just with good academic qualifications but with the skills to be able to hold down that job, and to be productive members of the workforce. This can only be achieved with a curriculum and qualifications system that is relevant to the needs of our economy.”

Progression Monitoring and our Well-being tracker

Progress in PSHE and citizenship is monitored through the use of our PSHE, Health and Well-being tracking document. This was originally based on the 5 areas of ‘Every Child Matters’ but has now been adapted to include issues such as radicalisation and sexual exploitation. All learners in our school are assessed on entry and given a baseline score on our tracker. This is then used as a guide to map out each individual’s PSHE and citizenship curriculum, informing us which modules would be useful to deliver. Learners are re-assessed at the end of each term to reflect progress and further identify areas for development. Where learners have major areas for concern, we refer to one of our Well-being experts who are trained to deliver specialist interventions.

Counselling service

We further support our PSHCE programme by delivering an in-house counselling service for learners. This service offers one to one, confidential counselling to any learners who might benefit from additional emotional support. This service is offered by a fully qualified counsellor and registered member of the BACP (British Association for Counselling and Psychotherapy).

Learning managers are able to refer to this service with permission of the learner. It has been a crucial addition to our organisation as it has often prepared some learners for the more intensive CAMHS input they require. Without our counselling service, many children have refused CAMHS either due to bad experiences in the past, the stigma attached to CAMHS or because they find it hard to trust other professionals.



Leadership of PSHE and Citizenship Education

Linda Rigley is our organisation PSHE and citizenship lead. She has developed our programmes for our sister school, R.E.A.L Alternative Provision School, which involves key stage 5 learners. The Leadership Team provides regular support sessions for staff who deliver PSHE and citizenship and also manages the engine room on our staff Google Drive. Staff can access the drive to download appropriate resources for use.

Our leadership team and Learning Managers liaise closely with Linda to decide which staff will deliver PSHE and citizenship and monitor the progress of our learners.

Equalities

Provision for PSHE and Citizenship is in line with all of our policies and national guidance. All children have equal access to the PSHE and Citizenship curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes. They are monitored annually to ensure that sensitivity.

Parental and Community Involvement

Parents are invited to join in events in REAL Independent School, including group workshops on relevant themes. Parents are regularly informed of events and activities through our Learning Managers and their close liaison with them. We also have an established parent's group that work in collaboration across our organisation. Working with parents is a vital part of the whole REAL approach to PSHE and Citizenship as this often provides further benefits for the learner.

There will also be links with local businesses and councillors, as part of the work in Citizenship. These links are still in the process of being made and will be added in our next review of the policy.

REAL Independent school believes that partnership with parents and the community enables us to receive specialist support, provide real life experiences for learners and prepare them more fully for life after REAL Independent School.



This policy should also be read alongside:

Personal, Health, Social and Economic Education Guidance DfE 2013

Sex and Relationships Education Guidance DfE - 2000

OFSTEDs PSHE education report – 2013

The National Curriculum Framework – 2014

Skills Commission Report - 2014

The Education Act - 2002

Keeping Children Safe in Education - 2015

Working Together to Safeguard Children - 2015

The Prevent Duty - 2015

Female Genital Mutilation National Guidance - 2015

DfE Promoting Fundamental British Values as part of SMSC in Schools - 2014

References:

National Curriculum for England, Dept. For Education, July 2014

PSHE Association: 'Guidance on Developing your PSHE Curriculum, September 2014

SEND: managing changes to legislation from September 2014 in 'Schools: statutory guidance, Special educational needs and disability (SEND), Schools, colleges and children's services and others'. D f E August 2014

Skills Commission Report 'Still in Tune? The Skills System and the Changing Structures of Work' 17th November 2014

Taylor, Charlie. 'Improving Alternative Provision' Department For Education March 2012

This policy will be reviewed on an annual basis by the PSHE and citizenship lead

It will be reviewed in line with any lessons learnt through PSHE and citizenship audits including termly 'learning walks'. This process informs the quality assurance of this policy.

