



# HIGHSHORE SCHOOL

## Personal, Social, Health and Citizenship Education Policy



### Healthy School

#### Aims & Objectives

Personal, social and health education (PSHE) and Citizenship enables children to become healthy, independent and responsible members of society. At Highshore we encourage our pupils to play a positive role in contributing to the life of the school and wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We aim to teach them about rights and responsibilities and to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of PSHE and Citizenship are to enable the children to:

- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues, including e-safety and protecting themselves from inappropriate attention from adults and other children.
- Understand what makes for good relationships with others.
- Be independent and responsible members of the school community.
- Be positive and active members of a democratic society.
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.

Definitions and purpose:

Learning PSHE and Citizenship helps all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

Planning, teaching and assessing the curriculum for pupils with learning difficulties-  
PSHE and Citizenship QCA

PSHCE is concerned with knowledge and the development of skills, attitudes and values. The teaching objectives, as set out in the four interrelated strands of the PSHE and Citizenship framework in the National Curriculum handbook, are to:

- develop pupils' confidence and responsibility and make the most of their abilities
- prepare pupils to play an active role as citizens
- develop healthy safer lifestyles
- develop good relationships and respect the differences between people

PSHCE should be underpinned by the school aims of independence, communication and self-help.

### **Curriculum Content**

In Key Stage 3 pupils follow modules 4 modules of PSHCE:

- **PERSONAL:** This is about you and your family and friends
- **SOCIAL:** This is about you and others and your community
- **HEALTH:** This is about your personal care, wellbeing and healthy life style
- **CITIZENSHIP:** This is about caring for people and the environment and being part of a democratic and diverse society.

The Activity Record Book enables the young person to view their progress

In Key Stage 4 the PSHCE curriculum becomes more personalised and differentiated. The more able pupils take part in a programme of study which enable them to improve their knowledge and understanding of personal and social issues get involved in practical activities and take on more responsibility. Topic include:

- Managing Social Relationships
- Individual Rights and Responsibilities
- Community Action
- Healthy Living
- Preparation for Work
- Managing Own Money
- Parenting Awareness
- Making the Most of Leisure Time
- Environmental Awareness
- Personal Safety in the Community and the Home
- Using Technology in the Community and the Home
- Working Towards Goals
- Dealing with Problems in Everyday Life
- Working as Part of a Group
- Developing Self

Some of these topics are revisited in KS5 as part of the 6<sup>th</sup> form preparing for work programme. This takes into account changes in development as pupils become young adults.

### **Teaching and Learning Styles**

Teaching and learning takes place in different ways:

- Dedicated curriculum time - in circle time and blocks of dedicated PSHCE lessons
- Other curriculum areas - through texts used in the literacy hour, Humanities, Science, PE, Food Tech etc.
- PSHCE activities and school events such as school journeys, educational visits, sessions with external agencies, theatre in education /theme days, school council meetings, after school clubs, whole school assemblies.
- Through the ethos, organisation, structures and daily practices of school life such as pupil participation in class assemblies, taking responsibilities in the school, lunchtime and after school activities, drawing up class codes of conduct, involvement in school projects related to the performing arts.
- Within the Pupil Development Centre
- Through pupil involvement with their PCPs and IEPs

## **Monitoring, Assessment**

To promote differentiated and personalised learning the PSHE framework and Citizenship programmes of study are modified for pupils with learning difficulties by:

- Choosing material from an earlier key stage
- Maintaining, consolidating, reinforcing and generalizing previous learning, as well as introducing new knowledge, skills and understanding
- Focusing on one aspect or a limited number of aspects of the age related guidelines for programmes of study

In Key Stage 3 continuous teacher assessment and performance descriptions are used to outline pupil performance, progress and understanding

Aspects of PSHCE in KS4 and 5 are accredited through the WJEC Entry pathways. Assessment in PSHCE will not imply that pupils are succeeding or failing as people or citizens. It should not be a judgment on the worth, personality or value of a pupil or their family. Progress in PSHCE will be reported to parents/ carers and the Achievement folders will be given to students at the end of each Key Stage.

## **Equal Opportunities**

The teaching of PSHCE at Highshore reflects, and is reflected in, the values, aims and ethos of the school as outlined in the mission statement and vision. The school aims, which are firmly rooted in all aspects of equality of opportunity and entitlement for all our young people regardless colour, culture, race, gender, disability or sexual preferences include:

- To develop a caring community in which concern and respect for others is fostered and the importance of goodwill, sensitivity and tolerance in interpersonal relationships is exemplified.
- To recognise the needs and talents of each pupil and to facilitate the development of creative, intellectual, moral, physical and social capacity.
- To provide a caring, disciplined and supportive environment for each pupil
- To prepare each pupil for life beyond school
- To encourage each pupil to participate in group and team activities, to accept responsibilities and to develop self-awareness and self-discipline
- To foster an awareness of social responsibility; to the school, to the local community and to society at large

## **Cross-curricular Links**

The teaching of PSHCE at Highshore School is linked with other curriculum areas. For example, but not exclusively, Humanities, Science and PE, Food Tech and SRE.

It can be taught effectively when linked with working with external agencies/community links. When working with external agencies, e.g. parents/carers, the school nurse, police officers, fire fighters, etc., all staff should discuss the visit with the head/ deputy/ PSHCE co-ordinator, and be clear that the input:

- complements the school's values
- makes a clear contribution to the curriculum
- is carefully planned

- is monitored.

#### Confidentiality

- Staff should be clear about the boundaries of their legal and professional roles and responsibilities.
- Pupils should be informed that staff will not offer absolute confidentiality, but will treat children's confidences with respect.
- Some external agencies working in school are bound by their own professional codes of conduct which need to be clarified when appropriate.
- All staff need to take careful note of the relevant sections of the Staff Code of Conduct and the school Safeguarding Policy.

#### Harassment and bullying

- Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear.
- Some students may use sexually related or homophobic language as a way to harass others. This is unacceptable and is dealt with as any other form of harassment, through the school behaviour policy.
- An understanding of human difference, including sexuality, is an important aspect of education and is addressed as appropriate through the curriculum.

**Subject: Personal, Social, Health and Citizenship Education**

**Subject Leader: Gosha Dudziak**  
**Date: May 2015**

**Date ratified by Governors:** June 9th 2015  
Julia A. Field