

PSHCE (The Beacon Citizenship) Policy

“To enable our pupils to be as independent as they possibly can be, make a positive contribution to society and reach their maximum potential.”

For the purposes of this policy and in our curriculum documentation, Personal, Social,

Health, Citizenship and Economic (PSHCE) will be referred to as 'Beacon Citizenship' it forms part of our Health Lifestyles and Understanding the world curriculum strands. Beacon Citizenship incorporates both PSHCE and RSE and is also the means by which we provide and track opportunities to explore cultural capital. This policy is a working document, which provides guidance and information in all aspects of Personal, Social, Health, Citizenship and Economic (PSHCE) learning, and aims to provide a secure framework within which staff can work.

Who is this policy for?

- Staff
- Parents / Carers
- Governors
- Visitors to the school

The curriculum fulfils our stated curriculum intent of allowing our children and young people to develop skills, knowledge and experience they need to be as independent as they can and make a valued and valuable contribution to society.

This curriculum fulfils our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development, and prepare children and young people for the opportunities, responsibilities and experiences of later life as set out in Section 78 of The Education Act 2002.

This Curriculum fulfils our responsibilities as set out in the Department of Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019. This guidance became statutory with effect from September 2020.

The Beacon Citizenship Policy works with and alongside, our RSE (July 2022), Anti-Bullying, Careers, Safeguarding, Inclusion and Equal Opportunities Policies.

Why do we teach Citizenship at The Beacon?

Citizenship education prepares our pupils to live their 'best lives' – both now and in the future. It links to the goal of our overall curriculum intent, which is to enable our children and young people to be as independent as they can and to make valued and valuable contribution to society.

Citizenship education helps in reducing, or removing, many of the barriers to learning experiences by our pupils, significantly improving their capacity to learn, achieve and raise aspirations.

Our Citizenship education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and our statutory responsibility in promoting their wellbeing.

Our Citizenship programme contributes to pupils' career paths, meaningful encounters with employers and work experience where appropriate.

The learning provided through our Citizenship education provision is an essential contribution to the safeguarding of our pupils.

What impact do we want from Citizenship for our pupils?

- All pupils regardless of their ability or level of need will encounter, experience or take part in Citizenship education.
- Pupils are equipped with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.
- Pupils are encouraged to be enterprising
- Pupils are supported in making effective transitions, positive learning and career choices, and in achieving economic wellbeing.
- Opportunities are provided for pupils to reflect and clarify their own values and attitudes, and explore those of others around them.
- Pupils are supported in building their confidence, resilience and self-esteem.
- Pupils are able to identify and manage risk, make informed choices and understand what influences their decisions.
- Pupils are supported 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.
- Pupils will develop an understanding of themselves, empathy and the ability to work with others
- Pupils will be supported to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives
- Pupils will develop core 'life skills' to encourage and support independence.

How do we deliver Beacon Citizenship?

As a school community, we offer learning experiences which:

- Are delivered in a safe and supportive learning environment
- Are predominantly led, where possible, by a pupils' class tutor due to their individual knowledge of the pupil and their needs
- Contain accurate and relevant knowledge
- Use pupil feedback (e.g. School Council and pupil questionnaires) and local data (e.g. Public Health) to prioritise the focus of our learning.
- Provide links (e.g. the health risks of using drugs with the awareness of peer pressure)
- Respect pupils' prior learning, experience, needs and readiness
- Provide opportunities to turn knowledge into personal understanding
- Provide opportunities to experience, know about, know how to and be able to according to the pupils' level of need
- Provide opportunities' to explore, clarify and challenge their own and other's values, attitudes, beliefs, rights and responsibilities
- Provide the skills, language and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives.
- Is inclusive and acknowledges and accommodates the diversity within our school in terms of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability or disability.

Citizenship can often draw upon pupils' real-life experiences. Staff delivering and supporting the programme of study will ensure any pupil demonstrating signs of being at risk or needing further support is brought to the attention of the Safeguarding or wellbeing team as appropriate, adhering to the school's Child Protection and Safeguarding Policies.

What resources do we use to deliver Beacon Citizenship?

We are members of the PHSE association, our planning and resources are informed by the PHSE education planning framework for pupils with SEND Key stages 1-4.

Our Citizenship resources are chosen and checked for:

- inclusivity
- positive, healthy and unbiased messages
- promoting positive values
- accuracy
- being up-to-date
- age and stage appropriateness

Our Citizenship programme of study is delivered through:

- Themed learning in EYFS and Key stage 1
- Weekly timetabled lessons following a programme of learning at Key stage 2, 3, 4 and 5
- Assemblies
- Tutor time activities and special events
- Class discussions / circle time
- Curriculum days

How do we assess and monitor Beacon Citizenship?

- Evidence for learning and Pupil Asset are used to record and track progress in this area as appropriate
- Opportunities for Assessment for Learning (AfL) and Assessment of Learning (AoL) are built into provision
- Baseline assessment is used to ensure new learning is relevant and appropriate
- Baseline assessment is used to ensure progress can be assessed
- Pupils are provided with opportunities to reflect on and assess their learning and recognise its relevance to their day to day lives
- Progress in Beacon Citizenship is recorded and reported to parents in line with all other non-core curriculum subjects
- Questionnaires
- Discussions
- Teacher assessments
- Pupils' self-assessment and evaluations
- The programme of study will be evaluated on a yearly basis to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.
- Pupils at Key stage 4 or 5 may study for an accredited outcome at the end of their programme of study. These can be Ascentis Citizenship unit awards, Asdan personal progress, AIM qualifications, personal social development skills etc. The over-riding criteria is that it meets the curriculum intent of our young people and prepares them for life outside the Beacon.

How do we support the professional development in the teaching of Beacon Citizenship

This is supported through membership of the PHSE association and the work of our mental health and wellbeing lead, CEIAG leads and relevant curriculum intent groups.

What Programme of Study do we deliver?

- Our programme of study runs through our two curriculum strands of Healthy Lifestyles and Understanding the world
- Is taught in accordance with pupils' readiness
- Reflects the universal needs shared by all children and young people as well as the specific needs of Beacon pupils
- Is taught through a curriculum that includes everyone, revisits themes, increases challenge, broadens scope, and deepens pupils' thinking, understanding and experiences
- Through involvement in the life of the school and wider community
- Through pastoral care and guidance
- As a school we promote a shared set of values that support our pupils in being prepared for life in modern Britain. We promote the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete Citizenship lessons, these values are embedded within our curriculum.

Beacon Citizenship theme overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Self -Awareness	Self-care, support and safety	Managing Feelings	Changing and growing	Healthy Life-styles	The World I live in
EYFS	Who am I? Recognising family Establishing friendships	Safety in the environment Safety outside and within the community	Understanding our emotions and beginning to identify and recognise emotions.	Identifying body parts Understanding how our body moves and works	Understands when they are hungry. Beginning to taste and experience different food groups	Understanding our family Beginning to understand a school community. Taking part and experiencing different celebrations.
Year 2-6	- Things we are good at - Kind and unkind behaviours - Playing and working together - People who are special to us - Getting on with others	- Taking care of ourselves - Keeping safe - Trust - Keeping safe online - Public and Private	- Identifying and expressing feelings - Managing strong feelings	- Baby to adult - Changes at puberty - Dealing with touch - Different types of relationships	- Healthy Eating - Taking care of physical health - Keeping well	- Respecting differences between people - Jobs people do - Rules and laws - Taking care of the environment - Belonging to a community
Years 7-14	- Personal strengths - Sills for learning - Prejudice and discrimination - Managing Pressure	- Feeling unwell - Feeling frightened/worried - Accidents and risk - Keeping safe online - Emergency situations - Public and private - Gambling	- Self-esteem and unkind comments - Strong feelings - Romantic feelings and sexual attraction - Expectations of relationships/abuse	- Puberty - Friendship - Healthy and unhealthy relationship behaviour - Intimate relationships, consent and contraception - Long-term relationships/parenthood	- Elements of a healthy lifestyles - Mental wellbeing - Physical activity - Healthy eating - Body image - Medicinal drugs - Drugs, alcohol & tobacco	- Diversity/rights and responsibilities - Managing online information - Taking care of the environment - Preparing for adulthood - Managing Finances
Levels of engagement						
	Encountering effective engagement in the learning process	Experiencing underpinning learning	Core fundamental learning elements	Development increasing understanding of learning	Enrichment deepening of application of learning	Enhancement applying learning in different contexts

Update schedule

Version	Reviewed	Reason for update	Next review date	Agreed by governors
	March 2023		March 2024	27.03.2023
	October 2025	Update and review	October 2026	