



# HAYDON SCHOOL

Citizenship and PSHE Policy

### **Mission Statement**

*Haydon School is committed to the achievement of individual excellence, encouraging students to be creative and considerate, confident of their role in society and capable of rising to the challenges of a diverse and rapidly developing global economy.*

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## **STATEMENT OF INTENT**

Haydon School believes that a strong PSHE and Citizenship education is important to help our students develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE and Citizenship curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

The vision for students, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- o Our school is one where everyone is encouraged and supported to achieve their personal best.
- o Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- o Our students and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and students are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- o Our students and staff are enterprising and approach challenges with a 'can-do' attitude.
- o The needs and interests of all students, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- o Our environment is safe and clean with everyone sharing responsibility for it.
- o Our culture is one of continuous improvement, creativity and enthusiasm.
- o Parents will be informed about the policy via the Haydon school website where it, and the PSHE and Citizenship curriculum, will be available to read and download.

### **1. Legal Framework**

1.1 This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- o Education Act 1996
- o Education Act 2002
- o Children and Social Work Act 2017
- o DfE (2019) 'Keeping children safe in education' (KCSIE)
- o DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- o DfE (2019) 'School and college security'

1.2 This policy will be followed in conjunction with the following school policies and procedures:

- o Complaints Procedures Policy
- o Secondary School RSE and Health Education Policy
- o Child Protection and Safeguarding Policy

## **2.Key Roles and Responsibilities**

- 2.1 The Governing board has overall responsibility for the implementation of the school's PSHE and Citizenship Policy.
- 2.2 The Governing board has overall responsibility for ensuring that the PSHE and Citizenship Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 2.3 The Head teacher has overall responsibility for reviewing the PSHE and Citizenship Policy annually.
- 2.4 The Head teacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 2.5 The Head teacher will be responsible for the day-to-day implementation and management of the PSHE and Citizenship Policy.
- 2.6 The Head of PSHE and Citizenship is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE and Citizenship education that achieves the aims laid out in this policy.
- 2.7 The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE and Citizenship curriculum reflect the needs and sensibilities of the wider school community.
- 2.8 The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

2.9 The school ensures that students are also involved in the creation of this policy through termly feedback, suggestion forms and/or class discussions.

### **3.Aims of the PSHE and Citizenship Curriculum**

3.1 The aims of the PSHE curriculum is:

3.2 Personal, social, health and economic (PSHE) education is an important and necessary part of all students' education. PSHE aims to equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

3.3 The aims of the Citizenship curriculum is:

- o 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
- o 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
- o 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
- o 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

### **4.Teaching Methods and Learning Style**

4.1 A range of teaching and learning styles are used to teach PSHE and Citizenship.

4.2 Teaching is student-led with an emphasis on active learning techniques such as discussion and group work.

4.3 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:

- o No crude language.
- o No raised voices/shouting.
- o No talking over people.
- o Show respect for another's views, even when disagreeing with them.

- o Keep comments subject-specific, as opposed to personal.

4.4 Students learn research and study techniques and can engage in investigations and problem-solving activities.

4.5 All students are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.

4.6 The school uses visiting speakers, such as health workers and the Police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the Head of PSHE and Citizenship who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

4.7 The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.

0. Students' questions, unless inappropriate, are answered respectfully by teachers and tutors.

## **5. Timetabling and Cross-faculty Involvement**

5.1 The school uses a combination of direct teaching via timetabled lessons and tutor time sessions. In addition, Heads of Year assemblies will focus on key PSHE and Citizenship themes and guest speakers are invited to Haydon School.

5.2 PSHE and Citizenship is taught in discrete curriculum time, delivered by teachers, form tutors and other staff.

5.3 The school ensures cross-curricular learning through discussion between faculties, for example, the PE department, form teachers and other relevant areas.

5.4 There is an element of PSHE in pastoral care and the school will ensure that PSHE and pastoral care teams work together to ensure that students feel comfortable indicating that they may be vulnerable and at risk.

## **6. Safeguarding, Reports of Abuse and Confidentiality**

6.1 All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:

- o Bullying (including cyberbullying).
- o Physical abuse, e.g. hitting, kicking, hair pulling.

- o Sexual violence, e.g. rape, assault by penetration and sexual assault.
- o Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
- o Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.)
- o Sending indecent / nude images.
- o Initiation/hazing type violence and rituals.

6.2 All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- o Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- o Signs of self-harm or a significant change in wellbeing.
- o Signs of assault or unexplained injuries.
- o New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

6.3 All staff are aware of the associated risks surrounding students' involvement in serious crime, and understand measures in place to manage these.

6.4 If staff have concerns regarding a student who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

6.5 Staff are aware of KCSIE advice concerning what to do if a student informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

6.6 The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.

6.7 Every lesson reinforces that, if students have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another



member of staff about this, and how this will be handled. This also includes processes when they may have concerns about a friend or peer.

6.8 The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.

6.9 The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by students. Teachers recognise the risks of encouraging or making suicide seem a more viable options for students, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

## **7.Tailoring PSHE and Citizenship**

7.1 The school uses discussions and other activities during initial PSHE lessons to ascertain ‘where students are’ in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.

7.2 Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

7.3 Adaptations are made for those for whom English is a second language to ensure that all students can fully access PSHE educational provision.

7.4 All students with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.

7.5 The school will deliver RSE and health education as part of its timetabled PSHE programme, having due regard to the school’s Secondary School RSE and Health Education Policy.

## **8.PSHE KS3, KS4, KS5 Programmes of Study**

The PSHE programme of study will cover the following topics:

### **Identity**

8.1 Students will be taught the following:

- o To know what is meant by identity and examples of a person’s identity
- o To identify different types of families

- o To understand how both adults and children have roles and responsibilities within families
- o How to practise the social skill of appreciation within relationships
- o Understanding of the term 'gender identity' and 'gender expression'
- o To be aware of the negative consequences of stereotypes and prejudices
- o How to describe the difference between 'faith' and 'values' and where they come from
- o Evaluate what you have accomplished already in life and recognise your own skills, qualities and achievements
- o To understand that people have rights regardless of their different race, religion, culture, ability or disability, gender, age or sexual orientation
- o To be able to state some of the rights that apply to you as a young person
- o To explain why people have different values
- o To explain the values that are important to you

## **Communities**

8.2 Students will be taught the following:

- o To understand that there are different groups in our communities
- o To identify similarities and differences between yourself, your classmates and others
- o To explain the difference between prejudice, discrimination and persecution
- o To be able to explain how prejudice might be challenged
- o To know what racism is and how to challenge it
- o To know what homophobia is and how to challenge it
- o To know what religious intolerance is and how to challenge it
- o To know what sexism and misogyny is and how to challenge it
- o To know what transphobia is and how to challenge it
- o To understand a range of strategies to challenge prejudice and discrimination
- o What the Equality Act is and what the protected characteristics are
- o To understand how the law can be used to challenge prejudice and discrimination

## **Healthy Living**

8.3 Students will be taught the following:

- o Be able to say what 'being healthy' means
- o To know what 'healthy eating' is
- o Be able to say what you should eat to keep healthy
- o To understand the benefits of exercise
- o What the benefits of sleeping can have
- o To know the term immunisation and the range of vaccines offered

- o To understand your rights to health and treatment for example seeing a GP or going to Accident and Emergency (A&E)
- o Evaluate the effectiveness of media campaigns in promoting health
- o To reflect on their own diet and the impact on their health
- o To explain why it is important for individuals to take responsibility for their own health
- o How to check their body for potential illnesses
- o To explain what is involved in health screening

### **Alcohol, Tobacco and Other Drugs**

8.4 Students will be taught the following:

- o To explain the word 'drug'
- o To be able to name different types of drugs
- o The influences on the perception of drug use and how this can differ from reality
- o Be able to give facts about the Misuse of Drugs Act 1971
- o Be able to identify situations where people may be breaking the law
- o To explain what alcohol is
- o The effects of drinking too much alcohol
- o The law in relation to alcohol
- o The effects of nicotine, tar and carbon monoxide on the body
- o How smoking can lead to health problems
- o Explain the impact drugs have on society
- o Understand how drugs affect an individual's physical, mental and emotional health
- o To be able to say what 'addiction' and 'dependency' are
- o Identify the impact of 'risk' taking with drugs
- o How to assess and manage risky situations involving drugs
- o To understand the risks associated with drug taking
- o Evaluate the risks associated with alcohol consumption
- o Be able to explain the laws relating to alcohol consumption
- o Know the numbers of people consuming alcohol, tobacco, legal and illegal drugs
- o To explain how and why people become addicted to alcohol, tobacco, legal and illegal drugs
- o How to receive support and advice for anyone experiencing problems with alcohol, tobacco and other drugs

### **Wellbeing and Mental Health**

8.5 Students will be taught the following:

- o To understand what 'emotional wellbeing' and 'mental health' are
- o To identify what affects your confidence and self esteem
- o Be able to describe resilience and how it can help you
- o To identify a range of strong emotions that affect how we feel

- o To understand the effects of negative relationships on emotional wellbeing
- o To understand the impact of 'body image' on emotional wellbeing
- o To understand what 'loss' and 'bereavement' mean
- o Know about ways that people may cope with loss and bereavement
- o Recognise some signs of common mental health problems, like anxiety and depression
- o Examine a range of strategies for boosting emotional resilience
- o To understand how and when to get help in dealing with emotional wellbeing and mental health concerns
- o Reflect on their own mental health and explain the factors that affect it
- o To gain an understand of all the different types of mental health problems
- o To know the signs and symptoms of stress
- o How to describe strategies to manage stress effectively
- o Be able to explain how the media influences how we see ourselves
- o Reflect on how the media plays a role in body image
- o Strategies on how to face new challenges
- o Apply problem solving approaches to different challenging scenarios
- o Strategies on how to identify own stress triggers
- o Strategies on how to manage time effectively
- o To understand the number of people affected by bereavement
- o To be able to explain the five stages of grief
- o To explain different ways people cope with bereavement

## **Relationships**

8.6 Students will be taught the following:

- o Be able to name different types of relationships
- o How to identify some of the qualities needed to maintain good relationships
- o To be able to identify what makes a healthy relationship
- o Be able to identify the warning signs of an unhealthy relationship
- o How to have safer online relationships
- o To understand the different types of families
- o To evaluate the roles and responsibilities of parents
- o To explain the legal status of marriage, civil partnerships and other long-term relationships
- o Be able to explain different roles within relationships
- o To develop and evaluate strategies to help maintain healthy relationships
- o Be able to explain the challenge of bringing up a family
- o To understand what 'peer pressure' is
- o Be able to say what 'abuse' is
- o Understand the issues that can make relationships unhealthy or damaging
- o Be able to identify potentially abusive relationships

## **Sex, Sexuality and Sexual Health**

8.7 Students will be taught the following:

- o To describe the physical and emotional changes of puberty
- o Understand the changes that occur with menstruation
- o To identify ways to manage menstruation
- o To explain the reasons why people have sex
- o To understand the choices a person has around sex
- o To understand the term 'consent' and how this relates to the law
- o The age of consent in the UK
- o To identify when consent is and is not given in a range of scenarios
- o To understand what are 'rape myths' and the correct facts
- o Be able to identify victim blaming behaviour
- o Explain the link between lifestyle and fertility
- o Understand how fertilisation leads to pregnancy and birth
- o Be able to identify choices around pregnancy
- o Be aware of pregnancy rates in the UK
- o State factors that increase the risk of unplanned pregnancy
- o Choices available to someone who is pregnant
- o Identify facts and myths about contraception
- o Understand what it means to be sexually healthy
- o Name a variety of types of contraception
- o Be able to identify which contraceptives are most appropriate for different scenarios
- o Explain the facts about key Sexually Transmitted Infections (STIs)

## **Future Planning and Careers**

8.8 Students will be taught the following:

- o Describe what 'aspirations' are
- o Examine their own aspirations
- o To understand and put into practice how best to work with others
- o To examine the Haydon options process and evaluate choices for GCSE subjects
- o Think about positive things you want in the future
- o Create steps to help you achieve your goals
- o Self-evaluate the different features of a job they would like to have
- o Analyse their own skills and abilities and how they will support them in their future working life
- o Hear from ex-Haydon students who have forged a successful career
- o Know about the types of jobs and careers that are available
- o Understand what motivates people to work
- o Understand the pathways available at the end of Key Stage 4 and 5
- o How to market themselves by compiling their own CV
- o Explain the responsibilities of an employer and employee
- o Explain what Trade Unions are

- o Investigate types of jobs available in different locations

## **Risk and Safety**

8.9 Students will be taught the following:

- o To understand what 'risk' can mean
- o Be able to identify ways to keep themselves and others safe on and offline
- o Know how to use good communication skills to help reduce risks
- o Be able to identify strategies for the prevention of bullying and cyberbullying
- o Understand the importance of speaking out against bullying
- o Understand what 'gambling' means
- o Be able to explain the risks attached to gambling
- o Understand the impact of gang and knife crime on society: locally, nationally and globally
- o Be able to demonstrate putting someone in the recovery position
- o Describe the key steps in administering CPR
- o Describe what is 'sexual harassment'
- o Explain the different types of sexual harassment
- o Know what positive and negative risk is
- o Be able to explain how online activity leaves 'online footprints'
- o Explain the importance of being responsible online
- o Describe what cyberbullying is and how it affects people
- o Know how to address and report online concerns
- o Express reasons why people join gangs
- o Express reasons why people carry knives
- o Explain the potential consequences of being in a gang or carrying a knife

## **9.Citizenship KS3, KS4 & KS5 Programmes of Study**

The Citizenship programme of study will cover the following topics:

### **Key stage 3**

9.1 At Key stage 3 students will learn the following:

- o the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- o the operation of Parliament, including voting and elections, and the role of political parties
- o the precious liberties enjoyed by the citizens of the United Kingdom
- o the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals

- o 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
- o the functions and uses of money, the importance and practice of budgeting, and managing risk

## **Key stage 4 and 5**

9.2 At Key stage 4 and 5 students will learn the following:

- o 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
- o 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
- o other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- o 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
- o human rights and international law
- o the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- o diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- o the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- o income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

## **10.Assessment**

10.1 The school sets the same high expectations of the quality of students' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge students have previously acquired, including from other subjects, with regular feedback on their progress.

10.2 Lessons and tutors times are planned to ensure students of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where students need extra support or intervention.

10.3 Students' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.

### **Monitoring and review**

11.1 This policy will be reviewed by the Head teacher on an annual basis.

11.2 Any changes to this policy will be communicated to all staff and other interested parties.

11.3 The next scheduled review date for this policy is 1 July 2023.



## Document History

| Date                           | Status         | Comments   |
|--------------------------------|----------------|--|
| September 2017                 | New Policy     | To Student Committee 10.10.17 – Approved<br>To FGB for information 07.12.17          |
| November 2021                  | New Policy     | To Student Committee 16.11.21  |
| June 2022                      | Updated policy | To Student Committee 28.06.22. Approved. To FGB 20.07.22 for ratification. Approved. |
| Next Review Date:<br>June 2023 |                |  |
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