



PSHE and Active Citizenship Policy

Policy Details	PSHE and Active Citizenship Policy
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Statement of intent

REACH School believes that a strong PSHE curriculum is important to help our students develop into well-rounded members of society, who can make a positive contribution to their community. Personal, Social, Health and Economic (PSHE) and Active Citizenship are planned elements of the whole curriculum that promotes spiritual, moral, cultural, mental and physical development of all students at our school. It gives our students the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

When taught well, PSHE education helps students to achieve their academic potential and leave school equipped with skills they will need throughout later life. PSHE also helps students to develop the knowledge, skills and attributes they need to thrive as individuals, family members and active citizens in their communities and society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps students to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Our PSHE curriculum is strongly tied to our RSE curriculum and delivered through 'Life Skills', 'Pathways', 'Active Citizens' and our strong 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 through PSHE and Active Citizens.:

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- 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.
- Our students and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all students, irrespective of gender, sexual orientation, faith, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE/ RSE and Active Citizenship curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school's website where it, and details of the PSHE and Active 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:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2023) 'Keeping children safe in education' (KCSIE)
- DfE (2020) 'Relationships and sex education (RSE) and health education'
- DfE (2019) 'School and college security'
- DfE (2020) 'Personal, social, health and economic (PSHE) education'

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

- Complaints Procedures Policy
- E Safety Policy
- Secondary School RSE and Health Education Policy
- 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 Policy.
- 2.2. The governing board has overall responsibility for ensuring that the PSHE and Active Citizens 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 Headteacher has overall responsibility for reviewing the PSHE and Active Citizenship Policy annually.
- 2.4. The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's 'Complaints Procedures Policy'.
- 2.5. The Headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.
- 2.6. The PSHE/Life Skills Teacher and Active Citizens Leader are responsible for liaising with the Deputy Head, other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE/Life Skills and Active Citizenship programme of work 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 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 Active Citizens curriculum

- 3.1. Our vision statement reflects what we hope to achieve in PSHE and Active Citizens. We want our students to develop self-awareness, positive self-esteem and confidence, enabling them to:
 - Understand what constitutes a healthy lifestyle.
 - Understand how to stay safe and behave online.
 - Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
 - Understand the law and consequences of risky behaviours.
 - Develop responsibility and independence within school which they will take forward into society in their working lives.
 - Understand what democracy is and play an active role as citizens of a democratic society
 - Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
 - Understand what constitutes 'socially and morally acceptable' behaviour at school and in society including to authority and each other
 - Develop good relationships with peers and adults.
 - Develop self-confidence, self-esteem and self-worth.
 - Make positive, informed choices as they make their way through life.
 - Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.
 - Understand about economic wellbeing and manage their finances.
- 3.2 We want our students to:
 - Value the achievements they make, and the achievements of others
 - Make informed choices about dealing with risks and meeting challenges now and in the future.

- Decide on values by which they want to live their lives.

4. Method of delivery of PSHE and Citizenship

- 4.1. Every learner follows the thematic approach and covers a range of topics that are delivered in an age-appropriate way and can help prepare learners for the opportunities, responsibilities and experiences of adult life. Our programme of study is based around three core elements. These are:
 - Life Skills
 - Active Citizenship
 - Pathways
- 4.2. The curriculum is delivered in an engaging and creative way to ensure access to all learners including those with SEND.
- 4.3. A range of teaching and learning styles are used to teach PSHE and Active Citizens with a range of topics explored and as learner's progress, each topic is covered in more depth.
- 4.4. Teaching is student-led with an emphasis on active learning techniques such as discussion and group work.
- 4.5. '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:
 - No crude or inappropriate language, including that of a harmful sexual nature.
 - No raised voices/shouting.
 - No talking over people.
 - Show respect for another's views, even when disagreeing with them.
 - Keep comments subject-specific, as opposed to personal.
- 4.6. Active Citizens is delivered through a dedicated day each week and incorporates 'in-class' group work, outdoor visits and educational activities that explores a range of PSHE topics.
- 4.7. Students learn research and study techniques and can engage in investigations and problem-solving activities.
- 4.8. All students are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings with a focus on our students playing an active role in local communities where appropriate.
- 4.9. 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 class teacher 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.

4.10. We regularly provide 'Learning for Life' days throughout the academic year in line with our PSHE calendar and national awareness days.

4.11. The school consults with local community groups on matters related to PSHE to ensure that local issues are covered in our Life Skills, Pathways and Active Citizens programmes.

4.12. Students' questions, unless inappropriate, are answered informatively and respectfully by teachers.

5. Timetabling and cross-faculty involvement

5.1. The school uses direct teaching via timetabled lessons and an Active Citizen Day.

5.2. Life Skills and Pathways are taught in discrete curriculum time, delivered by a dedicated teacher.

5.3. Active Citizens is delivered as part of a timetabled day each week, delivered by the Active Citizens Leader and Active Citizens Assistant.

5.4. The school ensures cross-curricular learning through discussion between subject areas. This is carefully monitored and tracked by the Deputy Headteacher as part of the PSHE/RSE and SMSC tracker.

5.5. There is an element of PSHE in our pastoral care programme including in personal tutor time where key topics relevant in society are delivered as an assembly. 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 and understand how to appropriately challenge and report concerns. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying and sexualised cyberbullying).
- Initiation/hazing type violence and rituals.
- Physical abuse, e.g. hitting, kicking, hair pulling.
- Harmful Sexual Behaviours including;
 - Sexual violence, e.g. rape, assault by penetration and sexual assault.
 - Sexual harassment, e.g. sexual comments, online sexual harassment, jokes including what is perceived as 'banter'. These may be stand-alone or part of a broader pattern of abuse.

- 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.
 - Sexting
 - Online peer-on-peer abuse as per the E Safety Policy including the following:
 - Non-consensual sharing of sexual images and videos
 - Sexualised cyberbullying
 - Online coercion and threats
 - Unwanted sexual comments and messages on social media
 - Online sexual exploitation
- 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:
- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
 - Signs of self-harm or a significant change in wellbeing or mental health.
 - Signs of assault or unexplained injuries.
 - 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. The school responds to all concerns regarding peer-on-peer abuse.
- 6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy) and report on My Concern. 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 Life Skills teacher, Active Citizens Leader or another member of staff about this, and how this will be handled. This also includes processes when they 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 Active Citizenship

- 7.1. The school uses discussions and other activities during initial PSHE lessons and Active Citizens days 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. It will be attached to qualifications only where deemed appropriate.
- 7.2. Teaching and activities consider 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 each element of REACH School's PSHE/RSE educational provision.
- 7.4. All students with SEND receive PSHE/RSE 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 Life Skills, Pastoral and Active Citizens programmes, having due regard to the school's Secondary School RSE and Health Education Policy.

8. KS3 and 4 programmes of study

- 8.1. Every learner follows the thematic approach and covers a range of topics that are delivered in an age- appropriate way and can help prepare learners for the opportunities, responsibilities and experiences of adult life.
- 8.2. Our Programme of Study is based on three 'core themes' within which there will be an overlap and flexibility. These are:
 - Health and Wellbeing
 - Relationships

- Living in the Wider World

8.3. A range of topics are explored and as learners progress through the key stages topics are covered in more depth. Examples of topics covered across the key stages are:

8.3.1. Health and Wellbeing

Mental and Physical Health, Body Image, The Environment and Climate Change, Feelings and Emotions, Grief and Loss, Dangers of Alcohol and Drugs, Emotional Literacy, British Values, Living sustainably, Peer Pressure, FGM and Gender Identify, Risk Taking and Decision Making, Digital Footprint, Social Anxiety, Importance of Sleep

8.3.2. Living in the Wider World

Keeping Safety, Internet Safety and Online Privacy , Success and Achievements, Careers and Stereotypes, Budgeting, Fake News, Success and Achievement, Money Management, The Environment and Climate Change, Age restrictions, Independence and Responsibility, Identify and Community, Celebrating Diversity and Difference, Preparing for the World of Work, Law, Extremism, Multiculturalism, Sustainability and Human Rights.

8.3.3. Relationships

Positive and Negative Relationships, Self-esteem and Self Worth, On Line Behaviour and Risks, Gender Identity, LGBTQ, Same Sex Relationships, Disagreeing Respectfully, Family, Marriage and Civil Partnerships, Behaviour and Respect, Love and Abuse, Friendships and Peer Pressure, Bullying Or Banter, Family and Romantic Relationships, Contraception, STIs, Consent, Sexting, Body Image, FGM, Peer Pressure, Ageism and Prejudice, Child Sex Exploitation, Religion and Culture, Role Models, Media Influence, Parenting.

8.4. Our Active Citizens and Pathways curriculum follow three strands; social and moral responsibility, community involvement and political literacy and includes looking at government and politics, the justice system, and managing finances. It also aims to develop learner interest in volunteering and supporting other people.

9. Assessment and accreditation in PSHE and Active Citizens.

- 9.1. The school sets the same high expectations of the quality of students' work in PSHE and Active Citizens as in 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.
- 9.2. Assessment opportunities built into the PSHE and the Active Citizenship programme are assessed on skills and attributes as well as knowledge.
- 9.3. Regular assessment opportunities will be provided to enable students to reflect on their work and learning including photographs, class displays, personal development journals and books.

- 9.4. Lessons are planned to ensure students of differing abilities, including SEND and the most able, are suitably challenged. Teaching is assessed, identifying where students need extra support or intervention.
- 9.5. Students' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.
- 9.6. Students will work towards individual unit awards through AQA Unit Awards Scheme, demonstrating outcomes across the whole curriculum including Pastoral Form Time, Pathways, Life Skills and Active Citizens.
- 9.7. Parents and carers are provided with feedback and information about students learning in PSHE and Active Citizenship.
- 9.8. The curriculum will be quality assured in a variety of ways including learning walks, safeguarding drop-ins, lesson observations, planning and work scrutinise. This will be done as part of the schools' ongoing QA cycle by the SLT.

10. Equalities

- 10.1. Provision for PSHE and Active Citizens is in line with all of our policies and national guidance. All children have equal access to the PSHE and Active Citizens curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes. They are monitored annually to ensure that sensitivity.

11. Parental and Community Involvement

- 11.1. Parents are invited to join in events in REACH School, including group workshops on relevant themes. Parents are regularly informed of events and activities through our learning managers and liaise closely with them. Working with parents is a vital part of the whole REACH approach to Pastoral Care, PSHE and Active Citizens which often provides further benefits for the student.
- 11.2. REACH School believes that a partnership with parents and the community enables us to receive specialist support, provide real life experiences for students and prepare them more fully for life after REACH School.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

