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# **CITIZENSHIP & PSHEE POLICY**

## **2017**

## 1. **Introductory statement**

This document is a statement of the aims, principles and strategies for teaching and learning Citizenship and Personal, Social, Health, Economic Education (PSHEE) at Haydon School. This policy applies to all students in the main school (Years 7 to 11), and may also include those in the Sixth Form (Years 12 and 13).

All lessons are mindful of the school mission statement and aims, as well as the wider context of British Values (see 'Haydon School British Values'), current affairs etc.

## 2. **Haydon School policies that link with the Citizenship and PSHEE Policy**

Although Citizenship and PSHEE relates to many areas of school life, the main policies that it links to are as follows:

- Anti-Bullying Policy
- Assessment Policy
- Careers Education Policy
- Curriculum Policy
- Equality Policy
- E-Safety Policy
- Health Education Policy
- Inclusion Policy
- Internationalism Policy
- Prevent Strategy at Haydon
- Religious Education Policy
- Safeguarding Policy
- Sex Education Policy
- Spiritual, Moral, Social & Cultural Policy
- Substance Abuse Policy

All such policies should be consulted in parallel with this policy, particularly when this policy is being updated.

## 3. **Aims, objectives and moral context for Citizenship and PSHEE at Haydon School**

3.1 Citizenship and PSHEE refers and relates to all such aspects of school life. Its planning, organisation and implementation is designed to contribute to the process of growing up, getting on with other people, the formation of values and the preparation of the child for responsibility in adult life. This includes (but is not limited to) helping pupils to understand:

- Their behaviour and its impact on others
- Their choices in life
- Future careers
- Health and development (See 'Health Education Policy'.)
- Sex and relationships education (SRE) (See 'Sex Education Policy')
- Our society (including the British legal, political and electoral systems)
- The wider world (including global current affairs)
- Their school and effective learning skills
- How to make decisions and moral judgements
- Recognising and knowing how to deal with the various forms of abuse
- An understanding of the value of money and finance

3.2 Our curriculum should promote pupils' spiritual, moral, social and cultural (SMSC), mental and physical development at school and in society. It should prepare all pupils for diverse opportunities, responsibilities and experiences of life. PSHEE is increasingly concerned with life in modern Britain, what constitutes British Values and how best to uphold these. We are also mindful that our students must understand and appreciate the value of money and how to use it wisely; both now and as responsible adults. In that regard, economic education is a facet of the PSHEE curriculum that further prepares the children for the challenges of tomorrow.

### 3.3 Other vital principles that are promoted in the curriculum are:

- To enable pupils to develop their self-confidence, self-knowledge and self-esteem
- To enable pupils to distinguish right from wrong and respect civil and criminal law
- To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- To provide pupils with a broad general knowledge of public institutions and services in the UK
- To enable pupils to understand the importance of budgeting and finance
- To help pupils to acquire an appreciation of and respect for their own and others' cultures in a way that promotes tolerance and harmony between different traditions
- To encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different beliefs and faiths
- Take part in a wide range of activities and experiences across and beyond the curriculum contributing fully to the life of the school and the local and wider community
- Reflect on their experiences and understand how they are developing personally and socially
- Use PSHEE to build up positive working relationships between children and staff and reinforce the fact that all members of our school family are valued as individuals
- Have independence of mind to question and seek to improve themselves and society whilst respecting law and authority
- Understand what a healthy lifestyle means in terms of diet and exercise
- Understand how to be 'mindful' – use calming strategies in potentially stressful situations
- Learning to be responsible citizens by considering their impact on the natural environment
- Include the need for health/sex education

## 4. Content of Citizenship and PSHEE 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:

### 4.1 **Core themes in Citizenship:**

- How the United Kingdom is governed
- The rights and responsibilities of its citizens
- Other forms and systems of government

### 4.2 **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.
- 4.3 Citizenship education should develop pupils' understanding of how the United Kingdom is governed and the rights and responsibilities of its citizens.
- 4.4 Pupils should be taught about:
- How the political system of the United Kingdom has developed as a democracy, including the role of the monarchy, the development of our constitution and Parliament, and how democracy is different from other forms of government
  - 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 difference between criminal and civil law
  - The justice system, including the role of the police, and how courts and tribunals work
  - The functions and uses of money, the importance of personal budgeting, money management and a range of financial products and services.
- 4.5 By the end of Key Stage 4 and 5 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.
- 4.6 Teaching should build on the Key Stage 3 programme of study to deepen pupils' understanding of how the United Kingdom is governed, as well as other forms and systems of government.
- 4.7 Pupils should be taught about:
- Parliamentary democracy, including the role of Parliament in holding governments to account, and the different roles of the executive, legislature and judiciary
  - 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 and the wider world
  - 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 their community, to include the opportunity to participate actively in community volunteering

- Wages, taxes, credit, debt, financial risk and a range of more sophisticated financial products and services.

## 5. Core themes in PSHEE

- Health and wellbeing
- Relationships
- Living in the wider world

### 5.1 Health and wellbeing:

- How to manage transition
- How to maintain physical, mental and emotional health and wellbeing including sexual health\*
- About parenthood and the consequences of teenage pregnancy
- How to assess and manage risks to health and to stay, and keep others, safe
- How to identify and access help, advice and support
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
- How to respond in an emergency including administering first aid
- The role and influence of the media on lifestyle.

*\* Sexual health is included within this core theme; however it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.*

### 5.1 Relationships:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- How to recognise and manage emotions within a range of relationships
- How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- About the concept of consent in a variety of contexts (including in sexual relationships)
- About managing loss including bereavement, separation and divorce
- To respect equality and be a productive member of a diverse community
- How to identify and access appropriate advice and support.

### 5.3 Living in the wider world:

- About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- How to make informed choices and be enterprising and ambitious
- How to develop employability, team working and leadership skills and develop flexibility and resilience
- About the economic and business environment
- How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

## 6. Delivery of Citizenship and PSHEE Education

- 6.1 All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils (Section 78 of the Education Act 2002 and the Academies Act 2010). Although Citizenship and PSHEE is recognised as being of high importance for students'

development, it is not taught as a discrete subject at Key Stage 3 or Key Stage 4 at Haydon School.

6.2 However, at Key Stage 5, it is taught as a discrete subject, with 20 minute lessons being delivered once a week. The Sixth Form (Key Stage 5) PSHEE programme is delivered by form tutors and includes lessons about study skills and mindfulness.

6.3 Major Citizenship themes and experiences that are not covered within the National Curriculum subject lessons are planned into the Citizenship and PSHEE programme and delivered according to the requirements for these curriculum areas.

6.4 At Key Stage 3 and Key Stage 4, Haydon School fulfils its duty to provide Citizenship and PSHEE to students in the following ways:

- At Haydon School, mainly Citizenship and PSHEE is delivered through PSHEE 'drop down' days (one per year group for years 7 to 11). These will be scheduled in advance and planned with the Head of Citizenship and PSHEE. External suppliers will be used to host workshops/talks where possible, since this has been shown to result in the biggest impact and increased learning output
- External suppliers will also be used for one-off off-timetable workshops/talks throughout the year where possible/suitable. For example, Year 10 may have a talk on teenage cancer once a year from the Teenage Cancer Trust, whereas other year groups may have a gun and knife crime workshop. Again, this will be decided by the Head of Citizenship and PSHEE based upon the needs of students in each year group
- For sixth form students at Haydon School, the Year 12 and 13 Year Teams will decide when to offer Citizenship and PSHEE themed workshops, based upon the emerging needs of the students (including themes such as preparing for university, independent living, financial independence, student loans, cooking on a budget, mental health, sexual health). This may be planned with some contributions from and collaboration with the Head of Citizenship and PSHEE
- Citizenship and PSHEE is allocated one 20 minute form time per week. The content of these weekly sessions will be provided by the Head of Citizenship and PSHEE. However, this may be seen as a guide and form tutors may adapt this or decide to spend a session on a topic of their own choice (related to Citizenship and PSHEE) according to the needs of the students in their form class
- Citizenship and PSHEE is also covered during assemblies, which take place once a week. The Head of Citizenship and PSHEE will plan and communicate each assembly theme. This will be finalised in line with each year group's needs, and in communication with the Year Leaders.
- However, Citizenship and PSHEE is also delivered through the academic curriculum, registration periods and assemblies
- All teachers deliver at least some components of Citizenship and PSHEE, whatever their subject may be

## **7. Current affairs and significant events**

7.1 In the case of significant current affairs or events that have significant impact on students (such as terrorist attacks, national emergencies), the Head of Citizenship and PSHEE will arrange for such events to be communicated to students in a manner that is suitable by form tutors during form time and/or Year Leaders during assemblies. Due to the

changing nature of such events, these may be planned and communicated at short notice, and updated as and when appropriate.

## **8. Citizenship and PSHEE within National Curriculum Subjects**

8.1 Specific aspects of the programmes will be included in the schemes of work of all subject departments within the school. Lessons containing elements of Citizenship and/or PSHEE will be identified and may be explicitly taught to students as Citizenship/PSHEE.

For example:

- SEX & Relationships Education is covered as part of the Science curriculum at Key Stage Three (Year 7) and Key Stage Four. (See 'Sex Education Policy')
- Topics such as social responsibility, tolerance, and contraception are covered as part of the Religion, Ethics and Philosophy (REP) curriculum at both Key Stage Three and Key Stage Four. (See 'Religious Education Policy')
- E-Safety is part of the Computing curriculum in Year 8. (See 'E-Safety Policy')

However, there are opportunities to incorporate Citizenship and PSHEE into every subject/curriculum.

### **8.2 How teachers can incorporate Citizenship and PSHEE into their teaching**

- Research a topic and add it to your department's schemes of work
- Invite speakers in for pupils to listen to but also present recommendations to
- Respond to student voice feedback (e.g. surveys, focus groups, class questionnaires, book check feedback)
- Use the media to keep students up to date on issues affecting your subject (e.g. ethics in science, discoveries in history, plays and productions reflecting social issues)
- Participate at whole school level (e.g. student voice, departmental planning, helping with trips or volunteering, Duke of Edinburgh, assemblies)
- Check any Citizenship/PSHEE links with the Head of Citizenship and PSHEE

### **8.3 How teachers can incorporate Citizenship and PSHEE into their role as a form tutor**

- Dedicate a registration period to PSHEE (once a week) and use the recommended resources in that time.
- Ask your class what issues they want to discuss
- Speak to the Head of Citizenship and PSHEE if you know anyone who might be interested in coming to speak to students
- Seek out resources online and recommend to year team, year leaders and the Head of Citizenship and PSHEE
- Build on the sessions you are provided – adapt to the needs of your form class (since you know them best!)
- Use the media to keep students up to date on issues that affect them.

## **9. Key characteristics of outstanding Citizenship and PSHEE**

9.1 Although most of Citizenship and PSHEE resources are provided by either the Head of Citizenship and PSHEE or external suppliers, teachers may be expected to adapt such provisions to the needs of their students. They may also be expected to provide their

own resources in the case that the needs of their students vary significantly from those of the rest of the school or that which is provided to the school more widely

9.2 In all such cases, the following guidelines should be used as a guide for the provision of outstanding Citizenship and PSHEE:

- The curriculum is innovative and creative
- The curriculum is regularly reviewed and revised
- The curriculum is designed to meet the specific needs of disabled pupils and those with special educational needs, and those in challenging circumstances
- High quality enrichment activities make an outstanding contribution to the development of PSHE education skills
- School leaders champion PSHEE
- Leaders and managers rigorously monitor the quality of teaching
- Pupils demonstrate excellent personal and social skills
- All pupils share a sense of pride in the contribution they make in school
- Pupils can describe what they have learnt with maturity and enthusiasm
- Pupils are independent learners and take responsibility for their own learning
- Teachers have excellent subject knowledge and skill (where possible)
- Teaching activities meet the needs of different groups and individuals
- Teachers are skilful in teaching sensitive and controversial topics
- Teachers use questioning effectively
- Teachers assess rigorously
- Teachers approach topics with sensitivity

9.3 Teachers deliver the curriculum objectively and the promotion of partisan political views in the teaching of any subject in the school is precluded. Teachers take steps to ensure that, where political issues are brought to the attention of the pupils, students are always offered a balanced presentation of opposing views. This may include while they are taking part in extra-curricular activities provided by or on behalf of the school or in the promotion at the school, through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

9.4 In addition, teachers are expected to respect the rights of others and to respect those with different beliefs. Expressing a view in an unprofessional way that involved singling out pupils on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered highly inappropriate. (See 'Inclusion Policy' and 'Equality Policy'.)

## 10. **Advice on how to approach sensitive issues**

10.1 Due to the nature of the topics covered within Citizenship and PSHEE, many sensitive issues are covered. When such issues arise, teachers should:

- Be prepared by being familiar with any relevant policy documents (see 'Haydon School Policies that link with the Citizenship and PSHEE Policy' above)
- Talk to colleagues about the issues and explore collectively how you might address them
- Begin by asking questions and considering what they already know, what they almost know, what is misunderstood and what is missing
- Establish a safe classroom climate, so agree clear ground rules that protect both the pupils and you as a professional



- Use a technique to distance the pupils from the issue. 'Distancing' can be achieved through the use of stories, scenarios, film clips, photos etc.

10.2 For specific guidance on students' questions about sexual matters during PSHEE lessons, see section 9 of the 'Sex Education Policy'. For specific guidance on confidentiality in the context of PSHEE lessons, also refer to section 7 of the 'Sex Education Policy'.

## 11. **External links and suppliers**

11.1 The school has relationships with an extensive array of outside providers which support the teaching and learning of the citizenship curriculum. Some of these external links include:

- Substance Abuse and Misuse programmes (by London Borough of Hillingdon council on drugs and alcohol)
- KISS (by Hillingdon council on healthy relationships)
- Metropolitan Police (on gun and knife crime)
- Future First (on a variety of services provided by Haydon alumni)
- CragRats (on interview skills)
- Teenage Cancer Trust (on teenage cancer awareness)
- Schools Consent Project (on sex, relationships and the law)
- HSBC (on personal finance)
- Department for Work and Pensions (on employability skills)
- Safe Drive Stay Alive (including attendance at a Borough-led road show which raises awareness to prevent the number of young drivers and passengers having road accidents)

## 12. **The role of Citizenship and PSHEE in Spiritual, Moral, Social & Cultural (SMSC), Fundamental British Values, Collective Worship, prevention of radicalisation, e-safety and careers**

### 12.1 **SMSC and Fundamental British Values**

SMSC and British values are at the heart of the Citizenship curriculum. 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

The Head of Citizenship and PSHEE may work with and consult members of the Politics and REP departments on such topics. (See 'Haydon School British Values and 'SMSC Policy'.)

### 12.2 **Collective worship**

Haydon School meets the requirement of collective worship through weekly assemblies and form time Citizenship and PSHEE themed discussions. These are often addressed

as 'thought for the week', since they allow students to reflect on their own beliefs, behaviour and approached to life.

### **12.3 Prevention of radicalisation (and the Prevent Strategy)**

Haydon School addresses the issue of radicalisation through its work with the police, London Borough of Hillingdon, the school safeguarding team and advice of the Prevent Duty (June 2015). (See 'The Safeguarding Policy'.) Through the School's Citizenship and PSHEE programmes, the fundamental British values of democracy, the rule of law, individual liberty, and the mutual respect and acceptance of those with different faiths and beliefs. These values are also promoted through the 'Haydon Values' of cooperation and respect. The Head of Citizenship and PSHEE may work with and consult members of the REP department and the school safeguarding team on such topics.

### **12.4 E-safety**

Haydon School addresses the issue of e-safety through ICT lessons as well as its PSHEE provision. As such, the Head of Citizenship and PSHEE will work with and consult the Head of ICT, E-Safety Co-ordinator, and Designated Safeguarding Lead on such topics. (See 'E-Safety Policy'.)

### **12.5 Careers education**

The Careers Advisor at Haydon School is responsible for providing careers advice to students at the school. All careers education is therefore planned and delivered in consultation with the Careers Advisor. (See 'Careers Education Policy'.) Some careers events are also planned by the Careers Advisor, in support of the school's PSHEE offering, such as the Year 10 interview day and the Year 11 careers fair.

In the Sixth Form, students have lessons to promote their understanding of the UCAS process and the choices available in Higher Education. This is combined with information and guidance about alternative pathways post sixteen including advanced apprenticeships. The Post 16 Information evening is held in the Spring term for Year 12, hosting a variety of universities, apprentice providers and careers advisors to advise students.

Speak to the Careers Advisor or the Head of Citizenship and PSHEE for further information.

## **13. Policy review procedure**

13.1 The policy will be monitored by the Senior Leadership Team (SLT) and the Head of Citizenship and PSHEE to ensure adherence with any recent changes/developments. Changes to the policy can be proposed at any time by teachers or governors. The policy should be reviewed at least once every three years. Any changes will have to be verified by the full Governing Body.

13.2 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 and input from Senior Leadership Team, the Head of Citizenship and PSHEE, the Junior Leadership Team (JLT), Student Voice, Student Voice Coordinator, the governing body, parents and students. This may also include the safeguarding team, Head of Science, Head of

Religion, Ethics and Philosophy, and Year Teams (including Year Leaders and Deputy Year Leaders)

#### **14. Final notes on the importance of Citizenship and PSHEE**

*“Children can benefit enormously from high quality personal Social, Health and Economic (PSHE) Education. Good PSHE supports the individual young people to make safe and informed choices. It can help tackle public health issues such as substance misuse and support young people with the financial decisions they must make.” (2010 Education White Paper)*

*There is a “close correlation” between surveyed schools’... inspection results and their grade for PSHE education. (Ofsted's 2013 PSHE education survey)*

*“Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.” (Department for Education Research Report 2012, ‘The impact of pupil behaviour and wellbeing on educational outcomes’)*

**History**

<b>Date</b>	<b>Issue</b>	<b>Status</b>	<b>Comments</b>
September 2017	1	New Policy	To Student Committee 10.10.17-Approved to FGB for information 07.12.17