

Chesterton Community Sports College

POLICY FOR PSHE and CITIZENSHIP

Date: July 2017

1. Context

Chesterton Community Sports College in Newcastle-under-Lyme, Staffordshire, is a relatively small mixed secondary specialist sports and performing arts college with approx. 720. The school serves a former mining village, designated by the Government as a regeneration area, suffers from significant social and economic hardship and the proportion known to be entitled to a free school meal is significantly above the LEA and national average.

Pupils start at the school with attainment that is well below average. By the time they leave, they attain standards in their GCSE examinations that are at least in line with, and often better than, the national average. This is because they make good or outstanding progress in a range of subjects. For example, the progress pupils made in their best eight subjects, in mathematics and in science was within the top 10% of schools nationally in 2015. Information about the performance of current pupils shows that they are continuing to make strong progress.

(Ofsted Report 16/03/2016)

Chesterton has been praised for improvements in results in recent years and also benefits good sports facilities, including a swimming pool, Astroturf and a dance studio.

Pupils come from mainly White British backgrounds, although there is a small proportion from minority ethnic backgrounds. English is the main language with a very small number of pupils who speak Polish in the early stages of learning English. Pupils come from a wide range of socio-economic backgrounds and the proportion entitled to free school meals is above average. Attainment on entry is well below average and the proportion of pupils with learning difficulties is above average.

2. The process for policy development

Name of PSHE co-ordinator **Mr C M Dunn**

Line Manager: M Wynne (Assistant Head teacher)
PSCHE Co-ordinator/ Personal Development Leader: C Dunn
Teaching/Delivery: All teaching staff at CCSC

Policy development responsibility: C Dunn
Consultation consists of discussion with Line Manager (M Wynne)
Feedback from: teaching staff; School Council; pupil feedback from questionnaires and external agencies.

External consultation to review SRE and Drugs issues includes

- Sarah Huggins (Inclusion Well Being Teacher Consultant Behaviour Health and Well Being team)
- Liz Challinor (School Nurse Staffs LHA)

External consultation to review Behaviour/ASBT issues includes

- Richard Ash (Youth Crime Prevention Worker)

3. The Policy

Mission statement/aims for PSHE

We believe that PSHE and citizenship should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in class management. We teach children both about their rights and their responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The objectives of PSHE and citizenship are to enable the children to:

- Know and understand a healthy lifestyle
- Be aware of safety issues including those relating to online safety and sexual exploitation;
- Understand what makes for good relationships with others;
- Have respect for others;
- Be independent members of a community, such as school;
- Be positive and active members of a democratic society;
- Understand what it means to be part of the British Community
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the community.
- Develop skills necessary to make informed economic and career choices about life Post 16

School environment, relationships and ethos of the school

Pupils' personal, social and emotional development can be encouraged by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

In our school we:

We accept that effective learning and teaching requires a safe, calm and peaceful environment. Pupils need to have a clear idea of what is expected of them, not only in academic achievement but also in social training. Pupils expect to be treated fairly and consistently and be positively encouraged to behave well. To help encourage positive behaviour members of the school have a clear understanding of their rights and responsibilities, and have clear guidelines for what acceptable behaviour includes. Appropriate support should be given when needed.

It must be recognised and accepted that it is the responsibility of all teachers to manage pupils within their classroom and to ensure that pupils behave by taking appropriate measures when necessary. Each classroom teacher has a responsibility to control lessons in a positive manner.

Basic guidelines to be recognised by staff, and which should be the entitlement of pupils, means that staff should:

- Arrive promptly for lessons, and whenever possible be ready to greet the class at the beginning of the lesson;
- Check pupil attendance by using PARS to take a register;
- Apply the behaviour and reward policy consistently – firmly but fairly;
- Work to a lesson plan, which considers the various learning styles/ needs of the pupils.

A good lesson should have:

- Pupils correctly equipped for the lesson;
- Punctual and positive start, recapping on the previous lesson
- Clear and challenging targets, visible to the pupils
- Pupils working on task, and motivated to achieve
- Behaviour in line with the Classroom Code
- Individual achievement recognised and rewarded
- Variety of teaching and learning methods appropriate to the class
- Resources of a high quality which set standards to the pupils
- Safe environment with risk assessment for practical activities
- High level of positive pupil/teacher interaction
- Opportunity at the end of the lesson to check if targets have been met
- Pupils dismissed in a quiet, calm and orderly manner.

Personal, Social, Health and Economic School curriculum

Opportunities exist throughout the curriculum for promoting pupils' personal, social and economic development. Staff have identified an entitlement for pupils throughout their school career and opportunities for enrichment within the curriculum.

Forms of curriculum provision

- Discrete curriculum time of 2 x 20-minute form slots (Tuesday and Wednesday) per week within all year groups.
- Dedicated PSHE morning for each year group to complete Heartstart first aid training and related extended activities including but not limited to NHS supported SRE topics
- Teaching PSHE and citizenship through and in other subject's/curriculum areas including explicit links to Science, MFL, Humanities, P.E., I.C.T., and R.E. National Curriculum (KS3/4).
- Through PSHE and citizenship activities and school events such as involvement of external agencies (e.g. New Vic Theatre Borderlines projects).
- External agencies working with targeted/referred groups via MACs place facilities.

Those responsible for teaching the PSHE and citizenship programme through discrete curriculum time include all teaching staff and Senior Leadership Team.

Details of the scheme of work are given in the appendix.

There will be ongoing evaluation and monitoring of the programme for PSHE and citizenship.

Staff responsible for monitoring and evaluating the programme:

Lead: C Dunn and M Wynne.

Monitoring:

- Curriculum walks
- Lesson observations
- Curriculum review in line with school practices
- Feedback analysis from questionnaires (staff and pupils)
- Work Scrutiny (H Felton)
- Feedback and development advice from external agencies

Britishness

Chesterton Community Sports College is committed to serving its local community.

As a school we recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. We seek to embrace and celebrate this diversity whilst at the same time upholding traditional British Values. CCSC actively promotes British Values; democracy, the rule of law, individual liberty, mutual respect and tolerance of different beliefs and faiths, to all pupils. This helps to prepare pupils for adult life in Britain.

The five key British Values are incorporated into the school curriculum across a range of subjects, they underpin the pastoral system and feature in other aspects of school life such as assemblies and special events.

The details below show some specific examples of how each value is embedded into the ethos of Chesterton Community Sports College.

Democracy

The principle of democracy is explored in the History and Religious Studies curriculum as well as in PSICHE and assemblies. It also features as part of teamwork tasks across many subject areas. The specifics of the UK democratic system are studied as part of PSICHE and each year a group of Key Stage 3 pupils undertake a visit to Westminster as guests of our local MP to see democracy in action.

The Rule Of Law

All pupils are taught the rules and expectations of the school and given an understanding of how this mirrors the laws of the country. This is covered by the pastoral staff and upheld by teachers in lessons across the curriculum.

Pupils are taught the value and the reasons behind the British laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. We strive to ensure that pupils understand that different points of view are acceptable but are still subject to the laws of the land.

Individual Liberty

At CCSC students are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. We emphasise that choices made by individuals should not be harmful to others and must be within the rule of law. CCSC has a robust anti-bullying culture and has in place a comprehensive Behaviour Policy.

Mutual Respect

Respect for self and others is a key element of the school ethos. Pupils learn that their behaviour has an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through its teaching and learning environments. Pupils are also taught to respect members of the wider community; including local people and those who have contributed to society. In November 2014 a Remembrance Concert was held to honour the fallen of the two World Wars with a particular focus on soldiers from North Staffordshire.

Tolerance Of Different Beliefs And Faiths

This is achieved by equipping pupils with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience diversity whenever they can. The Religious Studies curriculum, which is compulsory for all students up to the end of KS4, provides a broad and balanced education on a range of faiths, religions and cultures.

The school also uses its international links to help promote this tolerance. These include foreign visits (recently to France, Belgium and Spain with further visits to Italy, France and Poland planned), exchange students visiting the school and work on Fairtrade (CCSC achieved the Fair Aware Fairtrade Award in 2014).

Chesterton Community Sports College strives endlessly to ensure that its students leave with the strongest foundation of values upon which to build a successful life and contribution to our Society.

We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation and that every pupil has the opportunity to embrace the school ethos of 'Be The Best You Can Be'.

Citizenship

Citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, foster keen awareness and understanding of democracy, government and how laws are made and upheld. Citizenship at CCSC will equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments; prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Aims

- Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Subject content Key stage 3

Pupils' will develop their understanding of democracy, government and the rights and responsibilities of citizens. Pupils will have opportunities to use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- The operation of Parliament, including voting and elections, and the role of political parties
- The precious liberties enjoyed by the citizens of the United Kingdom
- The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- The functions and uses of money, the importance and practice of budgeting, and managing risk.

Subject content Key stage 4

Pupils' will build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils will develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

- Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- Human rights and international law
- The legal system in the UK, different sources of law and how the law helps society deal with complex problems
- Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

Sex and Relationships Education

Sex and Relationship Education (SRE) is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Sex and Relationships Education curriculum

The SRE Curriculum cover a wide range of criteria split into three areas in both key stage 3 and 4 and delivered in an age appropriate manner utilising form staff and external agencies where appropriate. Some pupils may receive specific learning via the pupil support system; this is based on established need and will be delivered by relevant agencies or specially trained staff.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision-making.

Personal and social skills

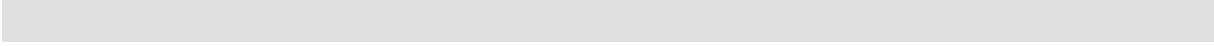
- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- The avoidance of unplanned pregnancy.

Parental rights to withdraw from Sex and Relationships Education

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum (such as the Citizenship and Science Curriculums). The school will make alternative arrangements in such cases but we highly recommend against this. The DfEE will offer schools a standard pack of information for parents who withdraw their children from sex and relationship education. Any parent wishing to withdraw their child will be invited to discuss the issue further with Mr. C Dunn (Personal Development Leader) and the relevant year leader.



Approaches to teaching and learning

To facilitate pupils learning in PSHE and citizenship:

- ✓ The purpose of each lesson is made clear
- ✓ Appropriate learning experiences are planned and meet the needs of all the pupils in the class
- ✓ Learning experiences draw on pupils own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding
- ✓ Time is given for pupils to reflect, consolidate and apply their learning
- ✓ Pupils are encouraged to take responsibility for their own learning and to record their own progress
- ✓ Attention is given to developing a safe and secure classroom climate
- ✓ Staff training needs are met

We use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem solving activities. We encourage children to take part in a range of tasks that promote active citizenship, for example charity fundraising, involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children to hear visiting speakers, such as health workers, police, and trading standards, which we invite into the school to talk about their role in creating a positive and supportive local community.

Staff developed via a continuing programme of updates regarding Child Protection and associated procedures through staff meetings and training day/time.

The school leads the programme but outside visitors have a role. There is a school protocol for involving outside visitors.

Outside visitors contributing to PSHE and citizenship programme:

- Local Support Team-, which includes family Engagement workers and Education Welfare Officers.
- Targeted Youth services
- T3- drugs and alcohol services
- Dove Service – bereavement
- Young Carers
- School counsellor - Therapy services including family mediation
- Young Minds – counselling services
- Arch- domestic- violence
- Savannah- Families and young people domestic violence support and specialising in sexual offences
- Ruby Girl –children living in S-O-T and attending CCSC, Self-esteem and sexual health
- YOT- Youth offending Team
- Police and PCSO's
- School Nurse
- ARCH
- Local Chemists (quit Smoking services)
- Clinic in a box CASH services
- Youth Crime Prevention Team
- Integrated Sexual Health Project
- Road Safety Education Team
- CAMHS

There are guidelines for staff on confidentiality and handling sensitive and controversial issues.

All staff are continually trained in issues pertinent to child protection and disclosure; as such all matters of a confidential or sensitive nature are to be passed on to the appropriate and designated member of staff who will take the designated course of action in line with their role.

Responsibility for reporting and referring pupils remains with all members of staff.

Celebration of achievement- assessment, recording and reporting

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self awareness and self-esteem.

For more information see Staffordshire Learning Net PSHE web site – Making Sense of PSHE.

We do not assess pupils in all areas of the PSHE and citizenship programme however opportunities for pupils to reflect on their progress are identified. It is inappropriate to assess pupils' values.

The teacher responsible for the delivery of the curriculum carries out assessing individual pupil's progress. This information forms part of the each pupils annual Citizenship/Form Report.

This is done via marking of key pieces and formative strategies such as observed involvement in lessons, contribution and content of discussions and developed application and understanding of novel concepts.

There are opportunities to record learning and progress in different ways.

Process for recording and reporting progress.

Summative: Key assessed pieces of work in line with PSHE Scheme of Work.

Formative: Pupil contribution and understanding in lessons, teacher assessed.

Report written by class teacher to assess and outline areas of strength and set appropriate individual targets.

Celebration of achievement contributes to building pupils' self esteem, developing a sense of community and belonging, helps create a positive atmosphere in the school and develops pupil's sense of pride.

Verbal/written Praise

Event Logs

Departmental Certificates/ Attendance of events certificates/ Praise Postcards

Letter home from the Head Teacher

Reward Days

Governor's award

PREVENT Extremism and Radicalisation

The Counter Terrorism and Security Act 2015 requires schools to have a duty to address not only immediate threats, but longer term factors which enable extremist groups to grow or flourish.

Prevent is part of the Government's Counter-terrorism Strategy. The aim of Prevent is to stop people from becoming terrorists or supporting terrorism.

Within PSCHE this is reinforced through a number of key themes:

- Promotion of the five British Values.
- Teaching of respect and education of other cultures, faiths, sexualities, gender etc.
- Education of Safeguarding, including on line safety and physical safety
- Relationship education
- The role, responsibilities and requirements of UK law
- Democracy and its role compared to other forms of government globally
- Human Rights education (denial and impeachments from the actions of others).
- Challenge misconceptions and ideologies that support or could lead to terrorist activities.

Within the Prevent Strategy, Channel is the process of safeguarding individuals by assessing their vulnerability all staff have received training with regards to assessing vulnerability and the next steps if a pupil is perceived as being at risk.

As part of PSCHE external speakers form an integral planned component. Clear protocols are in place to ensure guests are suited to task.

- All visiting speakers are required to sign in/out and wear official identification at all times.
- All speakers have evidence of un to date Enhanced CRB checks (in line with KCSIE requirements).
- A member of CCSC staff is required to be present at all times with speakers in classroom based sessions.
- All sessions and content are vetted by Mr C. Dunn (Head of PSCHE/ Personal Development Leader) to ensure suitable content and curriculum relevance.

Extremism definition: Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in our definition of extremism; calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation definition: The process by which a person comes to support terrorism or forms of extremism leading to terrorism.

Vulnerability definition: The condition of being capable of being injured; difficult to defend; open to moral or ideological attack.

Links to other policies

Other whole school policies contribute to the personal, social and emotional development of pupils.

Identified policies that support PSHE and citizenship:

- Behaviour/Reward
- Differentiation
- Equal Opportunities
- Race/Equality
- Drugs
- Child Protection
- Anti-Bullying
- Drugs
- Safeguarding
- SEN

Dissemination and review

The policy will be disseminated widely to all staff and made accessible to all via the school website.

The dissemination process consists of consultation with staff and governors at relevant meetings. Policy documents made widely available through staff handbook, school intranet and publicly via school Internet site.

Agreed priority areas for PSHE and citizenship, targets and achievements to date:

- Continue development of personalised curriculum relevant to the Pupils of Chesterton.
- Encourage greater ownership of lessons and curriculum to teaching staff and pupils.
- Refine system of monitoring and recording ongoing assessment of progress.

The policy will be reviewed regularly.

Review date: July 2018