

# Summerfield Education Centre PSHE and Citizenship Policy

Catherine Lovell  
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Signed:

## **Aims and Objectives**

At Summerfield Education Centre, our Personal, Social and Health Education (PSHE) and Citizenship provision enables our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self worth by playing a positive role in contributing to school life and the wider community. Students learn how society is organised and governed and experience first-hand the process of democracy through the school council. We provide opportunities for them to learn about rights and responsibilities, and to appreciate what it means to be a positive member of a diverse society.

At Summerfield, we deliver our PSHE and Citizenship programmes via a standalone scheme of work. All statutory elements of the curriculum are covered, alongside non-statutory topics which have been carefully chosen to inspire self-questioning and reflection, as well as group discussion and debate. For further information about the curriculum delivered, please refer to the SMSC & British Values Policy and our recently re-designed schemes of work.

This policy has been written to ensure we are meeting the requirements of National Curriculum, which includes a non-statutory framework for Personal, Social, Health and Economic Education (PSHEE).

Our aims are to enable our students:

- To recognise their own worth
- To work well with others
- To develop positive relationships and respect for others – especially those who may not share the same set of beliefs or values
- To understand positive relationships and the importance of understanding informed and implied 'consent' in a variety of different circumstances and scenarios
- To understand our common humanity, diversity and differences
- To know and understand what constitutes a healthy lifestyle
- To develop safety awareness – both physical and emotional
- To develop an understanding of the dangers online
- To be positive and active members of a democratic society
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social circumstances
- To form positive relationships with other members of the school and the wider community

### **1. What is PSHE?**

PSHE encompasses all areas designed to promote children's personal, social, health, and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. It is very closely linked with the extensive pastoral support we provide at the centre, and complements our work in Citizenship.

Our extensive Careers programme dovetails into the programme and is closely monitored and regularly updated by our Careers team and specialist external agency (The

Employment and Skills Team). The PSHE curriculum forms part of the work we are doing towards meeting the Gatsby Benchmarks for Careers. Students benefit from work experience (both in person and online) in a variety of different settings.

## **2. What is Citizenship?**

The purpose of Citizenship is to equip our next generation of voters with the knowledge and drive to effect change in the world around them. Not only are they taught the factual knowledge that will help them to understand the way that the world around them works, but we also provide them with the skills they need to effect change whether it be at local, national or international level.

Our programme of study includes areas of Citizenship that seek to encourage young people to look at themselves and the world around them through the eyes of others, and explore the impact they make in the present, alongside the legacy that they wish to leave in the future.

## **3. Teaching and Learning Styles**

We encourage 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 pupils are able to participate in discussion to resolve conflicts or behaviour. Children take in different roles of responsibility during their school life.

Teaching styles are adapted to suit the needs and engagement of our ever-changing cohort and take into account the special educational needs and vulnerability of the students in our care. A more nurturing, pastoral approach is taken when addressing sensitive topics and additional staff are available to help support students where required.

Where appropriate and relevant, we seek to invite external speakers and agencies (such as Loudmouth theatre group and local police officers) to deliver aspects of the course from a different perspective. This helps to engage students on a different level, and the role play included by the theatre group allows students to visualise real-life situations and scenarios.

## **4. PSHE and Citizenship curriculum planning**

We teach PSHE and citizenship in a variety of ways. Some of the objectives are covered in dedicated PSHE times. Many of the objectives are covered through other areas of the school curriculum e.g. Food technology, Careers, Science, and the ethos of the school.

We also develop PSHE and citizenship through activities and whole-school events e.g. the school council representatives from each class meet regularly to discuss school matters. We offer many school trips to home and abroad for all year groups, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operation skills.

## **5. Assessment and recording**

Assessment needs to value and recognise what pupils have done or completed successfully, thereby raising their self-esteem. Assessment focuses on engagement grades, in line with current school policy. Teachers need to exercise caution in judging the individual performance of pupils, in terms of attitudes, values and behaviours apparent, as their own will undoubtedly have an influence on this process.

Progress of pupils in PSHE and Citizenship is measured by engagement grades and the ability of students to answer their core questions at the end of the lesson. Engagement grades are reported to parents in line with our reporting policy.

## **6. Resources**

Pre-planned lessons and resources are readily available in the staff 'Shared' computer files, should there be a requirement for non-specialist staff to cover individual lessons. There is access to resources for both key stage three and four, and these are carefully selected to maximise learning and progress. The school has a range both written and tactile resources (such as 'beer goggles', drugs demonstration kits, contraceptive kits, and prosthetic body parts for identifying abnormal lumps) at teachers' disposal, all of which are freely available for lessons.

All resources are checked for age-appropriateness and suitability, and are frequently updated to meet need for all students. Tasks and resources are differentiated and adapted to meet the varying needs of all students wherever required.

## **7. Staff Training and Expertise**

Staff in charge of planning and delivering the subject are experienced in addressing sensitive topics and have received training in the delivery of RSE. Training is updated in line with guidance. Support staff are briefed on the content of the lesson prior to it starting, and form an important part of the planning and review of the curriculum.

Further information is available in the Centre's RSE Policy.

## **8. Monitoring and review**

The subject leader for PSHE is responsible for overseeing and monitoring the standards of children's work, and is answerable to the head of Teaching & Learning at the centre. There are whole-centre termly work scrutinies already in place. Curriculum review is an ongoing process, which is responsive to the ever-changing needs and vulnerabilities of our complex cohort.

As a result of the Covid pandemic, alterations have had to be made to the planned curriculum. Attached below are two Covid Recovery documents, which were developed in order to outline the planned curriculum alterations. The initial document was updated following the announcement of further lockdown measures, and the release of PSHE Association guidance on the delivery of sensitive topics during the lockdown period.

PSHE is not formally assessed at Summerfield. Student engagement is informally tracked and evaluated using the Centre's P-Scale assessment tool, based upon expectations for age group, and the understanding of students across different topics.

As a result of the Covid-19 pandemic, the PSHE curriculum has undergone a number of key changes, and continues to evolve as the school year progresses. As such, the planned curriculum for the 21-22 academic year will look very different, as there are a number of factors that will have a lasting effect on the way PSHE is delivered at Summerfield. Whilst the curriculum plan is being followed loosely (for continuity and consistency), there have been notable alterations made to suit the ever-changing climate in which we are living.

For ease of reading, the key changes and alterations to the curriculum thus far have been bullet-pointed below:

- During lockdown, specific resources were sent home for completion by students, including the following: Drugs, Smoking, the George Floyd case, and Racism
- The first couple of lessons of this academic year was spent reaffirming existing relationships with students and discussing their hopes and fears about returning to school. In addition to the Covid measures in place, there have been a number of changes at the Centre - including staff turnover and the building itself - so it was important to reconnect with students and give them chance to air their questions and insecurities about returning to school
- As a result of the Centre's new staggered timetable, there have been alterations to lesson duration. Instead of hour-long lessons, PSHE now receives one 45-minute allocation per group per week. This has had a positive effect on engagement in lessons, but a detrimental effect on the completion of written work.

Generally speaking, the first lesson on a specific topic entails much discussion and debate, looking at case studies and exploring the views of students in the group. Unfortunately, this does not leave much room for the completion of written work and as a result, many of the topics are spilling over into 2 or 3 further lessons. Whilst this is beneficial to the development of understanding and engagement of the students, this does also mean that the planned scheme of work is taking longer to deliver than anticipated. In turn, this impacts upon STAR marking and assessment, which is a real frustration, as it is hard to capture and assess the positivity of the class debates and discussions that take place in lessons

- Since returning to school in September, we have had a number of whole-school focus days and weeks, including Anti-Bullying, British Values and Remembrance, and Mental Health. In light of this, in order to accommodate the change of timetable and subsequent alteration of the PSHE scheme of work, these standalone elements of the timetabled PSHE curriculum can be withdrawn, as they are being addressed as part of a whole-school focused approach. Moving forwards, this will serve to streamline the curriculum without having to withdraw other key areas of study, and when the 21/22 curriculum plan is developed, these focus days will be taken into account.

### **PSHE – Covid Catch-Up Provision (2)**

As a result of the Covid-19 pandemic, the PSHE curriculum has undergone a number of key changes, and continues to evolve as the school year progresses. As such, the planned curriculum for the 21-22 academic year continues to look very different, as there are a number of factors that will have a lasting effect on the way PSHE is delivered at Summerfield. Whilst the curriculum plan is being followed loosely (for continuity and consistency), there have been notable alterations made to suit the ever-changing climate in which we are living.

For ease of reading, the key changes and alterations to the curriculum thus far have been bullet-pointed below:

- During lockdown, specific resources were sent home for completion by students, including the following: Drugs, Smoking, the George Floyd case, and Racism
- The first couple of lessons after each lockdown are spent reaffirming existing relationships with students and discussing their hopes and fears about returning to school. We take time to discuss any changes to our routines and procedures, to help familiarise students.
- As a result of the Centre's now staggered timetable, there have been alterations to lesson duration. Instead of hour-long lessons, PSHE now receives one 30-minute allocation per group per week – with the majority of those sessions being taught remotely. This has had a positive effect on engagement in lessons, but a detrimental effect on the completion of written work.

Generally speaking, the first lesson on a specific topic entails much discussion and debate, looking at case studies and exploring the views of students in the group. Unfortunately, this does not leave much room for the completion of written work and as a result, many of the topics spill over into 2 or 3 further lessons. Whilst this is beneficial to the development of understanding and engagement of the students, this does also mean that the planned scheme of work takes longer to deliver than anticipated. In turn, this impacts upon marking and assessment, which is a real frustration, as it is hard to capture and assess the positivity of the class debates and discussions that take place in lessons

- In addition to the timetable alterations, lesson content and topics have had to be altered, in line with guidance and recommendations from the PSHE Association. Certain sensitive topics, such as self harm and suicide, are discouraged from being taught remotely due to the potential for students to access harmful and/or inappropriate websites whilst researching. There are, however, certain sensitive topics which are particularly pertinent to our own cohort, which I do firmly believe have a place in our online provision – although only with extreme caution. These include mental health, abusive relationships and exploitation, which many of our students are particularly vulnerable to during lockdown. These topics are approached sensitively and always from a positive wellbeing angle, with carefully chosen signposts to specialist agencies.

In terms of RSE, due to it forming a statutory part of our students' education, the PSHE Association cannot be seen to condemn its delivery via remote learning – although it is widely agreed by PSHE staff across the board that the teaching of such sensitive topics is neither advisory nor appropriate. At this point in time, I am suspending the delivery of this topic until students are back in the Centre and the content can be delivered in a safe, positive, controlled environment.

- Some of the topics planned for delivery over the coming weeks include: Caffeine, Class C Drugs, Vaccines and Cancer, Intolerance, Smoking, Screen Time, Online Safety, and Positivity.
- Since returning to school in September, we have had a number of whole-school focus days and weeks, including Anti-Bullying, British Values and Remembrance, and Mental Health. In light of this, in order to accommodate the change of timetable and subsequent alteration of the PSHE scheme of work, these standalone elements of the timetabled PSHE curriculum can be withdrawn, as they are being addressed as part of a whole-school focused approach. Moving forwards, this will serve to streamline the curriculum without having to withdraw other key areas of study, and when the 21/22 curriculum plan is developed, these focus days will be taken into account.
- Summerfield's established Religious Education programme of events will be fully reintroduced once lockdown restrictions have been sufficiently lifted. We hope to continue with our trips and visits to places of worship and look forward to welcoming some faith leaders to speak to our students at the Centre.