

Person Responsible:	D. Watkins (PSHE Lead), ratified by V. Howe (Deputy Head)
Last reviewed on:	September 2023
Next review due by:	September 2024
Created:	June 2020
Revisions:	June 2021

Gretton School is owned and operated by Newcome Education, a subsidiary group of Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each and every one of its learners and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside all of these policies in order to ensure an awareness of the bigger picture. In particular it should be read in conjunction with the Equality Policy, the Health and Safety Policy and the Safeguarding Children and Child Protection Policy.

All of these policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole school is undertaking to ensure the implementation of its core values.

In all the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility

, or who has care of the child. [Department for Education guidance](#) considers a 'parent' to include:

- *all biological parents, whether they are married or not*
- *any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative*
- *any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person*

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- *Peninsula HROnline*
- *Peninsula BusinessSafe (Health and Safety)*
- *Carecheck (DBS)*
- *Educare (online CPD)*

1 INTRODUCTION

PSHE/Citizenship is a statutory subject for learners in Gretton School. The teaching of citizenship follows the programmes of study outlined in the National Curriculum Handbook. PSHE/Citizenship activities support the aims of the school and the principles outlined in the curriculum policy.

2 WHAT IS PERSONAL, SOCIAL, HEALTH AND EDUCATION? (PSHE)

PSHE encompasses all areas designed to promote the learner's personal, social, health and economic development. It gives learners the knowledge, skills and understanding that they need to stay healthy and safe - in life and within the virtual community, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, learners will come to appreciate difference and diversity.

PSHE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote learners' development in these areas are provided in the framework for personal, social and health education (PSHE) and citizenship.

3 AIMS

The teaching of PSHE/Citizenship will ensure that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry, communication, participation and responsible action. The depth of study will vary according to need and school priorities. The three statutory strands of PSHE covered in KS2, 3 and 4 include Relationship and Sex Education (RSE), Health and Wellbeing and Living in the Wider World.

PSHE/Citizenship lessons and other activities will be used to encourage all learners to play a more active role in school events and within the local, national and global community.

The lessons will provide learners with the knowledge and understanding about the:

- Basis of our cultural heritage;
- Practices of our democracy;
- Development of different communities;
- Differences, injustices, rights and responsibilities within their own and the wider community.
- Help learners develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life.
- Help learners to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.

- Help learners achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Encourage learners to develop creativity and expression.
- Encourage learners to take an active and responsible role in their learning.

Citizenship activities will be aimed at helping learners develop their self-confidence and decision-making skills. The Curriculum Leader along with the Headteacher will have responsibility for the oversight of the planning and delivery of the school's programme of PSHE/Citizenship. The PSHE/Citizenship teacher will ensure the schemes of work devised will include periodic opportunities for assessment to inform annual reporting to parents and end of term summary assessment. PSHE is not a National Curriculum assessed subject - instead it is a compulsory requirement based on the new statutory guidelines from September 2020.

4 DELIVERY OF PSHE/CITIZENSHIP

PSHE/Citizenship will be delivered according to the new statutory requirements as suggested by the department of Education for September 2020. PSHE/Citizenship will be delivered through weekly lessons. The PSHE/Citizenship teacher will invite appropriate, approved and experienced outside speakers to deliver certain aspects of PSHE/Citizenship. Speakers will be fully briefed and involved in the evaluation process.

Learners are already encouraged to take an active role in the life of the school and community. For example: assemblies, charity events, Drama performances and the School Council. These activities not only support a key aim of the school - to develop in our learners' positive values and attitudes - but also develop 'skills of participation and responsible action'.

5 DIFFERENTIATION FOR SEN AND ABLE CHILDREN

Throughout their school career learners will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as relationship and sex education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the learner. This is particularly relevant to the learners at Gretton school as all of the learners have a diagnosis of Autism. Communication and language can be an area for development for learners, so it is vital to check understanding and allow additional processing time for the learners, along with other identified adjustments and provisions that enable learners to access lessons and resources.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their learners. This may include the use of timers and visuals to enable the learners to learn. The programme should be broad and balanced and provide for learners' different learning styles.

6 ASSESSMENT AND REPORTING OF PSHE/CITIZENSHIP

Assessments in PSHE are completed throughout the lessons formatively, and where appropriate, summatively at the end of certain topics. All learners have the opportunity to be assessed, which feeds into termly and end of year reports.

At times during the academic year, the schools' processes of reflective learning, universal support from the multidisciplinary team and trends identified in Behaviour and Welfare and Safeguarding data may inform changes to the PSHE curriculum to respond to learners' needs in particular areas of learning, ie if safeguarding concerns highlight an issue with online safety, we may adjust the PSHE curriculum to focus on this area.

7 MONITORING AND EVALUATION

The Curriculum Lead and Head teacher will ensure that the school is meeting the statutory requirements for PSHE/Citizenship. They will monitor the quality of provision as part of the evaluation cycle.

This policy should be viewed in line with the school's Positive Relationships Policy, the Relationships and Sex Education Policy and the Safeguarding and Child Protection Policy.