

**Policy for
Personal, Social and
Health Education and
Citizenship
2014**

Reviewed Dec 2015

**Policy for Personal, Social and Health Education and Citizenship
including
Sex and Relationships Education and Drug Education Policy
and Misuse of Substances in School**

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Policy for Personal, Social and Health education and citizenship

Personal, Social and Health Education in Longwill School

Effective personal and social development is the expected outcome of the full and rounded experience that comes from an education at Longwill. The Personal, Social education programme has been designed to promote the spiritual, moral, social, cultural, mental and physical development and thus the wellbeing of both the individual Deaf child and ultimately the wider Deaf community. This policy has been developed over many years with regard to the children being successfully included into the Hearing and Deaf world. The policy takes account of current views reflected in the National Curriculum handbooks and OFSTED documents and Birmingham LA guidance.

The Teaching of PSHE and citizenship taught at Longwill

In Longwill we operate an enhanced approach to PSHE, in consideration for the effects of their Deafness on their lives as young children. The experiences of EYFS are built upon as the children transfer to the main school.

In common with all primary schools, PSHE and citizenship are planned elements of the whole curriculum that help to give children the knowledge, skills, understanding which prepare them for the opportunities, responsibilities and experiences of later life. In understanding PSHE and citizenship, children learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning. They learn to understand and respect our common humanity, diversity and differences. They find out about political and social institutions which affect their lives, as well as their rights and duties as individuals and members of society.

This framework categorises the areas covered by PSHE and citizenship as follows:

- Health and well being**

- Relationships, including safeguarding**

- Living in the wider world- economic wellbeing and being a responsible citizen**

PSHE gives young people the information they need to make the right choices about their future. It covers a range of issues young people growing up today face such as leading healthier lifestyles; body image and health issues; managing personal finance; careers education; avoiding harm from alcohol and drugs; and sex and relationships.

More specifically, for pupils at Longwill, PSHE can develop pupils' confidence and responsibility, making the most of Deaf children's abilities and helping them to adapt to the effects of profound Deafness in a Hearing world.

Rationale for the Development of the Policy

The contribution that PSHE and citizenship make to Longwill's ethos and values

- The planned provision for PSHE and citizenship is integral and operates from a whole school approach that embodies the principles of personal and social development and active citizenship
- PSHE and citizenship, along with assemblies, enables the school to become aware of itself by providing planned opportunities for the school community to reflect on its aims, values and ethos. The values and ethos of the school shapes what happens in PSHE and citizenship.
- The development of appropriate values is fundamental to PSHE and citizenship. There is explicit teaching around values, and all staff members adhere to an agreed set of values in all that they do at the school, to give consistent messages and to have consistent expectations.
- PSHE makes a significant contribution to the development of understanding in specific concepts, for example identity, relationships, a healthy balanced lifestyle, taking risks, diversity and equality, rights and responsibilities, change, resilience, power and career.

Pupil involvement in the school's decision-making procedures

- We feel that it is important to recognise that Deaf children are already citizens both in their school and community. Pupil's perceptions of what it means to be a citizen are being shaped by their everyday experiences. Longwill, therefore provides the ethos and structures whereby all pupils are enabled to gain the necessary skills, knowledge and understanding for citizenship in practice.
- We want to involve pupils as fully as possible in **some** decision-making procedures. The School Council is the main vehicle for this. The primary

aim is to develop the democratic ethos and structures to support active citizenship, alongside pupil voice about curriculum and learning. The PSHE coordinator arranges regular meetings to discuss issues and feelings.

- We feel that there are beneficial outcomes for personal development, for developing positive relationships, for improving behaviour and for raising academic standards.

Reasons for teaching PSHE and citizenship

PSHE and Citizenship is a non-statutory part of the National Curriculum.

However

- PSHE and citizenship have a fundamental role to play in enabling schools to meet Section 78 of the Education Act 2002 and the two aims of the National Curriculum.
- Section 78 of the Education Act 2002 requires that all maintained schools should make provision for personal, social, health and economic education, drawing on good practise. This will promote the spiritual, moral, cultural, mental and physical development of children at the school and of society and that prepares children for the opportunities, responsibilities and experiences of adult life.

The two aims of the National Curriculum are as follows:

1. The school curriculum should aim to provide opportunities for all children to learn and to achieve.
2. The school curriculum should aim to promote children' spiritual, moral, social and cultural development and prepare all children for the opportunities, responsibilities and experiences of life.

PSHE education also plays an important role in schools' contribution to the five outcomes of Every Child Matters (ECM), and to their statutory responsibilities to:

- promote the wellbeing of children and young people
- achieve the aims of the whole curriculum
- promote community cohesion
- provide careers education and sex education.

The requirements of the National Curriculum in respect of:

- essential skills, including intrapersonal skills, interpersonal skills and skills of enquiry
- thinking skills

- financial capability
- enterprise education and
- sustainable development education.

Principles of the Policy

1. Inclusion and equal opportunities

PHSE and citizenship at Longwill has been developed to

- take account of the principles of inclusion and equal opportunities
- make learning relevant to the children and meeting the specific needs of Deaf individuals and Deaf groups
- maximise the personal and social development of each pupil
- take their lives as young Deaf individuals as a starting point and build on the knowledge, understanding, ideas, views, perceptions, insights, interests, experiences, background, culture, concerns, values, attitudes of each child
- explore directly the issues of inclusion and equality of opportunity. This entails appreciating similarities and valuing differences between people and cultures. It also means addressing issues such as bullying, racism and sexism
- ensure that every learner is entitled to benefit from access to a curriculum for PSHE and citizenship and a large range of learning experiences of the highest standard possible, which take account of unequal starting points and which are provided irrespective of gender, ethnic background, age or disability.

2 Curriculum balance and progression

- PSHE and citizenship is planned in Longwill to ensure breadth, depth and relevance and to enable progression.
- The curriculum offers differentiation and challenge, learning experiences and support matched to individual needs.

3 Preparation for the Pupils' Future as a Deaf adult

- Longwill pupils are empowered through participation in a curriculum for PSHE and citizenship which enables them to adopt meaningful roles in the present while preparing them for an effective and purposeful adult and working life.
- It is important for pupils to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

- **Provision for PSHE and citizenship at Longwill**

Forms of curriculum provision

PSHE and citizenship is provided through a combination of:

- discrete curriculum time
- teaching through and in other subjects/curriculum areas and
- PSHE and citizenship activities and school events.

Discrete curriculum time

- There is separate planned curriculum time for PSHE and citizenship allocated in all phase groups. There is no given time for these sessions as we require high quality PSHE teaching rather than a large quantity.
- There is planned provision for circle time, classroom councils and co-operative games, SEAL (depending on the needs of the age group)

Teaching through and in other subjects/curriculum areas

Provision for some aspects of PSHE and citizenship is made through other subjects including RE:

- English: emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development; how the media present information
- Maths: aspects of financial capability' counting and sharing; data handling;
- Science: drugs (including medicines); sex; health; safety and the environment; ethical issues.
- Design and technology; health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology; sustainable development.
- Computing: communicating with others via e-mail; finding information on the internet and checking its relevance.
- History: use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past.
- Geography: topical issues concerning environment, sustainable development, land use; study of children's own locality and places in different parts of the world, including less economically developed countries .
- Art and design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.

- Music: making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression.
- PE: teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; gender issues.
- RE: religious and moral beliefs; values and practices that underpin and influence personal and social issues and relationships.

Through PSHE and citizenship activities and school events

Examples of such activities and events that have been held at Longwill include:

- Citizenship days
- School and class councils
- Whole school or phase specific projects and workshops
- Working with local authorities, fire, City Council Officers
- Special days/weeks on health
- Visits from the school nurse, health professionals
- Residential experiences, camping trips
- Mini enterprise schemes
- Events to promote Deaf Awareness and issues
- Planning class activities
- Fundraising for charities
- Taking part in assemblies

Activities and events such as these provide opportunities for Longwill pupils to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences.

Entitlement to learning experiences identified for each pupil in respect of PSHE and citizenship

- To take part in activities that are designed to promote success and receive special recognition for achievements.
- To have access to a range of options and to exercise some choice between them, eg: choices about their future and in relation to their health.
- To meet and work with adults other than teachers, including members of the community, professionals and business people.
- To interact and work with a wide range of people who are different from themselves.
- To organise a project or event in co-operation with others.

- To take responsibility for other; visitors, younger pupils, people with special needs.
- To be trained to provide support and advice for their peers and for younger pupils
- To take on some responsible role in school and to exercise leadership and initiative and to receive feedback on their performance.
- To take part in the decision-making processes of the school.
- To be involved in developing and implementing strategies which aim to improve its ethos; eg: anti-bullying.
- To influence the school as a health-promoting community.
- To perform for an audience, individually or as part of a group.
- To take part in adventurous and challenging activities in a supportive environment.
- To have a residential experience.
- To take part in community service.
- To be involved in an environmental project.
- To gain experience and understanding of the world of work.
- To participate in debate or action about a local, national or global issue.
- To learn from experience in simulated situations, eg: theatre-in-education, Council chamber role play.
- To have time for reflection and preparation for change.

Teaching and learning methods used for PSHE and citizenship in Longwill

- Teaching should start from and build upon the children's current knowledge, understanding, skills, language, experience, concerns and interests. Starting points should be determined through diagnostic activities, eg: concept mapping, 'draw and write' and 'draw and tell' techniques and discussion.
- Wherever possible, contexts for learning should be relevant to the children and make use of actual situations and current issues.
- Children should engage with real issues through participation in community projects and mini-enterprises.
- There should be a high degree of active participation by children and active learning techniques should be extensively used.
- Games, such as co-operative games, circle time games and parachute games, should be used regularly.
- Appropriate use should be made of drama, role-play and simulation.
- Learning methods should develop the skills of enquiry, research, discussion, debate and philosophical thinking.

- Teaching methods should use a balance of visual, auditory and kinaesthetic (VAK) approaches in order to cater for the preferred learning styles of the children.
- Activities should be designed to engage left and right brain and lessons should be interspersed with 'brain gym' activities in order to integrate mental and physical processes.
- Music should often be played to create different ambiences appropriate to the task in hand and to enhance learning.
- Organisation and management in the classroom should offer children opportunities for working individually and collaboratively in pairs and groups.
- Whole school involvement in democratic forums such as classroom councils and school councils should be used as vehicles for discussion, debate and decision making.
- Circle time should be an important vehicle for providing the above.
- Topics and themes are prioritised to ensure relevance for the pupils.

Skills developed through PSHE and citizenship

Developing emotional literacy

Emotional literacy is the ability to recognise, understand, deal with and appropriately express emotions. Deaf children need to understand the part emotions play in human experience and actions. In order to be emotionally literate children need to develop the following skills:

- Recognising, naming and describing feelings
- Understanding and empathising with other's feelings
- Managing one's own feelings
- Responding appropriately to the feelings of others
- Communicating effectively
- Being an effective listener

PSHE and citizenship lessons offer ideal context in which to develop these skills.

Key skills (as identified in the National Curriculum)

○ Communication

Reading, speaking, listening, questioning discussion debating and writing are essential components of PSHE and citizenship.

The opportunities provided through PSHE and citizenship also enhance self-esteem and the quality of relationships, which in turn will enable young people to develop their communication skills in a safe but challenging climate.

- Application of maths skills

PSHE and citizenship will provide opportunities for the interpretation, manipulation and presentation of numerical data, such as survey returns or statistical information.

The National Curriculum handbook identifies PSHE and citizenship, along with mathematics, as subjects through which financial capability can be developed.

- Computing

PSHE and citizenship lend themselves to the development of a number of computing-related skills, including the following:

- Being able to access information from a variety of computing sources
- Learning to evaluate the validity of different sources of information.
- Being able to present information using a variety of computing skills.
- Evaluating the moral and global implications of the present and future direction of technology.
- Understanding that the collection, storage and use of personal data has a moral dimension.
- Using technology to enable young people to communicate with the wider/global community.

- Working with others

An effective programme for PSHE and citizenship entails children learning and using a variety of interpersonal and social skills, which they need to develop and practise in order to work collaboratively and effectively. This complements other whole-school initiatives such as BLP (Building Learning Power's focus on Reciprocity).

- Improving own learning and performance

PSHE and citizenship offers children opportunities to reflect on their achievements and to appreciate the cumulative effect of all the experiences that they have had on their personal and social development.

It enables them to take responsibility for their own learning through engaging in self-evaluation and assessment. This entails children identifying where they have been successful and why and setting personal targets and goals for further development.

- **Problem Solving**

PSHE and citizenship provides opportunities for identifying and understanding problems, identifying and evaluating a range of solutions, selecting and applying the most appropriate solution and re-evaluating in order to gauge the extent to which the solution has been successful.

Through problem solving activities, children should be provided with opportunities to use a range of important skills, including the 'thinking skills' identified below and others such as questioning, decision-making, interpreting, selecting, analysing, negotiating and presenting.

Wherever possible, problem solving is grounded in real life scenarios relating directly to the children's own experience. The skills acquired can then be applied and developed in wider contexts.

Thinking skills (as identified in the National Curriculum)

- Information-processing
- Reasoning
- Enquiry
- Creative thinking
- Evaluation

These skills are essentially concerned with enabling children to learn how to learn. PSHE and citizenship offer opportunities for children to understand the application and transferability of thinking skills in a variety of contexts.

Using visits and visitors to enhance learning in PSHE and citizenship

The power of direct experience for Deaf pupils cannot be overestimated.

Visitors and Partnerships

Visitors are a valuable resource. They can bring new knowledge, expertise and experiences to the classroom. They can also offer real scenarios for the children to engage with values clarification and problem solving. Visitors can also help establish positive relationships between agencies and young people and assist children in accessing these agencies.

The teacher should always manage the learning by working in partnership with the visitor to make best use of the children's agenda. Visitors to the classroom should always be part of a planned programme that prepares children for the visit and provides opportunities for follow up work.

Visitors should be identified, invited, greeted and thanked by the children.

Visits and residential trips are vital to all curriculum areas but especially important as stimulus for PSHE. At Longwill we use a variety of centres, such as The Botanical Gardens, The Museum and Art Gallery and many more for Day visits. For residential experiences pupils have been camping and on activity holidays.

Visits to places of worship, local government and business premises, sports centres, health centres libraries, museums, environmental centres, places of natural beauty, galleries, theatres, etc can greatly enrich the PSHE and citizenship provision.

Residential trips provide a number of benefits:

- They provide excellent opportunities for shared enjoyment and the building up of trust and positive relationships.
- They enable Deaf children to include with mainstream groups and practice their communication skills.
- They enable children to apply and develop further the range of skills learnt in PSHE and citizenship. These include skills related to organisation, communication, teamwork, conflict resolution, problem solving and leadership.
- They enable children to develop personal qualities such as responsibility, self-reliance, independence and self-esteem.
- They provide opportunities for children to demonstrate initiative, take planned risks and test out ideas in a safe community setting.

These opportunities are planned and managed components of all residential trips. Wherever possible the children themselves should be actively involved in the organisation and management of trips.

School Policies regarding trips

- All trips and visits and residential holidays are planned with full reference to school policy for Health and Safety including a risk assessment of each trip. (See H&S Policy, Risk Assessments).
- Policy for charging for trips should be referred to before each trip commences. (See Charging Policy).

Resources for PSHE/Citizenship

- There is a wide range of resources for PSHE and citizenship in Room 4. These include video material, posters, leaflets, games, the internet and artefacts.
- Resources present positive images and reflect the values that Longwill promotes. They provide breadth and balance and are factually accurate and up-to-date. They are free from stereotyping and bias in terms of gender, race, class, sexual orientation, ability and disability.
- Resources should support and facilitate an active approach to PSHE and citizenship.
- There is a place in PSHE and citizenship for selectively using resources that present negative messages and images. These can be used in order to challenge stereotyping in its various forms and myths perpetrated through the media.
- Staff are reminded to adhere to all safeguarding procedures and policies. Please look at the E-Safety, anti-bullying, safeguarding , and the No Platform to Extremism policy.

Provision for PSHE and citizenship

The scheme of work for PSHE and citizenship in Longwill provides a developmental programme that both consolidates and furthers existing knowledge, skills and understanding by presenting appropriate new challenges. (The scheme of work for Key Stage 1 builds on knowledge, skills and understanding identified in the Early Learning Goals, especially that related to personal, social and emotional development).

The scheme of work ensures that:

- knowledge, skills and understanding identified in the non-statutory guidance for PSHE and citizenship are developed
- appropriate sex and relationship education and drug education are provided
- the issue of bullying is regularly explored
- financial capability, enterprise education and sustainable development education are provided

- the 'guarantees' or entitlement learning activities identified earlier in this document are made available to all children
- the variety of teaching and learning methods identified earlier in this document are employed
- the range of skills identified earlier in this document are developed and
- appropriate use is made of visit, visitors and resources

Handling sensitive and controversial issues

Teachers should:

- ensure pupils establish ground rules about how they will behave towards each other and how the issue will be dealt with
- judge when to allow pupils to discuss issues on their own or in small groups and when to join in and offer support
- ensure that pupils are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views against which they can then clarify their own opinions and views, including contributions made by visitors to the classroom
- decide how far they (the teachers) are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the school's values framework
- provide appropriate support after a session for any pupil who may be troubled by an issue raised
- teachers also need to be aware of and follow protocols and procedures outlined in other documentation including child protection procedures and school policies on ICT, drug education, sex and relationship education, behaviour, etc
- provide opportunities for discussion around specific vocabulary, for example citizen, emotion, respect, acceptable, safeguard, bullying, teasing, equality, habit(as in context of smoking), risk, hazard, danger, dare, responsibility, relationship and right.

Assessment, recording and reporting PSHE

There is no formal testing in this area.

There will be an annual report to Parents covering the following:

- children's knowledge and understanding of the subjects covered
- how well children can use their knowledge and understanding in developing skills, values and attitudes, for example - through participating in

discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

The following can all contribute to assessment:

- children themselves through self assessment and peer assessment
- teachers through observation and assessment of classwork
- special projects and events
- other adults such as teaching assistants and visitors
- Deaf adults through BSL conversation

Recording and reporting

Class records are completed to show the progression and coverage of topics throughout each Key Stage. They are held in the planning file in each classroom and move on with the group to the next year's teacher.

Monitoring and Evaluation

PSHE and citizenship is delivered through a planned programme that provides continuity and progression and breadth and balance and takes into account the intellectual, physical and emotional development of children at the various stages in their school life at Longwill. It will be necessary to monitor and evaluate the planned programme in order to ensure that it is being effectively implemented and that the intended learning is taking place. The long term PSHE 'map' is cross referenced to the SEAL programme of study as the two programmes complement each other.

See attached Appendix for the Cycle of Topics at Key Stage One and Two and Foundation.

Training

The school recognises the importance of training and keeping staff updated in the latest developments in curriculum and school management. Training will be organised yearly by the co-ordinator to focus on an aspect of PSHE/C in negotiation with other staff members.

The role of the PSHE Co-ordinator:

- To ensure staff are delivering PSHE/C as part of the core entitlement of all pupils.
- To monitor the effectiveness of PSHE/C as a way of promoting pupil development.

- To evaluate the impact of PSHE/C on pupils and look for ways of improving PSHE/C delivery in the school and pupil development, including ensuring pupils have a voice .
- It is up to the co-ordinator with the Headteacher to review how these responsibilities will be delivered and what other partners might be used to review PSHE/C in the school.

The next Policy Review will be March 2017.