

PSHE/CITIZENSHIP PROGRAMME POLICY STATEMENT

The member of staff responsible for overseeing and reviewing this policy is the Coordinator for PSHE/Citizenship:
Carolyn Gordon

Date of this review: April 2016 Date of next review: April 2018

Definitions

See PHSE Association website for detailed curriculum guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

Link to government Citizenship guidance

<https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study>

“PSHE comprises all aspects of a school’s planned provision to promote their pupils’ personal and social development, including health and well-being” (“PSHE at KS3 and 4; Initial Guidance for Schools” QCA 2000)

Citizenship “gives students the knowledge, skills and understanding to play an effective role in society at local, national and international levels”. It comprises the three strands

1. Social and moral responsibility
2. Community involvement
3. Political literacy

(Source “Citizenship at KS3 and 4; Initial Guidance for Schools” QCA 2000)

Context

PHSE is a non statutory subject. Citizenship is not statutory at KS2, but is at KS3.

We intend as a school to provide a ***unified framework which embraces PSHE and Citizenship*** through the following four objectives:

1. developing confidence and responsibility and making the most of students’ abilities
2. preparing to play an active role as citizens
3. developing a healthy, safer lifestyle
4. developing good relationships and respecting the differences between people

These objectives will relate to the three areas which make up the school experience

- the whole school context
- extra-curricular activities

- o subject areas, including designated timetable time

Aims and Objectives

Aim:

The aim of this policy is to support a whole-curriculum approach to PSHE and Citizenship, within the context described, based on a combined model of delivery.

Objectives:

Towards this aim students will be given opportunities

- to acquire knowledge in context
- to apply skills, eg making decisions
- to develop values and attitudes, eg responsibility
- to engage with the community
- to reflect on and learn from experience

Content for PSHE/Citizenship

Opportunities will be found for including PSHE and Citizenship topics within designated time, other curriculum areas, and in extra-curriculum activities.

Designated time will predominantly be the taught PSHE/Citizenship programme, but may also include form time and extra curricular activities.

The detailed programme content is contained in the Schemes of Work.

Organisation of the Taught Programme

The PSHE/Citizenship Coordinator is responsible for the planning, coordinating and delivery of the programme, as well as for coordinating the training for staff who teach the programme.

The programme is taught by class teachers.

Training

Liaison will be made with teaching staff when and if necessary. The Co ordinator will be available during agreed meeting times.

Approach and Methodology

We will encourage active learning, discussion, project learning, and reflection, as well as more traditional methods, depending on the topic. A safe environment is created by the use of ground rules and distancing techniques, especially when dealing with sensitive issues. Resources and materials are constantly reviewed and updated to reflect the most suitable available.

Curriculum Entitlement

One period per week of 50 minutes is available for the taught areas of PSHE/Citizenship.

Students are generally in mixed groups.

Procedures for reviewing the effectiveness of the programme

Staff feedback and pupil feedback will be sought at various times in the academic year.

Assessment activities will take place at KS3

Equal Opportunities

In the PSHE/Citizenship programme we attempt to select activities and resources which are age, experience, reading level and culturally appropriate. We recognise that equal opportunities are about helping to redress imbalances.

The curriculum offered by the Department will overtly support equal opportunities and challenge notions of prejudice and discrimination in the range of human experience. This is especially addressed with regard to gender, multicultural and disability issues.

Confidentiality

Issues surrounding confidentiality come into sharp focus because of the nature of many topics covered by PSHE/Citizenship. The following guidelines control our response.

In the classroom

What a student says or writes in the classroom is by definition not confidential. Students should be explicitly encouraged to speak in general terms, rather than personal, by use of ground rules and distancing techniques. Any student disclosure, which indicates the student is at risk, must be reported to the staff responsible or to the Head teacher, who will decide appropriate action. Class teachers must not go direct to parents with disclosures. Where a student makes or is about to make a disclosure, the teacher must make it clear that it will be passed on. Where a disclosure is passed on, the student must be told this.

Individually

Teachers must not promise absolute confidentiality to students. Teachers are obliged to pass on disclosures only as defined in this policy, which is if the teacher believes that the student is at risk. This must be made clear to the individual student, as above. A full definition of this is found in the school's policy on Sex and Relationship Education.

Procedure for using outside educators in the delivery of the programme

We recognise that outside educators can make a valuable contribution to the programme. They must be familiar with and support relevant aspects of school policy and contribute to the programme as agreed with the teacher. The teacher will be present during the session, and roles will be negotiated in advance.

Advice and support for students

We are pleased to have practical support and advice available for students, in relation to areas of the PSHE/Citizenship curriculum, from several services:

- ✓ School Nurse
- ✓ Police Education Officer