

FREDERICK HUGH HOUSE

Personal, Social, Health and Economic Education (PSHEE) and Citizenship Policy incorporating our generic activities/scheme of work

Legal Status:

- Regulatory Requirements, (Independent School Standards) (England) (Amendment) Regulations.

Applies to:

- The whole school along with the out of school care including extra curricula activities and all other activities provided by the school, inclusive of those outside of the normal school hours.
- All staff (teaching and support staff), the Trustees, students on placement and volunteers working in the school.

Related documents:

- Equality and Diversity Policy
- Safeguarding Children
- Special Educational Needs Policy
- Teaching and Learning Policy
- Staff code of conduct policy
- Therapy tips for the classroom
- A day in the life of FHH
- Alert chart
- Community cohesion Policy

Availability:

- This policy is made available to parents and staff in the following ways: via the School website, on the staff shared drive, in the school reception area, and on request a copy may be obtained from the School Office

Monitoring and review: This policy is subject to continuous monitoring, refinement and audit by Alan Simons (Acting Headteacher) and Al Heggie (Assistant Headteacher). The Trustees will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy and it is made available to them in either a hard copy or electronically on the *staff share drive*.

Signed:

Date reviewed: January 2018

Date of next review: January 2019

Alan Simons

Anne Marie Carrie

Amanda Barclay

Bill Brown

Acting Headteacher

Chair of Trustees

Proprietor

Designated Trustee

This policy was last reviewed and agreed by the Board of Trustees at the school in January 2018 and will next be reviewed no later than January 2019 or earlier if significant changes to the systems and

arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Children Missing from Education: Our procedures regarding children missing from education comply with the Local Safeguarding Children's Board (LSCB) guidance and with KCSIE Sep 2016.

Our ethos embraces diversity, nurtures compassion for all and requires good citizenship and collective work for the common good. We have made significant provision to cater for those with special educational needs. Due to our children's learning difficulties they have significant difficulties understanding, expressing and managing their behaviour, this is a major area of focus as is their independence in all areas, especially self-care, safety and social skills.

Personal: The personal aspects of PSHEE look to develop the whole individual. It supports the progression of qualities and skills children already have. Through becoming aware of their own emotions and how to manage them, children can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to manage and take responsibility for their actions.

Social: The social element focuses on cohesion in both the school and wider community. It aims for children to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Children learn to value each other's individuality and explore issues such as bullying including racist, homophobic and cyber-bullying. Sex and relationships is also a crucial part of social and health education to ensure that children have the information and understanding to make informed choices. Our children need a significant amount of additional support for their social skills, as such, staff take opportunities in lessons to promote turn-taking, learning from peers and social interaction. In addition to the timetabled 'Communication Groups' lessons, staff facilitate social interaction during shared meal times and playtimes as well as when students arrive at school in the morning and leave in the afternoon.

Health: Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet twinned with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as substance and alcohol abuse and the impacts this can have on the individual and others around them. This is promoted throughout the curriculum e.g. during PE lessons, Food tech lessons and the sensory circuit each child participates in every morning.

Economic: Economic education aims to teach children about the economy and how to manage their personal finance. It aims to provide children with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future. Our children go shopping every week for the ingredients for their food technology lessons. They bring a shopping list for themselves and their own purse. They are supported to find the items on their shopping list, wait in a queue, pay, wait for change and their receipt and take their shopping bag. Concepts such as more and less in mathematics, and throughout the curriculum feed into their economic wellbeing.

Aims and objectives

Personal, Social, Health and Economic Education (PSHEE) and Citizenship enables students to become healthy, independent and responsible and valued members of society. Although our children have such significant learning difficulties it is our aim that within their capacities they gain an understanding of democracy and how society is organised even though it's interpretation will be at a basic level. We encourage our students to play a positive role in contributing to the life of the school and the wider community. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. For our children their PSHEE and citizenship

curriculum is of particular importance as their functional learning and independence is so crucial in their development and is a major area of focus in school.

The aims of PSHEE and citizenship are to enable the students to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community.

Teaching and learning style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the students in discussions, investigations and problem-solving activities. We encourage the students to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open day, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that students are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer students the opportunity to hear visiting speakers, such as the police, and representatives from the local community, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Through our teaching we aim to:

- Enable students to become confident, resourceful, enquiring and independent learners;
- Foster student's self-esteem and help them build positive relationships with other people;
- Develop student's self-respect and encourage students to respect values and feelings of others;
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- Enable students to understand their community and help them feel valued as part of this community;
- Help students grow into reliable, independent and positive citizens who make a positive contribution;
- Create an environment that students enjoy and encourages them to reach their ideas, attitudes, full potential;
- Encourage students to stay safe and be healthy;
- Provide students with the necessary skills, knowledge, understanding and desire to achieve economic well-being.

Process Modification:

The aim is to promote creativity and higher level cognitive skills, and to encourage productive use and management of the knowledge the students have mastered. This can be facilitated by encouraging:

- **higher levels of thinking** - involving cognitive challenge using Bloom's Taxonomy of Cognitive Processes, 1984 , logical problems, critical thinking and problem solving;
- **creative thinking** - involving imagination, intuitive approaches and brainstorming techniques;
- **open-endedness** - encouraging risk-taking and the response that is right for the student by stressing there is no one right answer;
- **group interaction** - with highly able and motivated students sparking each other in the task, with this sometimes being on a competitive and sometimes on a cooperative basis (depending on the task and its objectives);

- **variable pacing** - allowing students to move through lower order thinking more rapidly but allowing more time for students to respond fully on higher order thinking tasks;
- **variety of learning processes** - accommodating different students' learning styles;
- **debriefing** - encouraging students to be aware of and able to articulate their reasoning or conclusion to a problem or question, and
- **Freedom of choice** - involving students in evaluation of choices of topics, methods, products and environments.

PSHEE and citizenship curriculum planning

We teach PSHEE and citizenship in a variety of ways throughout the curriculum and school day. In some instances, e.g. Drugs Education and Sex and Relationship Education, we will teach PSHEE and citizenship as a discrete subject. Some of the time we introduce PSHEE and citizenship through other subjects, e.g. cooking lessons, discussing with the children about healthy eating. We also develop PSHEE and Citizenship through activities and whole-school events, e.g. weekly celebration assemblies. We offer community visits where there is a particular focus on developing student's independence, community cohesion and safety awareness.

Key Stages One and Two

During Key Stages One and Two PSHEE and Citizenship are taught through school and class routines, such as candle times and assemblies, as well as through discrete lessons e.g. circle time.

Key Stages Three and Four

PSHEE and Citizenship will continue to be taught throughout Key Stages Three and Four. The long term plan ensures teaching topics allow continuity and progression throughout the key stages. During Key Stage Four PSHEE and Citizenship lessons will place a large emphasis on preparing students for adult life, functional living skills and independence.

Teaching PSHEE and citizenship to students with Special Educational Needs

We recognise that there are children of different abilities in all classes and we provide suitable learning opportunities for all. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, with some children completing all the tasks;
- differentiating tasks set;
- providing resources of different levels of complexity
- Providing individual support.

At Frederick Hugh House we teach PSHEE and Citizenship to all students, whatever their ability. PSHEE and Citizenship form part of the school curriculum policy to provide a broad and balanced education to all students. Through our PSHEE and Citizenship teaching we provide learning opportunities that enable all students to make progress. We do this by setting suitable learning challenges and responding to each student's different needs. Assessment with B-Squared allows us to consider each student's attainment and progress.

Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation– so that we can take some additional or different action to enable the student to learn more effectively. This ensures that our teaching is matched to the student's needs. Each child's IEP may include, as appropriate, specific targets relating to PSHEE and citizenship. We enable students to have access to the full range of activities involved in learning PSHEE and Citizenship. Where students are to participate in activities outside the classroom, for example, a charity fund-raising event within the local community, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all students.

Sex and Relationships Education (SRE): Sex and Relationships Education (SRE) is delivered by SRE trained teachers who can move between groups to provide different perspectives for male and female points of view. Prior to sex education lessons commencing, a letter was sent to parents asking for their consent and a parent event was held at school inviting them to view resources which accompany various units of work if they so wish. Our programme for SRE includes content such as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- equality;
- body confidence and self-esteem;
- different types of relationships, including friendships, family relationships, dealing with strangers;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- appropriate and inappropriate touch;
- how relationships may affect health and wellbeing, including mental health and emotions;
- changes our bodies make as we grow and
- healthy relationships and safety online;

We ensure that our students are aware of the dangers of these safeguarding issues and promote positive relationships based on mutual respect.

Resources

Resources and teaching files for PSHEE and Citizenship are stored in classrooms. The Acting Headteacher holds a selection of generic resources and books.

Parental and Community Involvement

Parents have the right to receive information from our school regarding PSHEE. We believe that sharing our students learning with parents enables children to continue their development from school into their home life. Parents are invited to join in events in school, including class assemblies, acts of worship and workshops on relevant themes. Parents are regularly informed of events and developments through our weekly newsletter. Working with parents is a vital part of the whole school approach to PSHEE and Citizenship. Outside agencies are invited into school to help with the delivery of PSHEE and Citizenship, e.g. emergency services, ministers of religion, charitable trust, community groups, etc.

Monitoring and review:

The Acting Headteacher is responsible for monitoring the standards of student's work and the quality of teaching of this subject. The Acting Headteacher supports colleagues in the teaching of PSHEE and Citizenship, by giving them information about current developments in the subject and providing help and guidance as necessary. All staff meet regularly with the Acting Headteacher to discuss and review the teaching and learning of PSHEE and Citizenship. Areas that need developing are included in the school development plan.

This policy, supported by the following documents, comprises the Frederick Hugh House scheme of work for PSHEE and C.

- Therapy tips for the classroom
- A day in the life of FHH
- Alert chart
- Community cohesion Policy
- Equality and Diversity Policy

- Teaching and learning policy
- Collaborative Curriculum policy