



Policy approved & adopted by	Head of College
Date	November 2019
Review cycle	2 yearly
Next Review	November 2026

PSD AND CITIZENSHIP POLICY

PSD and Citizenship reflects Valley College's values aims and policies and involves the whole college community.

Intent:

PSD and Citizenship helps all learners develop as individuals in a wider society. Learners develop understanding of themselves physically, emotionally, socially and sexually and develop understanding of their relationships with others.

In particular, PSD and Citizenship offers learners opportunities to make choices and decisions, develop personal autonomy and responsibility and control over their lives. They can also explore different viewpoints, which leads to a respect for the opinions of others.

Citizenship develops learners' knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages learners to play a helpful part in the life of their college, neighbourhoods, communities and the wider world. It also informs them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities; and develops their ability to reflect on issues and take part in discussions.

Implementation:

Equal Opportunities:

We strive to make the PSD curriculum relevant and accessible to all learners regardless of age, culture, disability, gender, sexual orientation, religion or social class. The resources we use reflect the multicultural society in which we live. We will not re-enforce stereotypes and will challenge prejudice. The nature of autism

means learners mature at different rates and that learners will only benefit from learning about concepts for which they are developmentally ready.

British Values:

Our college promotes the values of:

- Democracy (eg through the election of the learner voice)
- Mutual respect (eg as set out in the Equality Act 2010)
- Tolerance (eg of different cultural traditions)
- Promote the SEMH development of all learners
- Learner voice (eg Valley College Learner Voice)
- Understanding the difference between right and wrong
- Interest in learning about the diverse world around them

Developing:

- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.
- Learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.
- Learners' character, which Ofsted defines as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.
- Learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy.
- Learners' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.
- Learners' understanding of healthy relationships through appropriate relationships and sex education.

Promoting:

- Equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- An inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

Enabling/Supporting:

- Learners to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- Learners to recognise the dangers of inappropriate use of mobile technology and social media
- Readiness for training or employment so that learners are equipped to make the transition successfully

Assessment

Learners are assessed formatively and summatively and at the end of each half term. Staff attend progress meetings with SLT to discuss progress towards expected targets for PSD. Information from the progress meeting is used to inform the planning process.

Monitoring

Monitoring takes place through a range of different processes, formal and informal observations, file scrutiny and target setting and monitoring.

Impact

- The impact of these sessions should develop the learner's PSD skills. This will support their development in the future and prepare them for adulthood.
- The content of our curriculum is delivered and repeated to ensure skills and knowledge are retained. Throughout college, these skills are re-addressed at later stages and prior knowledge is built upon.
- Staff informally assess through continuous assessment, questioning, peer and self-feedback and dialogue within the environment. Staff may also have dialogue with the Head of College or directors.
- Staff formally assess the progression of skills within EHCP targets.
- At Valley College the impact of the intent and the implementation is monitored and key responsibility is given to staff as they all play a part in ensuring that accurate assessment takes place.

Cross Curricular Skills and Themes

Valley College's underlying principle is that of PACE – Preparing for Adulthood, Citizenship and Employment and in accordance with this aims to promote the personal and social development of learners. This is achieved through college's overall planned provision for PSD and Citizenship, which prepares learners for the opportunities, responsibilities and experiences of adult life. The skills learned in this subject are therefore essential life skills.