



PSHE and Citizenship Policy

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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- Develop confidence and responsibility so that pupils are able to live safe, healthy and fulfilling lives at school and beyond
- Help pupils to become successful learners who enjoy learning, make progress and achieve
- Foster an understanding of the nature of relationships and, where appropriate, know how autism may affect these relationships
- Support pupils to become responsible citizens who make a positive contribution to society
- Support pupils to recognise similarities and differences between themselves and others and to respect these differences
- Teach pupils how to use the internet, including social media, safely and responsibly
- Reduce many of the barriers to learning experienced by our pupils, improving their capacity to learn, achieve and raise aspirations
- Make a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and our statutory responsibility to promote their wellbeing
- Contribute to the safeguarding of our pupils by reducing their vulnerability in the situations where the knowledge, skills and attributes of PSHE are put to use
- Develop pupils' ability to organise, make plans and prioritise, central to the activities of daily living
- Meet the universal needs shared by all children and young people as well as the specific needs of Spa Camberwell pupils.

2. Statutory requirement

PSHE remains a non-statutory subject, although the majority of the topics that are covered in the subject will be compulsory from September 2020. The topics we are required to teach are:

In primary school classes:

- Relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- Health education under the same statutory guidance.

In secondary school classes:

- Relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- Health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships, sex and health education as set out in the statutory guidance.

Refer to our relationship and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

There are three interrelated programmes of study in PSHE:

- Health and Wellbeing
- Relationships
- Living in the Wider World.

There is a separate subject overview identifying key stages and relevant areas of study.

3.2 How we teach it

The school has a PSHE coordinator who writes the long- and medium-term plans and ensures the co-ordination and delivery across the school. All staff are involved in delivering the four elements of the PSHE programme across the school day and in planned lesson times. Class teachers have responsibility for adapting the programme of learning to suit individual pupil needs.

The PSHE overview details the school-wide themes to be visited and these are revisited and built upon each year.

It is in the best interest of our pupils to receive high-quality, developmentally appropriate PSHE input. Staff will be given ongoing professional development opportunities so that their knowledge of the PSHE themes is current and accurate, and they can exemplify the skills and attributes we seek to develop in the pupils.

PSHE is provided through a combination of

- Discreet curriculum time. All our pupils have one PSHE lesson per week.
- Teaching through other subjects/curriculum areas
- PSHE and Citizenship activities and school events, e.g. raising money for charity, or taking part in residential visits
- Involving pupils in the life of the school and wider community
- Assemblies, circle time, using stories and poems and out of school visits.

PSHE and Citizenship are taught using a variety of styles:

- Individual and group activities
- Active learning methods which use creative processes to develop skills, acquire knowledge and explore beliefs and values, involving drama and practical activities

- Learning experiences that are directly linked to a pupil's Individual Education Plan and Education Health Care Plan.

Our PSHE resources are chosen and checked for:

- Inclusivity
- Positive, healthy and unbiased messages
- Age appropriateness
- Promoting positive values
- Accuracy
- Being up-to-date.

As a school community, we offer learning experiences which:

- Contain accurate and relevant knowledge
- Respect pupils' prior learning experience, needs and readiness
- Provide opportunities to turn knowledge into personal understanding
- Provide opportunities to explore, clarify and challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- Is inclusive and acknowledges and accommodates the diversity within our school in terms of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability or disability.

Occasionally, appropriate and suitably-experienced and knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHE at Spa. We ensure:

- All visitors are accompanied by a member of staff. Visitors should not be alone with pupils and visitors will have the appropriate DBS check
- Visitors are invited into school because of the particular expertise or contribution they are able to make
- All visitors have a clear understanding of our pupils' needs and deliver their lessons in a way that is inclusive and accessible to all our pupils
- All visitors are familiar with and understand the school's PSHE policy and work within it
- All input is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised or supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils, which will be used to inform future planning.

4. Monitoring and assessment

- Opportunities for Assessment for Learning and Assessment of Learning are built into the PSHE provision.
- A baseline assessment is used to ensure new learning is relevant and that progress can be assessed.
- Progress in PSHE is recorded and reported to parents. Work for accredited courses is assessed throughout the term and at the end of a module.
- Pupils' work and teaching of the subject are monitored by the subject coordinator.

This policy will be reviewed annually by the subject coordinator.

5. Roles and responsibilities

5.1 The trustees

The trustees will hold the headteacher to account for the implementation of this policy. The trustees have delegated the approval of this policy to Steph Lea.

5.2 The subject coordinator

The subject coordinator is responsible for ensuring that PSHE is taught consistently across the school.

5.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils.

6. Cross-curricular links

PSHE learning opportunities occur across the whole curriculum, both in formal lessons and informally throughout the school day. Opportunities to model good practice to pupils are used by staff whenever they occur. E.g. the best time to model good road safety is when out in the community or the best time to discuss bullying may be when an incident has just happened. In addition, links will be made with other curriculum areas to support and enhance the delivery of PSHE.

For example:

- Literacy – using stories that are linked to PSHE themes of learning
- Cooking – healthy eating, hygiene
- Maths – learning about money
- Humanities – learning to celebrate diversity.

7. Equal opportunities

At Spa School Camberwell, the PSHE and Citizenship Education Programme is accessible to all pupils regardless of culture, gender or disability in ways appropriate to meet individual abilities and needs. All pupils have equal access to the curriculum and developmentally appropriate materials and resources. Delivery will be differentiated appropriately according to need. Resources are sensitive to the needs and backgrounds of the pupils and are monitored regularly to ensure their appropriateness.

8. Links with other policies

This policy links to the following policies and procedures:

- Relationship & Sex Education Policy
- Safeguarding Policy
- SEN Policy
- Health & Safety Policy
- Behaviour Policy

9. Reviewing the Policy

This policy will be reviewed annually. Reviews will take into account the individual needs of pupils, developments in the subject area and external professionals as appropriate.