

## **PSHE & Citizenship Policy**

### **Philosophy and Purpose**

This policy reflects the school values and philosophy in relation to the teaching and learning of PSHE and CITIZENSHIP. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Programmes of Study for PSHE and CITIZENSHIP which set out in detail what pupils in the different Key Stages will be taught.

Royal Cross endeavours to meet the needs of all pupils by providing an inclusive communication environment with a broad, balanced and relevant curriculum to give all our pupils the opportunity to develop their full potential. Particular attention is given to individual communication needs, acknowledging the vulnerability of our deaf pupils, the need to develop a positive self esteem, safeguard personal safety and promote emotional well being.

### **Aims**

Implicit within the PSHE and CITIZENSHIP curriculum are the five outcomes of Every Child Matters which Royal Cross believes remain relevant within the PSHE context -

- Be Safe
- Be Healthy
- Enjoy and Achieve
- Achieve Economic Wellbeing
- Make a Positive Contribution

Alongside this the Core Themes of Health and Wellbeing, Relationships, Spiritual, Moral, Social and Cultural Development and Living in the Wider World are covered within the Schemes of Work.

Royal Cross aims to ensure that every pupil will be given the opportunity to:

1. Make safe choices and decisions online and in school life
2. Develop personal autonomy by having a degree of responsibility and control over their lives
3. Make a difference or make changes by their individual or collective actions
4. Find out that there are different viewpoints which lead to a respect for others
5. Develop a positive self image as a deaf individual.
6. Feel confident to achieve within the hearing world.

In response to these opportunities, pupils can make progress in PSHE and CITIZENSHIP by:

- Moving from contact with others in class and school to community involvement.
- Taking part in supported & positive inclusion activities within the hearing world.
- Taking part in deaf studies
- Developing greater control and choice and accepting responsibility for their own actions and in using specialist equipment and services for the deaf.

- Adapting to and understanding change as they grow and develop - physically and emotionally
- Moving from the personal to a wider perspective in terms of the range of relationships and viewpoints and considerations of other people's points of view through exploring and understanding values, attitudes, beliefs, rights and responsibilities within their own environment and the wider community
- Developing an understanding of a healthy and safe lifestyle.
- Develop an understanding of how to stay safe online whilst exploiting technology as an aide to communication.

By studying PSHE and CITIZENSHIP, pupils have the opportunity to develop confidence and responsibility by making the most of their abilities, particularly in relation to developing the following aspects:

- Self-concept and self-awareness: the development of a sense of their own identity as a deaf individual and a separate, distinct person – mainly developed through interaction with familiar people and the immediate and wider environment
- Self-esteem: the value that pupils place on themselves, which is greatly influenced by the way others behave towards them.
- Self-knowledge: thinking about themselves and getting to know their own likes and dislikes, strengths and weaknesses.

Teaching these aspect across the Key Stages can help pupils to:

- Develop a positive self-image
- Explore, express and communicate their needs, feelings and opinions
- Take responsibility for themselves and their personal belongings
- Stay safe online and in life

Similarly, both Sex and Relationships and Drugs Education are addressed in a sensitive and age-appropriate manner, which also takes into account the individual pupils' cognitive development, communication needs and level of language understanding. Further information can be found in the Sex and Relationships Policy, Drug Education Policy and Confidentiality Policy.

### **Content and Delivery**

Experience shows that in practice, it can be difficult to separate the many diverse skills included within the umbrella of PSHE and CITIZENSHIP. The over-riding aim; however is to ensure that all the skills are addressed within the curriculum area. Similarly, many of these skills are dependent upon the acquisition of stages of both language and cognitive development. For example, many of our pupils will need some assistance with personal skills throughout their life.

Many of our pupils have PSHE targets written into their Education, Health and Care Plan and Annual Review advice.

Pupils learn about the right and wrong ways to behave through the boundaries set by others. Citizenship give contexts in which all pupils can move from a personal view of themselves and their immediate world, towards a much wider perspective. This helps them to consider other people and ways in which they can make a difference to others and the world around them.

Teaching this aspect across the Key Stages can help pupils to:

- Make safe choices online and in life
- Take part in group activities/discussions
- Understand the roles of skilled interpreters as facilitators for communication
- Realise that all individuals are important in their own right
- Recognise differences and similarities in people
- Be accepting of diversity within the school and wider community
- Understand and reflect upon the importance of tolerance within the community

To cater for the needs of our pupils, staff facilitate the acquisition of PSHE and CITIZENSHIP skills by:

- Using appropriate communication approaches according to individual needs
- Having deaf role models to promote positive self image
- Providing supportive and positive peer inclusion experiences with the wider hearing community
- Taking part in Deaf Studies to develop awareness and understanding of deaf history; role models; services and specialist equipment
- Organising a range of activities to compensate for the lack of first-hand experiences e.g. using decision-making scenarios on DVD or APPs.
- Giving first hand direct experiences through play, educational visits, drama, puppets
- Using ICT, visual and other materials to increase pupils' knowledge of their personal surroundings and the wider world.
- Using specialist aids, equipment and services, adapting tasks or environments, or providing alternative meaningful activities as necessary
- Encouraging support from adults or peers, whilst giving pupils space and freedom to do things for themselves and allowing time to respond
- Being aware of the pace at which pupils work and of the physical effort required
- Balancing consistency and challenge according to individual needs
- Giving opportunities to make safe choices and to have control in all activities

## **Assessment, Recording and Reporting**

### **Early Years**

Reception and Pre-school development is assessed against "Development Matters" and through IEP targets.

Assessment is ongoing throughout all activities and achievements at home are celebrated through Wow Cards filled in by families and shared with school.

### **Key Stages 1 – 2**

This will include the recording of achievements against targets set as learning outcomes on lesson plans and IEP's. Assessment is ongoing throughout lessons and the term to provide quick and constructive feedback to pupils. Pivats is used to assess the development of the children's personal, social and emotional development.

## **Programmes of study**

PSHE and CITIZENSHIP is mapped out over a rolling programme according to Key Stage.

Each Programme of Study is differentiated to allow all our pupils to access the content in a meaningful and realistic way. Further details of this can be found in the Schemes of Work for each Key Stage, which comprise programmes of study for each Key Stage. Within the Schemes of Work risks associated with online safety, substance misuse, knives and gangs, relationships (including sexual relationships), radicalisation, female genital mutilation and forced marriages, water, fire, roads and railways are covered at the teachers' discretion. British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are promoted within the Schemes of Work and through whole school Assemblies and celebrations.

All pupils at Royal Cross take part in weekly Deaf Studies led by an appropriate deaf role model. This helps to develop a positive deaf identity and a sense of place within the wider deaf community. Pupils are helped to develop an understanding of the specialist equipment and services available to deaf people whilst promoting self-help and independence skills.

## **Teaching and Learning**

### **Early Years**

PSHE and CITIZENSHIP is planned and delivered through the Early Years Foundation Stage curriculum. The focus is on areas such as:

- Toileting programmes
- Eating and drinking
- Dressing and undressing linked to swimming, coats, and toileting
- Play skills
- Self-awareness
- Interpersonal skills
- Social skills
- Deaf Studies

### **Key Stage One and Two**

PSHE is taught in discrete lessons, Deaf studies and circle time. Opportunities to encourage the social, moral and cultural development of the pupils are optimised at the staff's discretion.

PSHE and CITIZENSHIP follows the subject mapping programme, ensuring progression throughout Key Stages 1 and 2. One theme then becomes the focus for PSHE or CITIZENSHIP throughout a half term. PSHE (RED) alternates with CITIZENSHIP (BLUE) each half term. Schemes of work are colour-coded to help avoid confusion. Following given guidelines, teachers plan a unit of work, which outlines the

content, learning activities, learning outcomes and resources. The short term planning specifies the focus for each lesson.

### **Monitoring and evaluating PSHE and CITIZENSHIP**

Monitoring and evaluating curricular strengths and weaknesses to ensure and maintain high standards in the quality of teaching and learning is a vital part of the curriculum development process. Opportunities are made available to the subject leader to evaluate teaching and learning within the school through peer to peer mentoring; monitoring planning; scrutiny of work and data analysis. This in turn affects future planning and delivery of the subject. Royal Cross also takes part in the Special Schools Inter-school Moderation Groups.

### **Resources**

Resources to assist with both lesson planning and delivery are freely available in the resource room. All resources are labelled and are expected to be returned to the correct box as quickly as possible after use.

Additional resources are available from outside agencies e.g. School Nurse, Dental Nurses, Lancashire Healthy Schools Programme, Drug Education Team, Young Peoples Service and the Citizenship Adviser.