

## Oak Field School Policy for PSHE and Citizenship

### 1. Aims and Objectives

1.1 Education in PSHE and citizenship enables children and young people to become healthier, more independent and more responsible members of society. We encourage pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth.

We teach our students how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council and choice making in other areas. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and Citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children and young people

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution,
- achieve economic well-being'.

1.2 The objectives in the teaching of PSHE and citizenship are for all the pupils.

- To know and understand what is meant by a healthy lifestyle;
- To be aware of safety issues;
- To develop responsibility for their own actions
- To understand what makes for good relationships with others;
- To have respect for others and themselves;
- To be thoughtful and responsible members of their family, community and their school;
- To become active members of our democratic society;
- To develop self-confidence and self-esteem;
- To make informed choices regarding personal and social issues; □ To develop good relationships with other members of the community □ To develop economic wellbeing and understand financial responsibility.

1.3 In line with Department of Education guidance on Promoting British Values, the school seeks to;

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;

- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

1.4 To support the overall PSHE and Citizenship Policy there are 3 Appendices for Drugs, Bullying and Sex Education

## 2 Teaching and learning style

2.1 Every member of staff can influence the personal development of an individual and therefore the PSHE is taught in all areas of school life not just in the classrooms. We use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. We emphasise active and multi-sensory learning by including the children and young people in discussions, investigations and problem-solving activities. Pupils are encouraged to take part in a range of tasks that promote active citizenship, eg. Fund raising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through verbal discussion or choice making using symbols, to set agreed classroom rules of behaviour, and resolve any conflicts. Pupils have the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

## 3 Content of Curriculum

3.1 Oak Field is an all age school covering all Key Stages. We promote the Spiral Curriculum, in which students can repeat the study of a subject at different ages and year groups, each time either re-enforcing received knowledge or studying at a higher level of difficulty and in greater depth. Thus whilst there may be an understanding of progression in the National Curriculum targets and goals, the needs of our students to have regular opportunities to re-enforce past learning are paramount. Students will learn at different rates and programmes of study must reflect personal and individual learning.

3.2 In the school's promotion of British Values, it seeks to promote;

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and

the army can be held to account through Parliament, others such as the courts maintain independence;

- there is an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- there is an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- there is an understanding of the importance of identifying and combatting discrimination.

### 3.3 The National Curriculum highlights the following:

#### Key Stage 1 and 2

- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people.

#### Key Stage 3, 4 and Sixth Form □

##### **Personal Wellbeing:**

Personal Identities  
Healthy Lifestyles  
Risk  
Relationships

#### Diversity

- **Key Processes of Personal Wellbeing**  
Critical Reflection  
Decision making and managing risk  
Developing relationships and working with others
- **Economic Wellbeing and Financial capability**  
Career  
Capability  
Risk  
Economic Understanding
- **Key processes of Economic Wellbeing and financial capability**  
Self Development  
  
Exploration  
Enterprise  
Financial capability

4.1 PSHE and citizenship are taught in a variety of ways. Sometimes, such as when dealing with issues in drugs education or sex education, we may teach PSHE and citizenship as a discrete subject. On other occasions, PSHE and citizenship topics are taught through teaching in other subjects. This cross-curricular approach ensures that learning of the core skills in PHSE are embossed in pupils learning.

4.2 We also develop PSHE and citizenship through various activities and whole-school events such as fund raising. The school council representatives from each form meet regularly to discuss school matters. Residential visits have a particular focus on developing pupils' self esteem, and giving them opportunities to develop leadership skills and positive group work.

4.3 The school actively encourages visits by outside agencies to support the learning of students.

## 5 PSHE and citizenship and inclusion

5.1 We teach PSHE and citizenship to all children, regardless of their ability. Staff provide learning opportunities matched to the individual needs of children. When teaching PSHE and citizenship, teachers take into account the targets set for the children in their IEPs and some of which targets may be directly related to PSHE and citizenship targets.

5.2 Opportunities are provided for the students to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

## 6 Assessment for learning

6.1 PSHE is assessed on Classroom Monitor. Every student within the school is assessed in the following areas: Relationships, Personal safety, Medication, Economic, Physical self, Being Healthy, Emotions, Relationships, Sexual Expression, Bereavement, E-Safety, Using the toilet, Personal Hygiene, Oral Hygiene, Nail Care, Showering, Undressing, Dressing, Clothing Fastening.

6.2 Teachers assess work in PSHE and citizenship both by making informal judgements, as they observe students during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

6.3 Pupils' efforts are further celebrated during Friday assemblies and Key stage assemblies, when children from each class are recognised for excellent effort in school during the week.

6.4 Pupils are encouraged to keep records, in their personal record-of-achievement file and in their e-portfolios of their contribution to the life of the school and the community.

6.5 Assessments that are made of pupil achievement are positive, and record achievement in its widest sense.

7 Resources

7.1 Resources for PSHE and citizenship are in each classroom/key stage. We have additional resources in the library. **Living Your Life** written by the school team is good resource for much of the work on sex, relationships, safety and health. Resources for SRE are in the 6<sup>th</sup> form room cupboard. There are Seal resources on the network and in Key Stage 3. There are also resources for parents.

8 Monitoring and Review

8.1 The planning and coordination of the teaching in PSHE are the responsibility of the PSHE subject leader Tom Hall.

Reviewed: September 2016