



Castle Hill School
Innovating, Communicating, Empowering

PSHE & Citizenship Policy

Policy Created	2015
Committee	Joint
Last review	March 2024
Frequency	3 years
Date to be reviewed	March 2027

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation, the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

General Curriculum Statement

The fundamental principle behind curriculum design at Castle Hill School is personalisation. The learning needs of each pupil are rigorously assessed on entry to the school and on a regular basis through their school career. This work has included a full audit of learning needs. In this, every aspect of each pupil's learning needs is reviewed, bringing in the experience and expertise of a wide range of staff, professionals and parents/carers to identify priority areas for the pupil's personalised curriculum. Each pupil's curriculum is therefore bespoke.

For more information please refer to the Curriculum Statement (a separate policy).

Personal, Social, Health, and Economic education (PSHE) and Citizenship

For the purposes of this policy, PSHE refers to Personal, Social, Health, and Economic education and Citizenship.

PSHE is important to help all pupils develop as individuals in a wider society. Our aim is for pupils to understand themselves physically, emotionally and socially. PSHE is a subject which contains a range of learning areas, including Spiritual, Moral, Social and Cultural (SMSC) Education, British Values, Wellbeing, Careers, and Relationship and Sex Education. Please see the respective policies for more information on these areas.

Practice

A range of teaching styles will be used to accommodate the different learning abilities of individual students. Teaching will be done on an individual basis, in small groups or whole class groups.

PSHE is a cross-curricular subject which underpins the whole ethos of the school. At all times pupils will be encouraged to develop communication, social and independence skills.

Assessment is built into the teaching and learning process for all pupils. It is a valuable tool in informing staff of the next steps in learning.

Early Years

Children in the Early Years follow the Foundation Stage curriculum. PSHE is taught through the Personal Social and Emotional Development area of learning.

The Personal Social and Emotional Development area covers the following areas:

- Self-confidence and self-awareness: learners are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- Managing feelings and behaviour: learners talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- Making relationships: learners play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and peers.

Key Stage 1-4

Pupils in Key stage 1-4 will cover PSHE through the school's PSHE Curriculum Guides, with links to a variety of schemes of work including the Equals and the QCA schemes of work and the National Curriculum.

Post 16

Post 16 pupils will also follow the school's PSHE Curriculum Guides and, in addition to schemes of work given above, also work from the Moving On curriculum. PSHE is covered through the Life Skills curriculum area.

The Equals scheme of work for PSHE covers the following areas of learning:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- Sex and relationship education

SMSC and British Values

Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This has become termed as spiritual, moral, social and cultural (SMSC) development, and in advice from the Department for Education, November 2014, should include the promotion of fundamental British values.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Unicef and the Rights of the Child

We also see a strong link between PSHE and the UN Convention on the Rights of the Child (CRC), recognising that all of our pupils have all of the rights set out in the Articles, included but not limited to the following areas:

- develop communication and interactive skills (Article 13 – Freedom of expression)
- make choices and decisions (Article 12 – Respect for the views of the child)

- develop personal autonomy by having a degree of responsibility and control over their lives (Article 5 – Parental guidance and a child’s evolving capacity)
- realise that they can make a difference by their individual or collective actions (Article 15 – Freedom of association)
- develop an awareness and respect for other people and different societies (Article 29 – Goals of education)

Performance

Assessment at Castle Hill is ongoing. However, formal assessment takes place termly when data is collected and progress and/or experiences measured in the MAPP process or using the Achievement Continuum in the Sixth Form. Some pupils may complete AQA and/or ASDAN units which are accredited.

Recording and Evaluation

The progress and achievement of all students can be recognised through:

- Teacher assessment through lesson evaluations
- Ongoing monitoring of pupils’ work
- Photographic and video evidence
- Annual reports
- MAPP
- Learning Journals
- EHCP review process

Recognising Progress

For most pupils with learning difficulties achievements can be predicted and planned for and progress can be demonstrated in terms of increased knowledge, skills and understanding. Not all pupils will follow the same developmental pattern at the same age or rate. Progress may not be made in all areas of the curriculum. For some pupils progress may be difficult to predict or distinctive and may only be demonstrated in a certain environment with a familiar person. Some pupils have deteriorating conditions for whom progress can include a slowing down of any decline in physical or cognitive skills.

Pupils will be able to show progress in PSHE by:

- moving from contact with others in school to community involvement
- developing greater control and choice
- adapting to change as they grow and develop, physically and emotionally
- moving from the personal to a wider perspective (in terms of the range of relationships and viewpoints, and consideration of other people’s point of view)
- moving from an immediate time perspective to reflecting on the future and the past

Planning for progression

Effective planning involves the careful and deliberate sequencing of curriculum content and experiences to meet an individual's learning and development needs. This builds on previous learning and achievements to promote future learning. Long and medium term curriculum plans should therefore show progression for individuals and groups of pupils. This progression could be through skills or experiences.

Planning for progression for individuals or groups might focus on:

- Skill development
- Breadth of curriculum for learning
- A range of contexts for learning
- A variety of support equipment
- A range of teaching methods
- Application of skills, knowledge and understanding in the new settings
- Strategies for independence

For our pupils, progression is not necessarily only movement up a hierarchical ladder of skills and knowledge. Lateral progression is also important.

The Role of the PSHE Curriculum Team

The PSHE Team are responsible for the completion of the following tasks:

- Subject development and Action Plans
- Learning audit
- Data analysis
- Collation of photographic evidence of learning and planning evidence
- Learning Walks (The learning walk should be carried out with as many members of the Curriculum team as possible - it might be beneficial to invite those members of support staff who don't attend teachers' meetings. Follow-up interviews should take place if possible, to discuss findings from the learning walk and possible strategies that may be needed. If possible, interviews to be carried out with one teacher per phase.)
- Formulation of Curriculum Guides, to be completed for each coming term.
- Displays
- Resource purchase/availability, resource audits and resource accessibility
- Policy updates
- Support of Continued Professional Development

The over-riding task must be to provide support for all who participate in PSHE and so improve the quality and continuity of PSHE teaching and learning throughout the school.

Reviewed and amended by Dan Pearce of the PSHE team, Spring 2024.

References:

[Guidance on PSHE education](#) (Department for Education, 2021)

[Statutory guidance on RSE](#) (Department for Education, 2021)

[Secretary of State's letter to parents regarding sharing curriculum resources](#)
(Department for Education, 2023)

[Promoting fundamental British values as part of SMSC in schools](#) (Department for Education, 2014)

EYFS Statutory Framework 2012

[UN Convention on the Rights of the Child](#)