



# PERSONAL SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP POLICY PRESTON MANOR SCHOOL

An All-Through School

DRAFT

<b>Governors' Committee Responsible:</b> Curriculum & Teaching	
<b>Statutory Provision:</b> Non-Statutory	
<b>Policy Author:</b> Naomi Richards	<b>Review Period:</b> Annual
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## **PSHE and Citizenship Policy overview**

The personal and social development of pupils is a fundamental aim of education. PSHE and Citizenship is the planned learning which the school provides in order to support and enhance the personal and social development of pupils.

### **PSHE and Citizenship programmes should:**

- Help pupils to deal with difficult moral and social questions that arise in their lives and in society.
- Help pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives, as individuals, parents, workers and members of society.
- Give pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels
- Provide education in citizenship and democracy, which will provide coherence in the way in which all pupils are helped to develop a full understanding of their roles and responsibilities as citizens.

### **Personal and social learning occurs in the curriculum through:**

- Subject programmes
- Planned tutorial programmes
- The schools' arrangements for pastoral care and pupil guidance
- Assemblies
- Community work within the school
- School councils
- Planned learning opportunities in contexts outside school, e.g. residential visits, work experience
- Extracurricular activities
- Encouraging all pupils to play a helpful part in the life of their schools, neighborhoods, communities and the wider world

The ethos of the school, the quality of its relationships, its concern with equality of opportunity and the values which it exemplifies are crucial factors in pupils' personal and social development.

Young people's personal and social development will be influenced by their gender, sexuality, racial, social, cultural or religious background. Preston Manor School aims to create a positive environment in which diversity is valued and access to the curriculum and corporate life of the school is a reality for all pupils. PSHE should help pupils become aware of the barriers that exist in society and enable them to challenge prejudice and make safe choices in their lives.

All aspects of school life contribute to PSHE, and we have a planned whole-school approach to PSHE provision. Preston Manor School defines aims for PSHE and Citizenship, which will reflect school aims. PSHE and Citizenship is a priority for school management and the responsibility of all teachers. Schemes of work for subjects, topics and tutorial programmes should make explicit their contributions to the school's PSHE and Citizenship programme. Teachers with responsibility for learning opportunities outside school and extracurricular activities should show how these areas are supporting PSHE and Citizenship.

PSHE and Citizenship is concerned with the process of personal and social development. We have a clear view of the outcomes of that process – the attitudes, values, personal qualities and skills which they wish to foster in young people. The knowledge, skills and understanding and learning experience which enable young people to achieve these outcomes are also explicitly taught.

## PSHE curriculum

Our PSHE curriculum challenges pupils to become creative, successful and happy individuals. By focusing on six key strands:

1. Rights, Responsibilities and British Values
2. Celebrating Diversity and Equality
3. Relationships and Sex Education (RSE)
4. Staying safe online and offline
5. Health and Wellbeing
6. Life beyond school

We aim to equip students with the skills and knowledge they will need to face current and topical issues and that will allow them to respond with resilience to future change and challenge in their personal lives and the wider world.

Pupils throughout the school have one hour of PSHE per week, this happens as a whole school in order to enhance the importance of PSHE in the curriculum. It is delivered through the pastoral curriculum and is also supplemented through discrete delivery across the academic curriculum.

All of the PSHE schemes of work are continually updated and embrace the hinterland curriculum. Please see website for further information on the topics covered in the curriculum.

## Extended Curriculum Provision

In addition to the dedicated PSHE lessons, Preston Manor works with a dedicated team of outside providers who deliver additional workshops on a range of topics relating to the core themes. An additional programme of Personal Wellbeing drop down days happens throughout the year.

Providers include: Amy Winehouse Foundation, FORWARD (FGM Awareness), Alter Egos- Child Exploitation and radicalisation, Making the Leap, Second Thought, ADDACTION, Mosaic, Devastating After Effects (Anti Violence Programme), My Bank, Body and Soul.

An additional programme of Personal Wellbeing drop down days happen throughout the year targeting specific areas such as self-esteem, drug and alcohol awareness, SRE, bereavement, Personal finance and careers. This is very fluid in responding to the needs of the students and the school.

Some examples include:

*Year 10 – Personal Wellbeing Day*

*Year 9 – Understanding sexism*

*Year 8 – Second Thoughts, Radicalisation and extremism, AlterEgo Productions (Child Sexual Exploitation)*

## Marking Policy

Marking is an important part of PSHE and Citizenship as it supports our judgments on student's achievement, and it also informs our planning for future progress.

### Aims

All marking should aim to:

- Help us assess students' knowledge and progress
- Inform children of their progress
- Encourage and motivate students
- Identify any action for student to move forward
- Develop a dialogue with student about their work
- Probe and extend their thinking
- Value their work

## Marking in PSHE/Citizenship

Assessment in PSHE consists of continuous formative assessment which sits alongside a termly summative assessment based on key topics studied. Opportunities for creative assessment are provided at the end of each unit of work. Baseline assessments and knowledge checkers are included in each lesson where appropriate.

### Summative Assessments

All summative assessments will occur once every term. Marking should include extended comments that will provide the student with feedback on both the quality of the piece of work, their knowledge of the topic and ideas and strategies for future improvements.

### Formative marking

As students only have PSHE once a week, all formative marking should be carried out every 6 weeks. This should include some of the following strategies depending on the age and ability of the students:

- Mark with students and give verbal responses. This can be noted in books using the VF symbol.
- Peer marking using WWW and EBI
- Students making constructive comments about their own work using WWW and EBI

### Marking symbols

The following marking symbols can be used in class books:

X = Mistake on this line	VF= Verbal feedback
= Successful feature.	V = Improve vocabulary
P = Punctuation	WWW= What went well
Sp= Spelling	EBI = Even better if
Gr= Grammatical error	T= Target

### Feedback comments

#### *What went well (WWW)*

These feedback comments will focus on how well students are learning and progressing in class, highlighting both successes and improvements that have been made.

#### *Even better if (EBI) comments*

these comments should be topic specific and manageable (Smart targets)

## Statutory RSE provision:

Please see the RSE policy on [OUR WEBSITE](#)

## Statutory Citizenship provision:

Citizenship is recognised as an essential part of each student's statutory entitlement. Citizenship education:

- Provides pupils with the knowledge, skills and understanding to play an effective role in society at local, national and international levels;
- Helps pupils become informed, thoughtful and responsible citizens who are aware of their duties and rights;
- Promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom;
- Encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world;
- Teaches students about our economy and democratic institutions and values;
- Encourages respect for different national, religious and ethnic identities;
- Develops pupils' ability to reflect on issues and take part in discussions.
- Citizenship education engages young people at three interrelated levels:
  1. Gaining knowledge and understanding about becoming informed citizens with political systems;
  2. Developing skills of enquiry and communication;
  3. Developing skills of participation and responsible action;

## The Aims of Citizenship Education

The aims of Citizenship education at Preston Manor School are to enable young people to:

- Gain knowledge and understanding about the basis of cultural heritage and the development of different communities through a cross curricula input and community involvement;
- Develop self-confidence and decision-making skills.
- Enquire about differences, injustices, rights and responsibilities within their own and the wider community;
- Gain an appreciation of the necessary part they play within the community of our school and how this is reflected in the wider community;
- Learn about institutions, issues, problems and practices of the UK political system and how citizens actively participate in its democratic systems of government.
- Develop a sound knowledge of the role of law in our society and how laws are shaped and enforced
- Develop an interest in, and commitment to, volunteering that they will take with them into adulthood.
- Are equipped with the financial skills to enable them to manage their money on a day to day basis as well as plan for future financial needs.

## A Statement on the Delivery of Citizenship Education

Citizenship education will be delivered according to the requirements of the National Curriculum programmes of study at Key Stages 3 and 4. It is the responsibility of all staff to deliver Citizenship. The main aim will be to ensure that pupils reach, according to their ability, the levels of understanding required for each Key Stage:

### By the end of Key Stage 3 most pupils:

- Have a broad knowledge and understanding of the topical events that they study; the rights, responsibilities and duties of citizens; the role the voluntary sector; forms of government,

provision of public services and the criminal and legal systems.

- Show understanding of how the public gets information, how opinion is formed and expressed including through the media, and how and why changes take place in society.
- Have an understanding of the functions and uses of money, the importance of budgeting, money management and a range of financial products and services.
- Take part in school and community based activities, demonstrating personal and group responsibility in their attitudes to themselves and others.

#### **By the end of Key Stage 4 most pupils:**

- Have a deepened knowledge and understanding of the topical events that they study; the rights, responsibilities and duties of citizens; the role the voluntary sector; forms of government, provision of public services and the criminal and legal systems including the commonwealth and the wider world.
- Show understanding of how the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding,
- Take part in improving their community including the opportunity to participate actively in community volunteering.

### **Citizenship as a Discrete Subject**

Citizenship is taught as a discrete subject in Key Stage 3 and 4. Citizenship is delivered throughout the PSHE curriculum as well as weekly citizenship registration activity which fosters topics of debate at its core.

### **Citizenship Lead Learners**

All tutor groups in Years 7-11 take part in a 15 minute citizenship registration activity each week on a Thursday morning. The activities are led by two trained Lead Learners and focus on topics surrounding the core themes of the PSHE and Citizenship curriculum which are incorporated together. Lead Learners have additional responsibilities which involve developing community projects and awareness in the school. For example, AIDs Awareness Day, Remembrance Day, Holocaust Memorial Day, LGBT month, Black History month, Refugee Week and fundraising for WE Day, Eco group.

### **SMSC and British Values**

SMSC and British values are at the heart of the Citizenship curriculum. Citizenship is taught separately from PSHE. British Values in education refers to a government initiative introduced to teach children the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance, each of which is considered a fundamental British Value. British Values is a government initiative introduced to teach all students the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.

The Department for Education published guidance on promoting British values in schools as of November 2014 *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values Of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

Pupils address key aspects of the suggested structure including but not limited to:

- Enabling students to develop their self-knowledge, self-esteem and self-confidence;
- Enabling students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encouraging students to accept responsibility for their behaviour, show initiative, and to understand

how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

- Enabling students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

## Radicalisation

Preston Manor School addresses the issue of radicalisation through discreet lessons within the PSHE and Citizenship SOW. There are also bespoke workshops in Year 8 with a company called Equaliteach and a programme of study called Second Thoughts which address radicalisation and extremism.

In KS4 pupils take part in a number of lessons using the PREVENT agenda and a workshop and play on radicalisation is also provided. List of Preston Manor School Policies that Link with the Citizenship Policy:

- Institutional Development Plan
- Equal Opportunities Policy
- School Inclusion Policy
- Special Educational Needs Policy
- BAME Excellence Policy
- Anti-Bullying Policy

## External Links

The school has relationships with an extensive array of outside providers which support the teaching and learning of the citizenship curriculum. Outside providers are sourced to meet the needs of the student body where appropriate.

## A Statement on Monitoring and Evaluation of this Policy

The policy itself will be monitored annually by the Senior Leadership Team and Head of department to ensure adherence with any recent changes / developments.

## Evaluating the Citizenship Policy

The evaluation of the policy will take account of such issues as:

- Examining whether what is being taught in the Citizenship lessons and through the wider experience of Citizenship reflect the tenets of the policy.
- Evaluating whether the funding provided allows for the quality delivery of the policy / curriculum.
- The evaluation of the policy will include feedback from DSDs and ASDs, and students.
- Final evaluation will take place on an end of year basis and will involve a member of SLT, Head of Department and Citizenship Coordinator.

## PSHE at the Lower School

Please see Lower school PSHE policy on [OUR WEBSITE](#)

## Further Reading

- [Relationships Education, Relationships and Sex Education and Health Education guidance](#)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/fil](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/fil)

[e/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](#)

- [Relationships education, relationships and sex education \(RSE\) and health education: FAQs](#)
- [Frequently Asked Questions | sexeducationforum.org.uk](#)
- <https://pshe-association.org.uk/guidance/ks1-4/statutory-rshe>