



PSHE and Citizenship Policy

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GOAL: This PSHE and Citizenship policy strives to equip students at ARTS Education with the knowledge, skills, and values essential for becoming responsible and engaged individuals, through fostering personal growth, critical thinking, and active participation.

1. Introduction

The PSHE and Citizenship Curriculum at ARTS Education school is based on guidance from the Department for Education and the PSHE Association's published Programme of Study for personal, social, health and economic (PSHE) education. This PSHE Association's guidance was written to sit alongside the 2014 National Curriculum and has been updated to reflect the rapidly changing world in which students live and learn. Section 2.5 of the national curriculum framework states that 'all schools should make provision for PSHE education, drawing on good practice'

The programme of study identifies the key concepts, skills and attributes that are developed through PSHE education. This serves to enable students at ARTS Education school to access a programme that supports their spiritual, moral, cultural, mental and physical development and helps to prepare them for the opportunities, responsibilities and experiences of life (as set out in Section 78 of the Education Act 2002).

Citizenship Education is embedded within the PSHE programme and includes discrete Citizenship lessons in each planned module. The planned school curriculum and enrichment opportunities ensure that students encounter opportunities to develop their knowledge, skills and understanding within their everyday school experience.

2. Legal Framework

This Policy has been produced with guidance from and reference to gov.uk Department for Education guidance documents:

- Statutory guidance on Personal, social, health and economic (PSHE) education (last updated 13th September 2021)
- Statutory guidance on relationships education, relationships and sex education (RSE) and health education (last updated 13th Sept 2021)
- Teaching online safety in schools (last updated 12th January 2023)
- National curriculum in England: citizenship programmes of study for key stages 3 and 4 (Published 11 September 2013)
- The Special educational needs and disability code of practice: 0 to 25 years – Ref: DFE-00205-2013 (last update 30th April 2020)

3. Scope and Purpose

Guidance from the Department for Education states that:

“Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle”

students at ARTS Education may have missed some educational experiences (depending on their individual circumstances) and may be at different levels of understanding and maturity. Whilst there is a set programme planned for PSHE and Citizenship, some flexibility is required to address individual need and to fill significant gaps in knowledge that may have occurred due to disjointed educational experiences.

The learning opportunities within the PSHE and Citizenship Programme are used flexibly according to each student’s development, readiness and needs, and takes account of prior learning, experience and understanding. students will be taught RSHE topics commensurate with their age and ability level, as well as an assessment of the suitability of topics for their individual circumstances. Parents/carers have the right to withdraw their child from RSE specific lessons; however, the concept of friendships and the importance of assertiveness and safety within relationships will be considered a vital component of RSHE and as such, is embedded in a range of topic areas.

students’ EHC plans will help to inform areas of additional support and identify particular needs for individual students; all students, however, will be learning valuable skills and be equipped with the knowledge they need regarding Preparing for Adulthood.

Additionally, guidance regarding flexibility states that **“while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their students, we expect schools to use their PSHE education programme to equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions”**

The PSHE and Citizenship programme provides opportunities for students to learn about safeguarding (ensuring that ARTS Education fulfils clear statutory safeguarding responsibilities, in line with the statutory guidance that schools ‘should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a ‘broad and balanced curriculum’.

Within the Programme there are lessons that:

- Explicitly teach about an issue: the lessons that offer factual information

- Explicitly teach how to manage an issue: the lessons that develop the strategies, language and skills students will need to manage the situations or 'moments' in which they encounter an issue
- Underpin the topic-specific learning: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning

Mixed ability groups also requires that lessons will require varying degrees of differentiation, and some may not be suitable at all to be taught within a group setting – especially around concepts specifically aimed at Key Stage 4 or that cover particular issues (within RSE or Drugs Education) that may be particularly traumatic areas or require sensitive handling.

This situation may require:

- Changes to the programme at the time of teaching
- Arranged 1-1 or 2-1 sessions to ensure concepts are taught for those who require it
- Specific involvement for support and guidance from trusted adults or teaching assistants

4. Purpose of PSHE and Citizenship Education

“PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society”

A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.

It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by students, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote students' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is essential to safeguarding students"

Citizenship Education, as an integral component of the whole PSHE Programme is based upon the National Curriculum Programmes of Study. It aims to ensure 'that children should develop as successful learners, confident individuals and responsible citizens who make a positive contribution to society'

5. The Overarching Concepts, Essential Skills and Attributes developed through the PSHE and Citizenship Programme.

The PSHE and Citizenship programme aims to enable young people to develop and gradually enrich their understanding of a set of overarching concepts, set out below. Although the specific content of PSHE education will constantly evolve as the world changes, these concepts are timeless. Alongside learning about a range of issues, it is vital they have the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives.

A. Skills and Attributes

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online).
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices).
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world).

- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010).
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes).
- Career (including enterprise, employability and economic understanding).

B. Personal effectiveness

- Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
- Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
- Resilience (including self-motivation, perseverance and adaptability)
- Self-regulation (including promotion of a positive, growth mind-set¹ and managing strong emotions and impulses)
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- Self-organisation (including time management)
- Strategies for identifying and accessing appropriate help and support
- Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
- Recalling and applying knowledge creatively and in new situations
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

C. Interpersonal and social effectiveness

- Empathy and compassion (including impact on decision-making and behaviour)
- Respect for others' right to their own beliefs, values and opinions
- Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
- Skills for employability, including:
 - Active listening and communication (including assertiveness skills)

- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills
- Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
- Recognising, evaluating and utilising strategies for managing influence
- Valuing and respecting diversity
- Using these skills and attributes to build and maintain healthy relationships of all kinds

6. Implementation

There are three core areas for the PSHE Programme, which are:

- Core theme 1. Health and Wellbeing.
- Core theme 2. Relationships.
- Core theme 3. Living in the Wider World.

Within these core areas, discrete Citizenship lessons ensure that they can learn about the key concepts of:

- Democracy.
- Justice.
- Rights and responsibilities.
- Identities and diversity.

The programme aims to ensure that students also understand and key processes and skills that they need to develop:

- Critical thinking and enquiry
- Advocacy and representation
- Taking informed and responsible action

All our students will access learning embedded in modules, that enable them to develop their skills, knowledge and understanding regarding Preparing for Adulthood pathways – consisting of the 4 key areas:

- Independent living skills
- Education and Employment
- Health and Fitness
- Friends, relationships and community

There are a number of reasons why it is important that learning in PSHE and Citizenship education is assessed:

- It is important for students to have opportunities to reflect on their learning, assessment also increases students' motivation and improves learning as their raised awareness of their development illustrates the value of their learning.
- It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- It also allows the school community and parents and governors to see the impact that PSHE education is having for students and for whole school outcomes, such as Ofsted judgements on personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.

The essential skills and attributes identified in the programme of study are arguably the hardest aspect of learning to assess. However, students themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring students have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process.

At ARTS, assessing learning in PSHE education uses a combination of teacher assessment and student self-assessment.

The teacher will assess through:

- End of module mini-assessments and tasks
- Focused tasks and student responses to these (written or verbal)
- student responses in lessons – within discussions and structured questioning
- student evaluation (to inform future planning and missed learning)

student self-and peer assessment through:

- Baseline assessment activities encouraging student self-evaluation of knowledge level
- Peer discussion and supportive evaluation of e.g. practical tasks
- student questionnaires allowing for comparison of their own learning at the end of a module

It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. students are encouraged to recognise the importance of what they are learning in the context of all round development and of their own journey in learning in PSHE and Citizenship.

The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a student is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the student's own starting point, not the performance of others or the requirements of an exam syllabus; this will enable a guided response to student learning to adapt teaching, adapt content or concentrate on a particular area of need.

7. Monitoring and Evaluation

We review the effectiveness of our policy and practices yearly through student feedback, parent feedback and staff reflection.

8. Conclusion

This PSHE and Citizenship policy lays the foundation for building responsible, engaged individuals at ARTS Education. By fostering personal growth, critical thinking, and active citizenship, we empower students to navigate life with confidence and make a positive impact in our community. This dynamic and evolving policy ensures our youth are prepared for the challenges and opportunities of tomorrow. We remain committed to collaboration and continuous improvement, shaping a generation of empowered citizens who make a difference.