



## **PSHEE CITIZENSHIP POLICY**

**Date of Last Review:** February 2016

**Date of Next Review:** February 2019

**Responsibility:** Mr M. O'Shaughnessy

**Advisory Body Signature:**

The National Curriculum Review Consultation (NCRC) introduced a framework across all Key Stages for Personal, Social, Health, and Economic Education and Citizenship consisting of:

- A joint non-statutory framework for personal, social, health and economic education at key stages 3 and 4: plus
- A statutory order for a foundation subject in the national curriculum for Citizenship at Key Stages 3 and 4.

It suggests that schools should “prepare students for the opportunities, responsibilities and experiences of life, through a more explicit and coherent provision in the area of PSHEE and citizenship.”

The NCRC sets out two main aims, which have been adopted by School:

- To provide opportunities for **all** students to learn and achieve
- To prepare **all** students for the opportunities, responsibilities and experiences of life.

Personal, Social, Health, Economic Education and Citizenship contributes to the School curriculum by helping to give students the skills, knowledge and understanding to lead confident, healthy, independent lives and to become informed, active and responsible citizens. It includes work in lesson time and a wider range of activities and experiences across and beyond the curriculum.

The four themes of PSHEE and Citizenship are, for students to:

- ❖ Develop confidence and responsibility and make the most of their abilities
- ❖ Prepare to play an active role as citizens
- ❖ Develop a healthy, safer lifestyle
- ❖ Develop good relationships and respect the difference between people

The Citizenship programme of study centres around:

- ❖ Knowledge and understanding about becoming an informed citizen
- ❖ Developing skills of enquiry and communication
- ❖ To develop the skills of participation and responsible action

The DfE has produced further guidance in September 2013 and the School acknowledges that this is potentially a very fluid situation regarding statutory responsibilities. A Private Members Bill has been laid before parliament and is due for its Second Reading in March 2016. The incumbent of the Office of Education Secretary has stated that a PSHE action plan will be forthcoming in the ‘next few months’ (Jan 2016).

## Key Stage 3 PSHEE

During key stage 3, students learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power. They become more self-aware, and are capable of more sophisticated moral reasoning. They take more responsibility for themselves and become more aware of the views, needs and rights of people of all ages. They build on the experience, confidence and competence they develop in Key Stage 2, learning new skills to help them make decisions and play an active part in their personal and social life. They learn how to plan and manage choices for their courses and career. They continue to develop and maintain a healthy lifestyle, coping well with their changing bodies and feelings. They also learn to cope with changing relationships and understand how these can affect their health and well-being. They make the most of new opportunities to take part in the life of the school and its communities.

## Key Stage 3 Citizenship

During Key Stage 3, students study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They learn to identify the role of the legal, political, religious, social and economic institutions and systems that influence their lives and communities. They continue to be actively involved in the life of the school, neighbourhood and wider communities and learn to become more effective in public life. They learn about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part responsibly in community activities.

**The types and range of performance which students should characteristically demonstrate by the end of the Key Stage3 are as follows:**

- Students have a broad knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; provision of public services; and the criminal and legal systems.
- They show how the public gets its information and how opinion is formed and expressed, including through the media.
- They show understanding of how and why changes take place in society.
- Students take part in school and community-based activities, demonstrating personal and group responsibility in their attitudes to themselves and others.

## Key Stage 4 PSHEE

During Key Stage 4 students use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to take new and more adult roles in school and the wider community. They develop the self-awareness and confidence needed for adult life, further learning and work. They have opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and planning to meet them. They develop their ability to weigh up alternative courses of action for health and well-being. They gain greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning, clarifying their opinions and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions. They learn to understand and value relationships with a wider range of people and gain the knowledge and skills to seek advice about these and other personal issues. They learn to respect the views, needs and rights of people of all ages.

## Key Stage 4 Citizenship

During Key Stage 4 students continue to study, think about and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They study the legal, political, religious, social, constitutional and economic systems that influence their lives and communities, looking more closely at how they work and their effects. They continue to be actively involved in the life of the school, neighbourhood and wider communities, taking greater responsibility. They develop a range of skills to help them do this, with a growing emphasis on critical awareness and evaluation. They develop knowledge, skills and understanding in these areas through, for example, learning about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part in community activities.

**The types and range of performance which students should characteristically demonstrate by the end of Key Stage 4 are as follows:**

- Students have a comprehensive knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; and the criminal and civil justice, legal and economic systems.
- They obtain and use different kinds of information, including the media, to form and express an opinion.
- They evaluate the effectiveness of different ways of bringing about change at different levels of society.
- Students take part effectively in school and community-based activities, showing a willingness and commitment to evaluate such activities critically. They demonstrate personal and group responsibility in their attitudes to themselves and others.

## **Overall:**

The School will deliver PSHCE through:

- SRE activities
- ECM days
- Student Leadership activities
- Wider Curriculum topic links
- Extra-Curricular Opportunities; eg BYC, Magistrates Competition, Shares4Schools Competition, Speak Up Speak Out.

## **Related Policies.**

Anti-Bullying; Careers Education; Drugs Education; Equal Opportunities; Racial Equality; Sex and Relationships Education; Student Leadership; Special Educational Needs.