

# Wootton Academy Trust



## PSHEE and Citizenship Policy

- a) This policy applies to all schools managed by Wootton Academy Trust
- b) This policy was adopted by Wootton Academy Trust in March 2012
- c) This policy was reviewed by Wootton Academy Trust in November 2013

# PSHEE AND CITIZENSHIP POLICY

This policy was adopted by Wootton Academy Trust in November 2013

This policy will be reviewed by Wootton Academy Trust in June 2014 and on an annual basis thereafter.

## Key Staff responsible:

Wootton Upper School, Assistant Head Teacher (Guidance)	Iain Stewart
Wootton Upper School, PSHEE Co-ordinator (Years 9 – 11)	Jessica Newman
Wootton Upper School, Citizenship Co-Ordinator	Ester Adams
Kimberley College, Head of Year 12	Kay Everett
Wootton College, Assistant Head of Sixth Form	John Murphy

## Associated Policies and documentation:

Safeguarding Policy  
Equalities Policy  
Sex and Relationships Education Policy  
Anti-Bullying Policy  
Drugs Education Policy

## Rationale

It is our belief that all students should follow a relevant, challenging and stimulating PSHEE and Citizenship curriculum which is age appropriate so that they acquire the broadest range of skills and competencies to enable them to develop fully into highly valued functioning adults. *PSHEE and Citizenship are managed and developed in collaboration with each other to form what is known as The Guidance Curriculum.* We believe that all young people are entitled to experience a curriculum which includes a diverse range of PSHEE and Citizenship themes and issues and we are committed to deliver it within the context of a broad and balanced programme, supporting them in learning about different faiths and cultures and underpinned by values promoting equality and respect.

## Aims

The National Curriculum (QCA/DfES 1999) has two broad aims that provide an essential context within which Wootton Academy Trust has developed PSHEE and Citizenship:

- **Aim 1:** Wootton Academy Trust's curriculum provides opportunities for all learners to learn and achieve.
- **Aim 2:** Wootton Academy Trust's curriculum promotes learners' spiritual, moral, social and cultural development and prepare all students for the opportunities and responsibilities of life.

The Guidance Programme at Wootton Academy Trust is firmly rooted in the *Key Stage 4 National Curriculum Programme of Study for Citizenship* and *framework for Personal Wellbeing, Economic Wellbeing and Financial Capability* within PSHEE. It is also in line with recommendations for best practice, as part of the *National Healthy School Standard*.

## **Wootton Academy Trust aims through implicit and explicit learning experiences to:**

- foster self-esteem and respect for others
- nurture a partnership between caring adults – governors, directors, teachers, support staff and parents/ carers – to ensure sensitive support for young people as they grow and mature
- ensure young people have the ability to accept themselves and each other, regardless of race, religion, sexuality or any other cultural or ethical difference
- encourage young people to enjoy relationships based upon mutual trust and respect, free from any abuse
- generate an atmosphere where questions and discussion can take place without embarrassment
- adopt a whole Wootton Academy Trust approach to PSHEE and Citizenship through the implementation, delivery and monitoring of The Guidance Curriculum
- promote the spiritual, moral, cultural, mental, physical and social development of students at the academy and of society
- prepare students for the opportunities, responsibilities and experiences of life

Our school and colleges will work towards these aims in partnership with our young people and parents/ carers.

The purpose of the PSHEE and Citizenship Policy is to clarify the content and the manner in which The Guidance Curriculum is delivered at Wootton Upper School, Wootton College and Kimberley College.

Our Guidance Curriculum covers the five aspects of the Every Child Matters Agenda:

- **Stay safe** (from maltreatment, neglect, violence, sexual exploitation, bullying, discrimination, crime)
- **Enjoy and Achieve** (ready for school/college, enjoy school/college, achieve stretching academic targets, achieve personal and social development)
- **Be healthy** (physically, mentally, emotionally, sexually, choose not take illegal drugs)
- **Make a positive contribution** (engage in decision-making and support the community and environment, engage in law abiding and positive behaviour inside and outside school or college, develop positive relationships and choose not to bully or discriminate, develop self-confidence and successfully deal with significant life changes and challenges, develop enterprising behaviour)
- **Achieve economic well-being** (engage in higher education or further education or employment or apprenticeships on leaving the colleges, live in decent homes and sustainable communities)

## **Teaching and Learning**

Within the taught and broader curriculum, including whole school and college opportunities students will be given frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home, believing that these, alongside school and college links, are essential dimensions of PSHEE and Citizenship.

## **The Guidance Curriculum consists of the following key themes and topics:**

- Careers Education, Environmental Education, Citizenship, Economic and Industrial Understanding, Multicultural Education and Equal Opportunities, Health & Safety, Handling Relationships, Managing Stress, Emergency First Aid.
- General Skills – oral, numeracy, decision making, study skills, literacy, communication.
- Sex and Relationships Education (SRE) – in line with our SRE Policy.
- Drugs and Alcohol Education in line with our Drugs Education Policy.
- Citizenship Education.

### **Delivery Years 9 - 13**

PSHEE and Citizenship will be delivered through The Guidance Curriculum which fully incorporates all key themes and issues from both areas of study in a full and thorough five year programme which allows students to develop skills and knowledge and take part in a range of activities and experiences

#### **A. Years 9 – 11 - Wootton Upper School**

In Years 9 – 11 PSHEE will be delivered through a range of planned curriculum activities in the following ways:

- Guidance sessions which all learners will participate in for 1 hour a week (2 x 30 minute sessions) that focus on PSHEE themes and issues (often linking directly with the Citizenship framework) as listed above.
- Guidance sessions which all learners will participate in for 1 x 30 minute session a week that focuses on Citizenship. These sessions are designed and delivered as half-termly projects that work alongside the PSHEE sessions outlined above. Students are provided with the opportunity to develop their understanding of the PSHEE themes and issues practically, by working on projects that allow them to put what they have learnt within the Guidance (PSHEE) sessions into the practice and apply what they have learnt to the real world. Opportunities will be provided here for students to take their work out into the wider community.
- Weekly Assemblies for all learners that tie in with the whole school's 'thought for the week' which has been developed in line with The Guidance Curriculum programme.

The scheme of learning for PSHEE and Citizenship provides a developmental programme that both consolidates and further extends existing knowledge, skills and understanding.

#### **A1 Teaching Approaches**

A variety of approaches are used to give students relevant information, to enable PSHEE and Citizenship issues to be explored through discussion, and to acquire appropriate skills. Students will be given the opportunity to work individually, in pairs, groups and as a whole class on a range of written tasks which include statements, writing in role and opportunities to comment on a wide range of sources such as images, articles, diary extracts and video clips. There will be opportunities for artistic and creative work as well as role play, debate and other forms of discussion to allow students to explore their knowledge and opinions using a wide range of tasks and resources. Although some topics will need teacher led information to be passed on, as many tasks as possible are student led, allowing students to explore and develop their ideas for themselves under a supportive environment.

## **A2 Student Groupings**

Students are taught in mixed ability groups. However, when appropriate, single sex groups are used (cultural needs). Both will be subject to the same information.

## **A3 Assessment**

Young people's progress and learning in The Guidance Curriculum will be regularly assessed against the appropriate learning outcomes, using a variety of methods including formative peer and self-assessment and QCA end of key stage statements. In Years 9 – 11 students will take part in a summative assessment each half term through a formal test set up and actioned using the VLE. Form tutors, Heads of Year and the PSHEE and Citizenship Co-ordinators will then be able to access and review students' progress from these summative assessments.

## **B. Years 12 – 13 at Wootton College and Kimberley College**

The programme builds on PSHEE activities and learning experiences which students will have experienced in Key Stages 3 and 4.

Our Post 16 PSHEE curriculum has complementary strands which together make up our coherent programme. These strands include:

- Timetabled tutorial and PSHEE sessions –delivered by personal tutors and including **mentoring, life skills** and **ethics** content.
- Assemblies which support both tutorial and PSHEE sessions – delivered by senior staff, students and visitors.
- Other visiting speakers/lectures
- Good Citizenship Activities – both within and outside of the College.
- Recreation programme and independent private study
- A vibrant enrichment programme

## **B1 Teaching Approaches**

Each fortnight Year 12 students will meet with their personal tutor for three one-hour tutorial sessions. These sessions will focus on 'Mentoring', 'Ethics' and 'Life skills'

### **Mentoring tutorials will include:**

- Whole tutor group sessions
- Targeted sub group tutorials (e.g. Gifted & Talented, Underachievers, Under aspirers)
- One-to-one advice & support (attendance, concerns, personal issues, progress reviews).

### **Mentoring Key content:**

- Target setting based on ALPS and regular academic progress review sessions leading, if necessary to agreed intervention strategies where appropriate and future targets.
- Agreeing targets for individual citizenship and recreational programmes
- Making the most of private study periods
- Identifying other enrichment activities
- Reviewing student logs of what they have done in citizenship, recreation and enrichment
- Identifying next steps plans (Higher or Further Education, Apprenticeship or other employment)
- Student surveys (to include equality surveys)
- Student Voice (College council and other representation)
- National Apprenticeship Service/ UCAS process/alternate HE process (OU, overseas)
- Personal Statements and CV's
- Student Code of Conduct (signed by the student and tutor)
- Student Disciplinary Code

## **Ethics and Life Skills tutorials will be:**

- Delivered to the whole group
- Differentiated and have clear learning outcomes
- Employ a range of different assessment opportunities
- Active

## **Ethics Key content**

- What is truth?
- What is morality?
- Abortion and Euthanasia

## **Life skills Key Content**

- Financial competence (types of bank account, opening bank accounts, interest rates, mortgages, bank loans and other borrowing [credit card, credit union and pay day loans, student loans], living on a budget, national and local taxes and duty, National Insurance, personal insurance [car, buildings and contents, unemployment, private health], state and private pensions, retirement ages, budgeting, government and local council expenditure priorities)
- Employment competence (applying for jobs, filling in application forms correctly, equal opportunities monitoring, job descriptions, person specifications, interview skills, references, employment top ten skills)
- Work related skills linked to CEIAG – internships and work experience, employers top ten skills
- Staying safe (high risk activities– related to young adult behaviour – analysed by sub groups including the physical and psychological dangers of recreational drug taking, binge drinking, sexual activity - HIV/Aids, Chlamydia, Date Rape, extremism including forced/child marriage, female genital mutilation, abusive relationships)
- Staying safe and making a positive contribution (emergency first aid course)
- Staying safe (e-profiles, internet safety [personal and financial])
- Health issues - physical: breast, testicular and cervical cancer; - mental: Alzheimer's and dementia, bi-polar, eating disorders [anorexia, bulimia] emotional: coping and overcoming stress [related to family, relationships, work, relationship, exam], coping with bereavement
- Understanding and tackling all different forms of prejudice and discrimination [including religious, gender, sexual homophobic] championing tolerance and inclusion, celebrating diversity including producing tutor group equality and diversity calendars
- Contributing to society - voting in parish, unitary, national and European elections; jury service
- Key legislation: Data Protection, Freedom of Information Act, Whistle blowing

## **Assemblies**

### **Key Aspects**

- Specific to the Sixth Form
- Delivered at timetabled periods when no lessons are scheduled
- Vibrant – to secure student attendance
- Make extensive use of visiting speakers and senior staff and students
- Promote and celebrate equality and diversity (Black History Month, LGBT Month, World Aids Day, Cultural and major world religion festivals)
- Celebrate student achievement and progress

### Key Content

- Specialist speakers representing world faith groups
- Local speakers representing different parts of the community (travellers, homeless, refugees, police and prison officers, Brook, Drug Agencies)
- Student led assemblies

### Visiting Speakers

#### Key Aspects

This programme will:

- Build on the Year 12 Assembly package but it may be aimed at smaller numbers of students groups than the whole cohort dependent on topic
- Include a range of political speakers and others including those in public service (social workers, NHS, police, fire, armed forces, magistrates)
- Include general theme based lectures from employers and higher education

#### Key Content

- Careers information
- Public service information
- Social service information
- Third sector information e.g. Samaritans, Hospices: St John's Moggerhanger, Keech
- Recovering drug addicts, alcoholics
- STEM focussed +

### Good Citizenship

#### Key Aspects

This programme will include:

- Opportunities to make a difference to the local community including helping various charities including Marston Vale Community Forest, other charities (charity shops), other vulnerable groups in the community (e.g. elderly)
- Fund raising for charity (10/10 challenge, Movember, Breast Cancer)
- Opportunity to work towards the National Citizenship Awards promoted by the NCS.

### Vibrant Enrichment Programme

#### Key aspects

This programme will:

- Cater for all students
- Include opportunities for students to introduce new activities
- Extend over the entire curriculum
- Be delivered at lunchtime, after college and during periods on the timetable when no other lessons are scheduled.

#### Key Content

- Duke of Edinburgh Award
- Bar Mock Trial, Public speaking competitions, Debating Club
- Various athletic and sports teams including new activities such as self-defence
- Visits to Higher Education institutions, Museums, Galleries, Theatre, Opera, employers
- A variety of STEM based clubs, activities and opportunities
- Amnesty International
- Upload
- Performing Arts clubs and productions
- Competitions (Mathematics and Science Olympiads, Young Enterprise, Young Engineer, Formula 24)

## **Recreation and Independent Study**

### Key Aspects

This programme will be:

- Largely student driven with encouragement and support of Personal Tutors
- Include opportunities for team activities (Year 12 race around the lake)
- Include both on site and off site recreation (gym, cycling, walking etc)

### Key content

- What is independent study, time management, prioritising, meeting deadlines, research skills.

## **B2 Student Groupings**

Students are taught in personal tutor groups determined by the option block in which they have private study.

## **B3 Assessment**

Assessment post 16 may take the form of students offering their opinions in surveys and by questioning, students keeping a log of what they have learned and completed and students gaining certification for key parts of the programme (e.g. National Citizenship Awards).

## **Resources**

A wide range of teaching resources are used and are readily available to staff. They can also be inspected by parents and governors through liaison with the PSHEE Co-ordinator and/or other key staff. Sometimes specialist staff from the Local Authority and/or industry professionals support the PSHEE programme by delivering assemblies, training staff and delivering lessons.

There is a Power Point presentation which includes clear lesson aims and learning objectives for every session delivered. These are all accompanied by full Schemes of Learning for each half term with requirements such as suggested, differentiated lesson tasks and timings for each lesson activity. These resources are reviewed by students and teachers on a half termly basis and this feedback will be considered by the PSHEE and Citizenship Co-ordinators once a term. The resources will be developed on an annual basis to take on board suggested improvements and to develop on areas of strength and successes from the previous year.

## **Staffing**

Staff receive INSET training on the delivery of The Guidance Programme, and all new staff receive an induction specific to its delivery. Regular INSET time is set aside on a half termly basis for further staff training each year. Staff receive in-service training on SRE delivery. They are fully aware of confidentiality expectations and school procedures including disclosures of HIV affected/infected students. Staff are also expected to teach within the Academy's value framework. Health agencies are used to support our SRE programme, e.g. 0-19 Health team, Brook Contraception and Sexual Health Service.

## **Confidentiality and Advice**



Students will be made aware that some information cannot be kept confidential, and that if a disclosure of a child protection nature is made to a member of staff then that information will need to be shared with the Designated Senior Person for Child Protection (DSP) in the school. The disclosure will be dealt with in line with the academy's Child Protection and Safeguarding Policy. At the same time, students will be offered sensitive and appropriate support.

### **Relationships**

Within the context of talking about relationships, students should be taught about a wide range of relationships and different family arrangements, and emphasising the positive qualities of family life in all its variety of forms. They must be taught to recognise the need for commitment, trust and love in meaningful relationships.

### **Equality and Diversity**

The academy aims to ensure that The Guidance Curriculum is accessible to all students and takes into consideration specific needs in relation to learning style, gender, race and religion.

Resources will be prepared to ensure that there is no racial or gender stereotyping.

### **Special Educational Needs**

Young people with special educational needs will NOT be withdrawn from The Guidance Curriculum, but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs. This work will take place either in the tutor group in PSHEE and Citizenship lessons or in the student centre, whichever is the most appropriate for the young person.

### **Complaints Procedure**

Wootton Academy Trust's Complaints Procedure is available from the PA of either of the schools' Principals. The Procedure is also available on each school's website.

## **Parental Partnership**

Wootton Academy Trust recognises that parents and carers are the key people in teaching their children about many issues covered in The Guidance Curriculum, helping their children cope with the emotional and physical aspects of growing up, and preparing them for the challenges and responsibilities that maturity brings.

The Trust's Guidance Curriculum aims to complement and support the role of parents and carers.

## **Monitoring and Evaluation**

- The Guidance Curriculum will be monitored by the Guidance team, which includes the Assistant Headteacher (Guidance), the DSP, the Coordinators of PSHEE and Citizenship and the Heads of Year. There will be observations of PSHEE delivery each term.
- The student body will be consulted about the PSHEE programme through the Student Parliament and College Councils.

## **Dissemination of the Policy**

- There is a copy of the PSHEE and Citizenship policy on the staff intranet and on the Wootton Academy Trust website.
- Any questions about the PSHEE and Citizenship Policy will be managed appropriately by a member of the guidance team.

## **Teaching through and in other subjects/curriculum areas**

Provision for some aspects of PSHEE and Citizenship will be mapped through learner's subjects particularly at Key Stage 4.

- English: emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development' how the media present information.
- Maths: aspects of financial capability; counting and sharing; data handling.
- Science: drugs (including medicines); sex; health; safety and the environment; ethical issues.
- ICT: Communicating with others via e-mail; finding information on the internet and checking its relevance.

## **Involving learners in the life of Wootton Academy Trust and the wider community**

Wootton Academy Trust will work with the wider community and other agencies to deliver PSHEE and Citizenship. Learners will have the opportunity to be involved in activities both inside and outside of the Academy.

These include

- Operation Christmas Child
- National Citizens Service (NCS)
- SHANKS Recycling Centre
- Bar Mock Trial

## **Working with outside Visitors**

At Wootton Academy Trust all community based agencies who visit to provide curriculum support, will be issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon learners in any way.
- Be familiar with the Academy's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the Academy.
- Seek to use engaging teaching and learning methods which involve the learners actively and communicate at appropriate levels for the age group concerned.
- Make clear to learners who they are, who they represent and what their aim and objectives are.
- Communicate with learners using an open and non-judgemental approach, avoiding any hidden agenda to influence.
- Prior to agencies attending the Academy, all relevant staff must ensure that:
- Safeguarding requirements have been met
- Their input is integrated within a planned programme
- Appropriate planning sheets/lesson plans have been produced
- Wootton Academy Trust class background information has been issued
- Resources have been checked for suitability
- Confirmation of dates and times have been confirmed in writing
- An evaluation process has been agreed

### **Links to pastoral systems and community services**

There are explicit links between the PSHEE and Citizenship programme and pastoral organisation. Learners have awareness, knowledge and accessibility to pastoral services within the Academy (e.g. School Council Service, Brook Sexual Health Clinic, Child Protection Officer as required).

### **Implementation**

The PSHEE policy will be communicated to all new and existing learners through the Student Parliament and College Council, assemblies and within the Guidance curriculum. It will be communicated to parents through the Home agreement and website.

Staff are consulted regularly about the policy and its implementation, new staff will be familiarised with the policy during induction. There will be INSET for all staff during the academic year.

### **Monitoring and Evaluation**

Wootton Upper School's Assistant Headteacher (Guidance), Co-ordinator of PSHEE and Co-ordinator of Citizenship will monitor the implementation of the policy alongside the Head of Year 12 at Kimberley College and the Assistant Head of Sixth Form at Wootton College in consultation with Staff, the Student Parliament and College Council. Regular Learning and Monitoring walks will take place across all year groups every half term and findings will be evaluated and shared with staff on a half termly basis.

**Signed by Head Teacher:**

**Date:**

**Signed on behalf of the Governing Body/Directors:**

**Date:**