

**PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP POLICY
(Including British Values and Well-Being)**

INTRODUCTION

The PSHE education programme of study (PSHE ASSOCIATION 2014) has been created to reflect the rapidly changing world in which our pupils are living and learning and to sit alongside the 2014 National Curriculum.

As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of British society.

What is 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. PSHE education contributes to personal development by helping pupils build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

AIMS OF PSHE AND CITIZENSHIP EDUCATION

The overarching aims for PSHE and Citizenship 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 skill, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

The pupils' personal and social skills will be developed throughout all aspects of school life in both formal planned lessons and informal times such as break and lunch times.

As a school committed the principles of the UNCRC (UN Convention of the Rights of the Child), this policy highlights Article 23 (All children have the right to special care and support if they have a disability, so that they can lead a full and independent life) and Article 31 (All children have the right to relax and play.

POLICY INTO PRACTICE

Our programme for PSHE and Citizenship encompasses a wide variety of materials for each year group with planning adapted to meet the needs of the children in those year groups. Aspects of PSHE and Citizenship will also be covered within other subject teaching and in special days and weeks; e.g. Black History Month, Holocaust Memorial Day, anti-bullying week, safer internet day and international week.

The overarching concepts of PSHE and citizenship education are:

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. Relationships (including different types and in different settings)
3. A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)
5. Diversity and equality (in all its forms)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. Careers (including enterprise, employability and economic understanding)

CURRICULUM CONTENT

During timetabled PSHE time an emphasis is placed on active learning through planned discussions, circle time, investigations, role play activities, puppets, group work and problem solving.

Visiting speakers such as the police and health workers also contribute towards the taught curriculum. Beyond timetable PSHE lessons pupils are supported in applying the skills they are learning in real life situations as they arise e.g. resolving conflicts or working as part of a group in a project. Pupils are encouraged to take part in a range of activities to promote active citizenship e.g. charity fundraising, the planning of special events at school, making class rules, school council meetings and taking responsibility for themselves, for others, and for the whole school.

All teachers will endeavour to create a safe learning environment through the establishment of clear ground rules which are made explicit to the children and reinforced consistently.

A programme of workshops for parents and carers runs each year, content generated from the outcomes of parent consultation meetings. The PSHE programme covers areas of knowledge such as the school rules, people who help children and basic elements of the law and British values which relate to their lives.

The specialist staff and therapist teams in the school support the assessment process and the delivery of PSHE programmes. This includes the PMLD and multi-sensory team and the 'shared goals' targets for students with severe and profound cognition and sensory impairments, and the staff with specific responsibility for students on the autistic spectrum. We have a 'feeding team' which brings together Speech and Language Therapy, Physiotherapy and Occupational Therapy to coordinate and support feeding programmes across the school. The school also has a 'Toilet Action Group' which monitors and helps to implement toilet training programmes across all key stages.

PSHE and citizenship learning experiences will include:

- Personal independence and self-care
- Travel training
- Work experience opportunities
- Independent living skills
- Mini-enterprise projects and charity fundraising
- Healthy living
- Social Emotional and mental health well-being
- Managing relationships

Specific curriculum areas which develop the learning of PSHE and citizenship skills will include:

- Duke of Edinburgh
- Residential trips
- Offsite visits into the community
- Access to the local independent living skills 'bungalow' provision
- Inclusion opportunities

Drugs education policy:

We deliver specific programmes of drugs education across the key stages. They provide for pupils: An awareness of themselves and the workings of the human body so that they may gain skills, knowledge and self-confidence to enable them to make healthy choices about the future, especially in relation to tobacco, alcohol and drug abuse. St Nicholas School adheres to the LEA guidelines in relation to issues and incidents relating to drugs.

ASSESSMENT, RECORDING AND REPORTING

Pupils understanding, knowledge and skills are assessed through observation, discussion and questioning and participation. Pupils are encouraged to self-assess in sessions and teachers will use these to inform future planning. The pupils' progress against their personal, social, and health milestones will be summatively assessed using the St Nicholas online assessment tool and reported on within the annual EHCP review and end of year school report.

The pupils knowledge, skills and understanding is shown in class-based activities which are celebrated using reward systems, certificates and regular communication with parents/carers.

MONITORING AND REVIEW

This policy will be monitored on a yearly basis by the Curriculum Co-ordinator to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all;
- To foster good relations, and create effective partnership with all sections of the community;
- To take no action which discriminates unlawfully in service delivery, commissioning and employment;
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES

Safeguarding Policy
Multi-Sensory Policy
Relationships and Sex Education Policy
Positive Behaviour Support Policy
Teaching and Learning Policy
MSU Policy (Early Years /Citizenship curriculum)
Equal opportunities policy
SEN Report
Community Cohesion Policy
Anti-Bullying policy
Single Equality policy
Online safety policy
Health and Safety Policy
Inclusion and Outreach policy
Food policy; Healthy School
Home-School Policy

PE Policy

THE PSHE CURRICULUM TEAM (main contact Nathalie Akhmatova)

Reviewed Term 1 2018

To be Ratified by the LCS Committee Term 3 2019