

The Friary School
Citizenship/PSHE Policy

Issue 2
Summer 2009
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<p>This policy is designed to support School Aim no 5 and objectives 1, 5 and 12 of the Strategic Plan.</p>
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1 Introduction

- (i) Citizenship aims to make young people into successful learners who make progress and achieve, confident individuals who live safe, healthy and fulfilling lives and responsible citizens who make a positive contribution to society. Personal, Social, Health and Careers Education, is the intentional promotion of the personal and social development of students through the whole school experience. . The curriculum must be relevant to students, connecting with their interests and experiences and relating to their abilities and backgrounds. It should also provide students with opportunities to address real life issues and show them that they can make a difference to society.
- (ii) Citizenship and PSHE is the responsibility of all teachers, especially those teaching Citizenship and also Form Tutors: good Citizenship Education can start anywhere. Cross-curricular elements make a significant contribution to provision, as does the contribution by Form Tutors during Tutorial sessions. Cross-curricular functional skills, and PLTS are important in helping students to become adaptable, flexible, and creative adults. The cross-curricular themes help to prepare students to take an active, informed part in adult life; all involve questions of values and beliefs and encourage students to examine their own attitudes.
- (iii) Citizenship and PSHE contribute considerably to academic achievement. Children (and adults) are more likely to learn successfully where attention has been paid, across the whole school to the elements of the ECM Agenda:
- Physical security and safety
 - Self-esteem and happiness
 - Active lifestyles
 - Positive Contribution to society
 - Economic success and well-being
- (iv) During Key Stage 3 pupils learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power. They become more self aware, and are capable of more sophisticated moral reasoning. They take more responsibility for themselves and become more aware of the views, needs and rights of people of all ages. They build on the experience, confidence and competence they developed in Key Stage 2, learning new skills to help them make decisions and play an active part in their personal and social life. They learn how to plan and manage choices for their courses and career. They continue to develop and maintain a healthy lifestyle, coping well with their changing bodies and feelings. They also learn to cope with changing relationships and understand how these can affect their health and well-being. They make the most of new opportunities to take part in the life of the school and its communities.

- (v) During Key Stage 4 pupils use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to take new and more adult roles in school and the wider community. They develop the self-awareness and confidence needed for adult life, further learning and career choices by setting personal targets and planning to meet them. They develop their ability to weigh up alternative courses of action for health and well-being. They gain greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning, clarifying their opinions and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions. They learn to understand and value relationships with a wide range of people and gain the knowledge and skills to seek advice about these and other personal issues. They learn to respect the views and needs and rights of people of all ages.
- (vi) Pupils' personal, social and emotional development can be encouraged by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

In our school we:

- See pupils as young people who are and can be trusted, shown respect and valued.
- Value democratic processes both for staff and pupils.
- Encourage parents to value education and see it as a partnership between home and school.
- Treat everyone in school with respect.
- Encourage open and assertive communication between staff, pupils and parents, so that all feel their views can be expressed and listened to.
- Implement policies which support the personal, social and emotional development of pupils.
- Maintain a *you can do it* attitude and celebrate achievements of pupils and staff.
- Deal with unacceptable behaviour in a way that condemns the behaviour not the person.
- Encourage co-operative ways of working between staff and pupils.
- Develop a classroom climate that is welcoming, supportive and helps pupils to feel valued.

2 The Curriculum

Citizenship:

- Democracy and Justice
- Rights and Responsibilities
- Identities and Diversity
- Advocacy and Representation
- Taking Informed and Responsible Action

PSHE:

- Economic wellbeing and financial capability:
 - Career
 - Capability
 - Risk

- Economic Understanding
 - Enterprise
 - Financial Capability
 - Personal wellbeing:
 - Personal Identities
 - Healthy Lifestyles
 - Decision Making and Managing Risk
 - Developing Relationships and Working with Others
 - Diversity
- (i) Opportunities exist throughout the curriculum for promoting pupils' personal, social and emotional development. Subject Leaders have identified opportunities for enrichment within the curriculum for their particular subject areas in order to meet the entitlement for pupils throughout their school career.
- (ii) Forms of curriculum provision include:
- Discrete curriculum time for PSHE/Citizenship
 - Tutorial Programme activities
 - Signposted in other curriculum areas eg RE, Geography and History
 - School activities and events that contain an element of Citizenship/PSHE

4 Approaches to teaching and learning

- (i) To facilitate pupils' learning in Citizenship and PSHE:
- The purpose of each lesson is made clear.
 - Appropriate learning experiences are planned and meet the needs of all the pupils in the class.
 - Learning experiences are planned and meet the needs of all the pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding.
 - Time is given for pupils to reflect, consolidate and apply their learning.
 - Pupils are encouraged to take responsibility for their own learning and to record their own progress.
 - Attention is given to developing a safe and secure classroom climate.
 - Staff training needs are identified and will be met appropriately.
- (ii) Our school leads the PSHE/Citizenship programme, but outside visitors have a role too: the structured programme of external agency provision is reviewed on an annual basis. In addition specialist agencies such as the NHS provide regular drop-in advice for students.
- (iii) There are guidelines for staff on confidentiality and handling sensitive and controversial issues and supporting young people (see Sex Education Policy section 3).

5 Assessment, recording and reporting

- a) The assessment of pupils' personal, social and emotional development is important: it provides information which indicates pupils' progress and achievement and informs the development of the programme.

b) Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupils' self awareness and self esteem.

c) At the end of KS3, students will be assessed as 'working towards', 'achieving' or 'working beyond' their end of KS3 Level Target. Students should be aware of their progress and be encouraged to set targets, developing a personal involvement in assessing progress and achievement of goals. A report on 'Citizenship' is statutory for students studying the subject in Years 7 and 8. At KS4, there is no statutory requirement for end of KS4 assessment in Citizenship.

d) Opportunities for student achievement exist throughout the curriculum. Celebration of achievement contributes to building self-esteem, developing a sense of community and belonging, helps create a positive atmosphere in school and develops a student's sense of pride.