

## **PSHE & Citizenship Policy**

This policy reflects our schools values and philosophy and approach to the teaching and learning of Personal, Social, Health and Citizen Education. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment

It is intended for all teaching and support staff, school governors, parents and advisors/inspectors as appropriate.

### **Aims**

The schools overarching aims and objectives for our pupils are to:

- - **develop successful learners, happy and confident pupils**
  - **Develop a positive identity as a Deaf person**
  - **create independent and responsible citizens**
  - **develop strong communication skills for life**
  - **raise the self- esteem of the pupils**
  - **encourage personal safety, especially online**
  - **develop relationships and the ability to function in groups**

This policy reflects the school values and philosophy in relation to the teaching and learning of PSHCE. 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 Scheme of Work for PSHCE. It also connects closely with the school equalities.

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.

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 PSHCE Scheme of Work.

We will create a safe and supportive learning environment where differing views are heard and considered. Clear safeguarding training and knowledge ensures all staff know what to do in potential safeguarding situations. A culture of everyone being valued for their unique contributions to the school community is engendered through celebration assemblies and in class discussions.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will receive appropriate support by intervention from a range of outside agencies. Our two DSL's are the Headteacher and the Deputy Head.

## **Equality**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by offering a curriculum that is broad and respectful of all cultural backgrounds.

Teaching will take into account the ability, age, communication preferences, readiness to learn and cultural background of our pupils to ensure that all can access the PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by listening to opinions that differ from their own, celebrating positively peoples differences, caring for their peers, keeping themselves and others safe and making positive contributions to the life of the school.

We will use PSHCE education as a vehicle to address diversity issues and to ensure equality for all by using the PSHCE scheme of work. Dedicated curriculum time, half an hour per week will deliver a spiralling curriculum and a wide range of themed assemblies will support the coverage for PSHCE, however we understand that many more discrete opportunities for the development of PSHCE will present themselves incidentally. Staff are encouraged to use local and national news events, personal life events and cultural events to promote our values and ignite discussion.

## **PSHCE policy and connection to other school policies**

This policy supports and compliments the following policies, Equal Opportunities, Anti-smoking Policy, Drugs Policy, Healthy Eating Policy, Safeguarding Policy, and Creative Arts Policy. It impacts on everything that we do at Royal Cross.

## **The programme supports the British values of:**

- Tolerance
- Liberty
- Democracy
- Rule of law
- Government
- Elections
- Liberty
- Mutual respect.

## **Intended Outcomes**

The learning outcomes of our PSHCE programme will be that pupils will show personal effectiveness, have good interpersonal skills, and be able to manage risks and decision making.

Pupil will:

- Know and understand how to live a healthy balanced life
- To develop emotional resilience and learn how to deal with change
- Make safe choices and decisions online and in school life
- Develop personal autonomy and independence by having a degree of responsibility and control over their lives
- Make a difference or make changes by their individual or collective actions
- Find out that there are different viewpoints which lead to a respect for others
- Develop a positive self-image as a deaf individual.
- Feel confident to achieve within the hearing world.

## **Royal Cross Teaching Methodology**

The PSHCE programme will be taught through a range of teaching methods including

- Use of sign graphics, symbols and pictures
- Drama and role-play
- Circle time
- Use of photographs, artefacts and ICT
- Educational visits
- Classroom displays
- Problem solving, debates and reconstructions

We will ensure that sessions, including those on risky behaviours remain positive in tone by setting clear expectations on behaviour, encouraging good turn-taking and active listening.

We will ensure cross curricular learning by teaching some PSHCE through drama and role-play and making explicit links to the wider world.

Experience shows that in practice, it can be difficult to separate the many diverse skills included within the umbrella of PSHCE. 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 PSHCE outcomes written into their Education, Health and Care Plan and targets incorporated into Annual Review advice and IEP's.

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 on the importance of tolerance

## **Assessment, Recording and Reporting**

### **Early Years**

Reception and Pre-school development is assessed against EYFS “Developmental 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 to provide immediate and constructive feedback to pupils. Pivats5 is used to assess PSED achievements.

### **Programmes of Study**

PSHCE and CITIZENSHIP is mapped out over a rolling programme according to Key Stage. Each Programme of Study is differentiated to allow all pupils to access the content in a meaningful and realistic way. Further details of this can be found in the Scheme 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 sessions led by a deaf member of staff. This supports the development of 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 PE, coats, and toileting
- Play skills
- Self-awareness
- Interpersonal skills
- Social skills
- Deaf Studies

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

PSHCE is taught in discrete lessons, Deaf studies, Drama and circle time. PSHCE follows the subject mapping programme. The short term planning specifies the focus for each lesson. The concepts taught are repeated throughout the school years in a spiralling curriculum with the aim of incrementally deepening understanding.

### **Monitoring and evaluating PSHCE**

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. We are members of the PSHE Association.

## **Assessment**

We will assess PSHE learning through B-Squared. PSED skills will be assessed through PIVATS.

## **How will we involve and consult children.**

Royal Cross has an established school council which allows some of the concepts of decision making and democracy to be discussed.

## **How we work inclusively and differentiate learning.**

We cater for the needs of our pupils, staff facilitate the acquisition of PSHCE by:

- Using appropriate communication approaches according to individual needs
- Having deaf role models to promote positive self-image and deaf identity
- 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
- Giving first hand direct experiences through play, educational visits, drama and 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

## **Parents and carers involvement.**

We are committed to working with parents and carers. Parents are offered a range of workshops. We communicate with parents about their right to withdraw their children by website or letter. We also have frequent communication with parents via the Dojo, text and/or email.

## **Subject Leader responsibility.**

The Subject Specialist role involves general oversight, (monitoring and evaluation) of the subject through school. They are involved in planning with teachers, maintaining progress of the subject, attending courses where relevant and keeping abreast of changes which may affect the subject. They develop policy and a program of study and recommend INSET as appropriate. Monitoring of the policy in operation is the responsibility of all staff involved in

the teaching of PSHCE. The subject leader will contribute to the School Development Plan, budgeting and replacement of resources.

### **How pupil's questions will be answered**

Pupil's questions will be answered directly and simply. Teachers will use language that is appropriate and technically correct. If questions arise that leave the teacher unsure of how to respond, the teacher is encouraged to say, 'I'll think about that and we can talk about it after the lesson'. Time is then made to follow up and explain more carefully the child's question.

### **Visitors.**

Visitors are supported by teachers and teaching assistants who have the communication skills to facilitate a clear exchange of information and ideas. Visitors never work alone with children.

### **Our policy on confidentiality.**

Clear ground-rules are set.

- Listen to others.
- Respect different opinions even if you don't agree.
- If you feel uncomfortable you don't have to share your thoughts.
- You can always see the teacher after the lesson to share your thoughts and feelings.

Staff cannot promise confidentiality when safeguarding concerns arise. Staff must notify the DSL.