



# R.E.A.L Education Limited

## PSHE and Citizenship Policy

**R.E.A.L Education**  
**(R.E.A.L Independent Schools, Blidworth)**  
**(R.E.A.L Independent Schools, Mansfield (Previously RAPS))**  
**( R.E.A.L Independent Schools, Ilkeston)**  
**(R.E.A.L Independent Schools, Hinckley)**

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**Revision history:**

12/02/13: - Draft policy created for R.E.A.L Independent School  
12/09/13 – Policy Ratified and established for R.E.A.L Independent School



10/09/14 – Policy reviewed and up-dated for R.E.A.L –Independent School

12/09/15 – Policy reviewed and up-dated for R.E.A.L Independent School and adapted for RAPs.

12/09/16 – Policy amended in light of work around sexting.

08/06/18 - Policy amended following curriculum review.

02/02.18- Policy amended.

02/02/21 - Policy reviewed in line with National Changes

## Rationale

Personal, Social, Health and Economic (PSHE) and Citizenship are planned elements of the whole curriculum that promotes spiritual, moral, cultural, mental and physical development of learners at our school. It gives learners 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 pupils to achieve their academic potential and leave school equipped with skills they will need throughout later life.

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

## Aims of PSHE and Citizenship Education at REAL Independent School

Our mission statement reflects what we hope to achieve in PSHE and Citizenship.

We want our learners to develop self- awareness, positive self-esteem and confidence, enabling them to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others



- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be an active citizen
- to know about economic wellbeing and manage their finances

We want our learners 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.

Our REAL Independent School curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

## Curriculum Content

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 on three 'core themes' within which there will be an overlap and flexibility. These are:

- Health and Wellbeing
- Relationships
- Living in the Wider World

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:



## **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.

## **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.

## **Relationships**

Postitive and Negative Realtionships, Self esteem and Self Worth, On Line Behaviour and Risks, Gender Identity, LGBTQ, Same Sex Realtionships, Disagreeing Respectfully, Family, Marriage and Civil Partenrships, Behaviour and Respect, Love and Abuse, Friendships and Peer Pressure, Bullying Or Banter, Family and Romantic Realtionships, Contraception, STIs, Consent, Sexting, Body Image, FGM, Peer Pressure, Ageism and Predjudice, Child Sex Explotiation, Religion and Cuture, Role Models, Media Influence, Parenting.

Our Citizenship curriculum follows 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.

Although Citizenship Education plays a part of the National Curriculum from KS3, aspects of our PSHE work with our KS2 learners also includes Citizenship Education due to its importance and relevance to our learners.

## **Method of delivery of PSHE and Citizenship**

All learners as a minimum receive 1 timetabled session of PSHE every week. However, due to



the complex needs of our learners we actively promote the delivery of PSHE and citizenship education throughout the academic week and ensure that it is reinforced where appropriate in other curriculum subjects and during any social times. We are therefore able to respond to individual needs as they arise.

The curriculum is delivered in an engaging and creative way to ensure access to all learners. We use a combination of formal and informal approaches and regularly invite outside and partner organisations to come and deliver workshops to our learners. We regularly provide 'Learning for Life' days throughout the academic year in line with our PSHE calendar and national awareness days. Every week a new PSHE theme, inline with the PSHE curriculum is shared with staff and learners for them to discuss during their 'conversation of the week'. Staff will record this conversation with individual learners on the Evidence for Learning platform.

### **Accreditation in PSHE and Citizenship**

As part of our curriculum offer at Key stage 4 and 5 curriculum, learners have the option of choosing the ASDAN, AIM Award, Prince's Trust or BTEC Qualifications appropriate to their needs and ability levels.

### **Assessing, recording, reporting and monitoring learners' progress**

We will ensure that assessment opportunities are built into the PSHE and Citizenship programme and that PSHE and Citizenship is assessed on skills and attributes as well as knowledge. Regular assessment opportunities will be provided to enable learners to reflect on their work and learning including photographs, class displays, personal development journals and books.

Learner progress will be tracked by an individual's learning manager and will link with the schools' tracking of PSHE via the schools' Provision Map and Progress Monitoring Data.

When teaching PSHE and Citizenship, tutors take into account the targets set in each learners Individual Curriculum Intent Form (ICIP). The ICIP provides a firm foundation to monitor learners' targets in Personal Development/ Well Being, Numeracy and Literacy, Attendance/ Behaviour and a target linked towards EHCP outcomes. Tutors will also ensure progress is tracked through books and Evidence for Learning.



These targets are reviewed each term by the learning manager and shared with tutors, alongside Preparation for Adulthood outcomes.

We ensure that parents and carers are provided with feedback and information about pupils' learning in PSHE and Citizenship.

The curriculum will be quality assured in a variety of ways including learning walks, safeguarding drop ins, lesson observations, planning and work scrutinies. This will be done as part of the schools' ongoing QA cycle by the SLT and PSHE Lead.

## **Learner Voice**

We develop PSHE and Citizenship through various activities and whole school events and have an active school council. Meetings are locality based and take place on a termly basis and actions are displayed on each site and hub and shared appropriately.

## **Counselling Service**

We further support our PSHE programme by delivering an in-house counselling service for learners. This service offers one to one confidential counselling to any learners who might benefit from additional emotional support. This service is offered by a fully qualified counsellor and registered member of the BACP (British Association for Counselling and Psychotherapy).

Learning managers are able to refer to this service (Enhanced Support Programme) with permission of the learner. It has been a crucial addition to our organisation as it has often prepared some learners for the more intensive CAMHS input they require. Without our counselling service, many children have refused CAMHS either due to bad experiences in the past, the stigma attached to CAMHS or because they find it hard to trust other professionals.

## **Roles and responsibilities**

### **Subject Lead**

The planning and coordination of the teaching in PSHE and Citizenship across the key stages is the responsibility of the PSHE Lead who supports colleagues in their teaching, by keeping



informed of current developments in their subject and uses specifically allocated, regular management time to review evidence of learners work and to observe PSHE and Citizenship lessons across the school and provide training as appropriate.

### **Learners**

Learners are expected to participate at their own level of engagement in PSHE and Citizenship and, when discussing issues, treat others with respect and sensitivity.

Where appropriate and upon request of the learning manager learners have access to a range of intervention programmes which are highlighted on the Provision Map.

### **Delivery staff are responsible for:**

- Delivering PSHE and Citizenship education in a sensitive way
- Differentiating and personalising delivery to the needs of the individual
- Modelling positive attitudes to PSHE and Citizenship
- Monitoring and tracking of progress
- Responding to the needs of individual learners and issues as they arise
- Take responsibility to attend regular CPD to ensure they are confident and have up to date knowledge and understanding

### **The Head of Schools**

The Head of Schools and Senior Leadership Team are responsible for ensuring that PSHE and Citizenship is taught consistently across the school, and for managing requests to withdraw pupils from sex education.

The Head of Schools and SLT will provide regular access to training and development to ensure that they are confident in their subject knowledge and delivery.

### **The Governing Body**

The R.E.A.L. Leadership Team and Governing Body will approve the PSHE and Citizenship policy, and hold the Senior Leadership to account for its implementation.

## **Equalities**



Provision for PSHE and Citizenship is in line with all of our policies and national guidance. All children have equal access to the PSHE and Citizenship 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.

## **Parental and Community Involvement**

Parents are invited to join in events in REAL Independent School, including group workshops on relevant themes. Parents are regularly informed of events and activities through our learning managers and liaise closely with them. We also have an established Parents' Group that works in collaboration across our organisation. Working with parents is a vital part of the whole REAL approach to PSHE and Citizenship as this often provides further benefits for the learner.

We have strong links to local businesses and councillors, as part of the work in Citizenship and run a Employer Partnership Programme.

REAL Independent school believes that the partnership with parents and the community enables us to receive specialist support, provide real life experiences for learners and prepare them more fully for life after REAL Independent School.

## **Confidentiality, safeguarding and child protection**

Everyone involved in PSHE and Citizenship will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with learners through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality and will report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy.

## **Policy Review**

This policy will be reviewed by SLT annually. At every review, the policy will be approved by The R.E.A.L. Leadership Team and Board of Governors.

## **Links to other Policies/Curriculum Intent Documents**

This policy links directly to other R.E.A.L Independent School policies, these are:





- Drugs Education
- Relationships and Sex Education Policy
- Science
- SMSC
- Countering bullying
- Behaviour management including physical intervention
- E-safety
- Prevent Policy
- Equalities Policy
- Safeguarding