



Valley College

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 with learning difficulties, 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)
- 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

We teach PSD in line with the PSHE Association Programme of Study Key Stage 5 requirements with due regard to confidentiality. The subject is suitably modified and differentiated for learners with learning difficulties. External agencies may be

invited to come into college to support the subject. In this case, we will ensure the external agencies are well established, well known and are well planned and equipped for the session. Class tutors are to discuss the session content with the external agencies beforehand. Class tutors of PSD and Citizenship will be present in all sessions where external agencies are supporting the delivery of the topic.

Core Themes

- Health and Wellbeing
 - Self–concept
 - Mental Health and emotional wellbeing
 - Healthy Lifestyles
 - Managing risk and personal safety
 - Sexual health

- Relationships
 - Relationship values
 - Forming and maintaining respectful relationships
 - Consent
 - Contraception and parenthood
 - Bullying, abuse and discrimination

- Learning opportunities in living in the wider world
 - Choices and pathways
 - Work and career
 - Employment rights and responsibilities
 - Financial choices
 - Media literacy and digital resilience

Impact

Taking into account the needs and interests of individual learners, the scheme of work aims to provide a structured sequential plan for development of skills.

Learners access learning sessions for PSD and Citizenship weekly and the core themes are reflected throughout College.

PACE support staff, under guidance from the tutor, assist in the delivery of PSD and Citizenship, either with 1:1 support or taking small groups to reinforce the sessions aim. This support is especially important with topics of a sensitive nature.

Each learner must experience success and make progress. Evidence of this is shown in termly plans evaluations and evidence.

The tutor will differentiate the session to take into account individual needs and abilities of learners. Learners will be encouraged to work independently, communicate and express ideas to the best of their ability.

Cross Curricular Skills and Themes

Valley College’s underlying principle is that of PACE – Preparing for Adulthood, Citizenship and Employability 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.

| | Name/Initials: | Date: |
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| Reviewed: | TH | Jan 2020 |
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