



**Christ Church Academy**  
Part of the Key Educational Trust

# **PSHE and Citizenship Policy**

## **2022-23**

Reviewed: September 2022

Review Date: September 2023

*To be a learning community that provides excellence in education for the whole person – a place where all can flourish. We believe that: “I can do all things through Christ who strengthens me.”*

[Philippians 4:13](#)

At Christ Church Academy we promote the development of the whole child, both the academic and non-academic. The key to success is to capture children's innate love of learning, to seize the imagination and provide the challenge to achieve their best.

## **1.0 Policy Context and Rationale**

- 1.1 This policy covers our school's approach to PSHE and Citizenship. 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 other areas of the whole school curriculum, S.M.S.C., and encompasses our work within citizenship and careers.
- 1.2 This policy was produced by the school's head of PSHE through consultation with staff and pupils. Consultation took the form of questionnaires completed by all pupils that asked pupils to comment on which topics and teaching approaches they had enjoyed and found the most useful and which topics they would like to study in the future. Consultation with staff involved informal discussion on the strengths and weaknesses of the curriculum and teaching approaches.
- 1.3 It will be reviewed at the end of every academic year and amended to take account of changes in DfE policy and results of pupil voice and parental feedback.

## **2.0 Policy Availability**

- 2.1 Parents and carers will be informed about the policy through the School's Chronicle (Newsletter) and website.
- 2.2 The policy is available to all stakeholders through the school website. If you require a copy of this policy in a different format please contact the Principal's PA on 01785 334900 or email [w.fenton@cca.staffs.sch.uk](mailto:w.fenton@cca.staffs.sch.uk).

## **3.0 Policy Aims and Objectives**

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

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

Our PSHE education programme promotes the school's Christian values of faith, friendship, compassion, trust and thankfulness.

## **4.0 Creating a Safe and Supportive Learning Environment**

- 4.1 We will create a safe and supportive learning environment by ensuring that ground rules are set by pupils at the start of the year and are referred to every lesson. For particularly sensitive topics, additional guidelines will be discussed with pupils and regularly referred to in order to ensure that all pupils feel safe and supported.
- 4.1 All PSHE teaching staff will be aware of additional guidance when teaching sensitive topics such as mental health, extremism, eating disorders etc.
- 4.2 We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support. Pupils will have the opportunity to view schemes of learning before teaching and will be able to take these home to discuss with parents/carers.
- 4.3 Where appropriate, extra support will be provided during lessons by the Pastoral Support and Welfare Officer. Pupils will also be signposted to where they can receive additional support by the PSHE teacher. This support may be from adults from within the school, outside agencies or carefully selected websites.
- 4.3 This policy is informed by the school's safeguarding/child protection policy.
- 4.4 Further support is offered via:
- Year 5 induction programme and support through a mentoring system delivered by year 8 peer mentors.
  - In year 8, pupils can access careers guidance and support in choosing their options through their PSHE teacher, form tutors and staff from Alleyne's High School.
  - Form tutors as a first point of contact for students.
  - Regular year group assemblies.
  - Hope ambassadors and Mental Health Champions.
  - School Council.

## **5.0 Entitlement and Equality of Opportunity**

- 5.1 All children have equal access and inclusive rights to the curriculum. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or disability. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children and those with English as a second language to ensure that all can fully access PSHE education provision.
- 5.2 We promote diversity and inclusion will consider all pupils' needs and we expect our pupils to consider others' needs.
- 5.3 We will use PSHE education as a way to address diversity issues and to ensure equality for all.
- 5.4 We recognise the right for all pupils to have access to PSHE education learning which meets their needs.
- 5.5 As far as is appropriate, pupils with special educational needs will follow the same PSHE education programme as all other students. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted.

5.6 Teachers and/or learning support assistants will work with individual pupils where required, and if appropriate. We will not exclude access to PSHE for any pupil.

## **6.0 Intended Outcomes**

6.1 As a result of our PSHE programme of learning, we want our children to be self-aware, have 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.

We want our children 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.
- be resilient and be able to cope effectively with the challenges they face in their lives, both now and in the future.

## **7.0 Learning and Teaching**

### **7.1 Principles and methodology**

7.1.1 PSHE is most effectively taught through a 'spiral programme'. Learning is organised into a series of recurring themes, each lasting a half a term, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected 'issues'.

7.1.2 We will determine pupils' prior knowledge/starting points through the completion of baseline assessments at the start of each unit. Baseline activities will vary for each unit and could include value continuums, mind maps, scenarios and/or questions.

7.1.3 The programme will be taught through a range of teaching methods, including circle time, role-play, discussion – whole class, small group, 1:1, presentations, puppet theatre, films, stories e.g. exploring behaviour of characters, creative activities, and pupil initiated activities.

It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

## 7.2 Planning – Core Themes

The PSHE course is based on three 'core themes', these are:

- Health and wellbeing
- Relationships
- Living in the wider world

Within these themes there will be overlap and flexibility.

**In key stage 2, pupils will be taught:**

<p><b><i>Health and wellbeing</i></b></p>	<ol style="list-style-type: none"> <li>1. what is meant by a healthy lifestyle</li> <li>2. how to maintain physical, mental and emotional health and wellbeing</li> <li>3. how to manage risks to physical and emotional health and wellbeing</li> <li>4. ways of keeping physically and emotionally safe</li> <li>5. about managing change, including puberty, transition and loss</li> <li>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>7. how to respond in an emergency</li> <li>8. to identify different influences on health and wellbeing</li> </ol>
<p><b><i>Relationships</i></b></p>	<ol style="list-style-type: none"> <li>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</li> <li>2. how to recognise and manage emotions within a range of relationships</li> <li>3. how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>4. how to respond to risky or negative relationships and ask for help</li> <li>5. how to respect equality and diversity in relationships.</li> </ol>
<p><b><i>Living in the wider world</i></b></p>	<ol style="list-style-type: none"> <li>1. about respect for self and others and the importance of responsible behaviours and actions</li> <li>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>3. about different groups and communities</li> <li>4. to respect equality and to be a productive member of a diverse community</li> <li>5. about the importance of respecting and protecting the environment</li> <li>6. about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>7. how money plays an important part in people's lives</li> <li>8. a basic understanding of enterprise.</li> </ol>

**In key stage 3, pupils will be taught:**

<p><b><i>Health and wellbeing</i></b></p>	<ol style="list-style-type: none"> <li>1. how to manage transition</li> <li>2. how to maintain physical, mental and emotional health and wellbeing including sexual health</li> <li>3. about parenthood and the consequences of teenage pregnancy</li> <li>4. how to assess and manage risks to health and to stay, and keep others, safe</li> <li>5. how to identify and access help, advice and support</li> <li>6. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health</li> <li>7. how to respond in an emergency including administering first aid</li> <li>8. the role and influence of the media on lifestyle.</li> </ol>
<p><b><i>Relationships</i></b></p>	<ol style="list-style-type: none"> <li>1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills</li> <li>2. how to recognise and manage emotions within a range of relationships</li> <li>3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters</li> <li>4. about the concept of consent in a variety of contexts (including in sexual relationships)</li> <li>5. about managing loss including bereavement, separation and divorce</li> <li>6. to respect equality and be a productive member of a diverse community</li> <li>7. how to identify and access appropriate advice and support.</li> </ol>
<p><b><i>Living in the wider world</i></b></p>	<ol style="list-style-type: none"> <li>1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy</li> <li>2. how to make informed choices and be enterprising and ambitious</li> <li>3. how to develop employability, team working and leadership skills and develop flexibility and resilience</li> <li>4. about the economic and business environment</li> <li>5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.</li> </ol>

## **Relationships and Sex Education**

As a middle school academy we must provide relationships education to all KS2 pupils and relationships and sex education to KS3 pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At CCA we teach RSE as set out in the RSE policy. The content of the Academy's curriculum is based on the statutory guidance issued by the Department for Education in 2019

Before relationships and sex education lessons, parents will be contacted by letter. The letter will outline the main topics being taught and will invite parents to contact the school if they wish to discuss any aspect of this area of the curriculum. A range of teaching resources are used, supported by discussion and question and answer sessions. See school's RSE policy for further details.

### **7.3 Planning – Essential Skills**

PSHE education makes a significant contribution to the development of a wide range of essential skills. Opportunities for pupils to develop the following essential skills will be embedded within schemes of learning:

#### **The intrapersonal skills required for self-management:**

1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)
2. Learning from experience to seek out and make use of constructive feedback
3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)
4. Making decisions (including knowing when to be flexible)
5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)
6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)
7. Self-regulation (including managing strong emotions e.g. negativity and impulse)
8. Recognising and managing the need for peer approval
9. Self-organisation (including time management)

#### **The interpersonal skills required for positive relationships in a wide variety of settings:**

1. Active listening
2. Empathy
3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)

4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)
5. Negotiation (including flexibility, self-advocacy and compromise)
6. Recognising and utilising strategies for managing pressure, persuasion and coercion
7. Responding to the need for positive affirmation for self and others

### **Skills of enquiry:**

1. Formulating questions
2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)
3. Analysis (including separating fact from opinion)
4. Planning and deciding
5. Recalling and applying knowledge creatively and in novel situations
6. Drawing and defending conclusions using evidence and not just assertion
7. Identification, assessment (including prediction) and management of risk
8. Evaluating social norms
9. Reviewing progress against objectives

## **7.4 Timetabling**

7.4.1 We allocate one hour of curriculum time to PSHE education per year group. Our PSHE education takes place as two one-hour lessons per fortnight for each year group. Year 7 and 8 pupils will receive an additional one-hour careers lesson each fortnight, in which they will cover careers, options and enterprise.

7.4.2 Our provision is further enriched by offsite visits, links with external organisations and outside speakers. Outside speakers may include Staffordshire Road Safety Team, CACH (Communities Against Crimes of Hate), NSPCC, police, local and national employers.

## **7.5 Assessment**

7.5.1 We will assess pupils' learning and progression through both formative and summative assessments. Children will also be given opportunities to assess their own and other's work.

7.5.2 We will evidence pupils' learning and progression through the completion of Pupil Progress Trackers. Pupils will complete a baseline assessment at the start of each unit and will then complete tasks at the end of each unit in order to identify the progress they have made.

7.5.3 Pupil's progress will be recorded at the end of each term, in accordance with the school's assessment policy. Teachers will be able to discuss progress made by their pupils. Parents will be informed of the progress their child is making via termly reports which will include attainment data (GREAT) and an attitude to learning grade (1-4).

7.5.4 Children will be rewarded in line with school policy i.e. Plus Points (KS2), Privilege Points (KS3), praise postcards and certificates in Achievement Assembly.

## **7.6 Teaching responsibility and staff training**

7.6.1 The programme will be led by Mrs C Thomas who is the current lead for PSHE in school. It will be predominantly taught by the head of PSHE with additional lessons being taught by appropriately



qualified and experienced teaching staff. It will be supported by teaching staff, senior management team, teaching assistants, the Pastoral Support and Welfare Officer and outside agencies.

7.6.2 Teachers responsible for teaching PSHE will receive training through the Head of PSHE, Entrust or other appropriate training providers.

7.6.3 We will use external contributors where it is deemed that will be beneficial for pupils. When using external speakers to deliver aspects of our PSHE programme we will follow the school's visitor policy. They will always be supervised by a member of CCA staff, will have been quality assured before presenting to pupils and will, where possible, have an enhanced disclosure.

## **7.7 Confidentiality and handling disclosures**

7.7.1 Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

7.7.2 Teachers will set ground rules at the start of every lesson/remind pupils of their Class Charters.

7.7.3 If a pupil makes a disclosure we will follow the school's safeguarding policy.

## **7.8 Responding to pupils' questions**

7.8.1 We will allow pupils to raise anonymous questions by having a question box which pupils can access both during and after lessons. If a safeguarding issue is raised by an anonymous question we will follow the school's safeguarding policy and inform the school's designated safeguarding lead. Questions will be answered in an age appropriate way, taking account of prior learning.

7.8.2 If necessary, teachers should ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.') Teachers should work with colleagues if necessary to construct an appropriate answer.

## **7.9 Links to other school policies and areas of the curriculum**

7.9.1 This policy supports/complements the following policies:

- Drugs Education
- Relationships and Sex Education
- Science
- SMSC
- Collective Worship
- Behaviour
- Anti-Bullying
- Equal Opportunities
- Confidentiality Policy
- E-Safety
- Safeguarding

7.9.2 Learning in PSHE classes will link to/complement learning in all subjects across the curriculum. Also in whole school events such as Anti-bullying week, road safety week, Macmillan Coffee Morning, Health and Fitness Week, Bikeability, Residential Courses/Visits, educational visits (e.g. London trip to Parliament) etc.

## **7.10 Monitoring and evaluation**

7.10.1 Planning and samples of work, including photographs, examples of PPTs and questioning of children, will be collected by the PSHE team on a termly basis to be kept in the PSHE and Citizenship portfolio. The portfolio will also include the results of any pupil voice activities and feedback from parents.

7.10.2 The Head of PSHE will have regular line management meetings with the Assistant Principal, to monitor progress of pupils and the general development of the department. These meetings will also be used to discuss progress against the department development plan and careers development plan. Self-review will also form an important part in this process.

7.10.3 The Head of PSHE will meet with the link governor responsible for PSHE and citizenship on a termly basis.

7.10.4 When budget allows, staff will attend courses etc. to keep up-to-date with developments. The PSHE lead will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

## **8 Involving Parents and Carers**

8.1 We are committed to working with parents and carers. This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE and Citizenship curriculum for our children. Parents are invited to join in events in school, including charity events and workshops on relevant themes. Parents are regularly informed of events and developments on the Chronicle newsletter.

8.2 Curriculum letters are sent to parents before more sensitive topics, inviting parents to look at schemes of learning and resources before lessons begin and encouraging of topics at home. This enables parents to discuss any issues before teaching commences and allows teaching staff to put in support strategies for vulnerable pupils.

8.3 Working with parents is a vital part of the whole school approach to PSHE and Citizenship. There is a section of our school website dedicated to PSHE and teaching resources can be accessed by both pupils and parents. Signposting to local and national support services and websites can also be accessed through the PSHE pages of the school website.

8.4 There will also be links with local businesses and councillors, as part of the work in Citizenship. We also work closely with the local church and have strong links with Reverend Kingman and the Youth Worker at Christ Church.

8.5 Legislation states that parents have the right to withdraw their children from certain aspects of RSE which do not form part of the science national curriculum. Guidance on this duty is available in the new RSE policy. This will be communicated to parents by letter prior to the teaching of RSE.