

**St. Joseph's Specialist Trust**  
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# **Personal, Social, Health & Economic (PSHE) & Citizenship Procedures**



*Christ in our Lives*  
*'No limits ... just possibilities'*

*Reviewed: June 2024*  
*Next Review: June 2025*  
*Cycle: Annual*

**WEBSITE PROCEDURE**

## Introduction

St Joseph's is a co-educational residential / day school for students with moderate to severe learning difficulties, some of whom are on the ASD spectrum. We are also a registered child's home. Additionally, the school has developed expert provision for students with speech and language difficulties. The school caters for students in Key Stages 1, 2, 3, and the 14-19 Department offers a range of courses which include Independence and Daily Living Skills to students from 16 – 19.

## Rationale

Section 1 of the 1988 Education Reform Act places a statutory responsibility upon schools to provide a broad and balanced curriculum. The value of personal and social development is that it allows students the opportunity to develop personal skills, values and self-knowledge necessary to exercise their rightful role as members of the community and become valued individuals with personal dignity. It is through this area of learning that we would see her/him acquiring the necessary knowledge, skills and understanding to be able to exert influence over their environment. This area of learning can be subdivided into the four attainment targets of:

- Personal Growth
- Social Development
- Spiritual Appreciation
- Moral Understanding

These procedures have been written to ensure that we are meeting the requirements of the National PSHE Association. It also takes into account further guidance issued by QCA in 2002 and Every Child Matters guidance (2004).

Aspects of the Secondary Curriculum which include the functional skills of ICT, Literacy, Numeracy, Personal learning and Thinking Skills (PLTS) are also reflected in the procedures.

Themes follow the Healthy Schools Initiatives and are linked especially to Citizenship, RE, Sustainable Schools, Work Related Learning (WRL) and Economic Wellbeing as well as all areas of the curriculum.

## Aims and Objectives

Subject Leader: Monika Ryzinska

In PSHE & Citizenship, we intend to promote learning through the following aims

Autumn 1 Self-Awareness	Spring 1 Managing Feelings	Summer 1 Healthy Lifestyles
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Autumn 2 Self-Care, Support and Safety	Spring 2 Changing and Growing	Summer 2 The World I Live In
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Within the area of Social development students should be taught or provided with opportunities to:

- Begin to recognise the range of human emotions and ways to deal with them
- Learn to work successfully in groups and to participate co-operatively and productively in the school community
- Promote a sensitive and caring attitude to the needs of others
- Acquire basic social skills e.g. saying please and thank you
- Develop play/leisure skills appropriate to their age
- Appreciate ways in which people live together and interact, using listening, sharing and discussing skills
- Initiate and maintain friendships with their peers and others
- Develop an understanding of society through the family, school and the local and wider communities
- Understand the different types of families and the roles of individuals within them
- Understand the rights of birth, marriage and death
- Understand the roles of people who help us
- Learn to behave responsibly and appropriately at home, school and in the wider community

Within the area of the promotion of Spiritual Awareness, students will be taught or provided with opportunities to:

- Promote a sense of awe and wonder as students become more conscious of deeper meanings from their experience of the natural world
- Develop a system of personal beliefs which may include religious beliefs
- Learn to communicate their beliefs through their behaviour and in discussions with others
- Develop a knowledge and understanding of the main religions and cultures of the world

Within the area of Economic Development students will be taught or provided with opportunities to:

- Work towards greater understanding of the world of work and its implications
- Understand the personal aspects of qualities, attitudes, feelings and skills which students need to equip themselves with
- Explore what it means to be enterprising
- Understand the use and function of money

## **Citizenship**

### **Purpose of study**

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster students' keen awareness and understanding of

democracy, government and how laws are made and upheld. Teaching should equip students with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare students to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

## **Aims**

The National PSHE Association includes citizenship and aims to ensure that all students:

- Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

Within the areas of Citizenship students will be taught or provided with opportunities to learn about: British values, the law, rights and responsibilities and the role of government.

## **The Subject Leader: Monika Ryzinska**

The subject leader should, as part of their role:

- Assume responsibility for writing and reviewing the PSHE & Citizenship Procedures in consultation with management and staff
- Monitor and review the effectiveness of the PSHE & Citizenship programme in consultation with colleagues and staff in the residential setting
- Organise and deliver relevant professional development and training
- Provide support to other members of staff
- Organize a well-sourced 'bank' of resource material to support the PSHE & Citizenship Procedure
- Inform families through the curriculum overview and letter of the Sex Education and Relationship programme and provide information as to the nature of sex education and relationship lessons where requested by families
- Deliver the aspects of Surrey Healthy Schools in the PSHE & Citizenship programme of work
- Deliver aspects of Food for Life Partnership programme
- Continue the development of the social and emotional learning initiatives in the whole school environment

## **Arrangements for Planning**

The PSHE & Citizenship subject leader will assist teachers in the pre-14 department to facilitate delivery of PSHE to the relevant pathways. Similar arrangements will be made in the 14-19 departments and liaison with the Director of Education and other professionals will take place at each stage of the programme. Resources to support teaching and learning are a necessary aid in the teaching and learning process. A variety of sensory and visual resources enables students to experience and make vital connections with lesson concepts. Emphasis will also be placed on student evaluations of the programme.

## **Arrangements for Monitoring the Delivery of the Curriculum**

The PSHE & Citizenship co-coordinator will meet regularly with the Faculty Leader and Director of Education as necessary. This will ensure moderation of the PSHE & Citizenship programme and that the delivery is at a level appropriate to the individual needs of students.

The Surrey Healthy Schools Award was successfully completed in March 2003, 2006, 2009 and 2016. This was facilitated by Monika Ryzinska.

The initiatives of the programme are as follows, and continue to maintain a high profile in all curriculum areas.

- PSHE including Drug, and Sex and Relationships Education
- Healthy Eating
- Physical Activity
- Emotional Health and Wellbeing

## **Strategies for Teaching**

No single style of teaching will suit all activities. Effective teaching will be dependent on:

- Differentiated teaching approaches to match the age, abilities, attainments, interests and experiences of the students
- Appropriate content will be selected from the Programme of Study
- The students will be encouraged through experiential and interactive approaches, to use their abilities for problem solving, information gathering and the acquisition of new skills
- Social interaction and co-operation in the learning situation will be fostered and re-enforced through 1:1, paired and group teaching situations
- Sometimes it will be appropriate to teach the class as a whole
- Students will sometimes work individually as appropriate
- Students will receive one to one teaching when necessary. Teaching Assistants will support the effective delivery of lessons

## **Strategies for Learning**

Effective learning will be dependent upon:

- Students taking an active part in lessons
- Use of ICT as appropriate
- Students and teachers having a sense of purpose
- Teachers having positive expectations of students
- Students having positive expectations of themselves
- Making good use of the opportunities to consolidate skills and to use the knowledge that students have acquired
- Students being encouraged to think and communicate about their learning
- Students developing self-control
- Fostering independent study skills
- Having opportunities to work alone, in pairs, in groups and as part of a team
- Differentiated learning activities which take the individual needs of students into account. In particular, the complex needs of ASD students will be provided for in the programme of learning through a variety of strategies

## **Allocation of Resources**

The allocation and development of specific resources is the responsibility of the PSHE & Citizenship subject leader.

Teachers, in their planning, will identify those resources which are required and will notify the subject leader of their needs. A good bank of resources and material has been gathered. Sensitive resources are kept in a lockable cupboard in the college PPA room. Resources are subject to updating and evaluation, in line with monitoring of the procedure.

## **Planning, Assessment, Recording, Reporting, Celebrating and Standards (PARRCS)**

Assessment will take place in line with the whole school PARRCS. Assessment recording and reporting will be based upon the student's achievements and will also take into account, input from other professionals where appropriate. This should provide information on attainment achievement and the acquisition of knowledge. It should serve to form the basis of future planning and inform parents and other teachers or external agencies about individual student progress. Assessment should be a continual process which helps to highlight students' strengths, weaknesses and needs. All activities can provide opportunities for assessment. Leader of learning to ensure short term learning journeys are completed. The PSHE and Citizenship coordinator to ensure Connecting steps is regularly updated.

P levels and NC levels will be recorded at regular intervals and will determine student progress in KS1/2/3 and 4 and inform future learning. The information established from the collation of data will determine individual levels of development and inform future PSHE & Citizenship Education planning. The report of students' progress and achievements should be included in annual review reports. Students should play an active part in recording, assessment and evaluation procedures through the use of evaluation opportunities on individual self-assessment sheets and module sheets.

## **Criteria for Evaluating the Success of the Procedures**

The success of the procedures will be evaluated by a range of strategies which will include:

- Monitoring by the PSHE & Citizenship subject leader
- Regular meetings with the WRL / Careers subject leader
- Evidence of student progression
- Discussion with staff, parents and other third parties
- Discussion with staff in the residential setting
- Teacher assessment
- All work to be annotated
- Regular reviews of the procedures
- Student's self-assessment

## **Special Educational Needs Provision**

The diversity of the population of St Joseph's Specialist Trust enables teachers to organise themselves in a variety of ways. There are many approaches to delivering the curriculum for example TEACCH for students with autism; specific approaches for PMLD students and MSI, the use of Makaton and symbols.

## **Literacy Strategy Including Key skills**

The initiatives of the National Literacy strategy and Key skills will be reflected in the delivery of the PSHE Education programme. A variety of strategies will be used to meet the needs of individual students. These will include the use of key words, language and discussion, worksheets, written descriptions and word processing to record information.

## **Numeracy Strategy Including Key skills**

The initiatives of the numeracy strategy and key skills will be reflected in the delivery of the PSHE programme. Numeracy will be recorded in surveys and charts i.e. favourite foods, favourite leisure activities. Counting activities will include student groupings for designated tasks, dispersal of files and writing materials and more specifically, to topical activities i.e. the number of food groups etc.

## **ICT**

Teaching in PSHE will be supported by the use of whiteboard activities, relevant internet sites, videos, music, television programmes, visitors / speakers, recording and word processing of information where applicable. Please refer to appendices attached 'Children with Autism' strategies for accessing the curriculum.

## **Health and Safety**

Health and Safety is a specific area of learning. Students will be taught to care for and respect themselves, others and the environment.

- It is the responsibility of the subject leader to ensure the maintenance of awareness in respect of subject legislation, and health and safety considerations
- All staff have a responsibility to be aware of possible health and safety issues in relation to Personal and Social development
- We endeavour to create an environment where mutual respect is developed
- Any specific issues relating to health and safety requiring immediate attention should be brought to the attention of the Head Teacher / Health and Safety officer
- The teachers and the Health and Safety officer will carry out continuous risk assessments in relation to this subject area

## **Community Links**

The emphasis within this area is upon learning within the home, school and community. Students must be given the opportunities to transfer the knowledge, skills, attitudes and concepts which they have learnt to other situations. Some students may need to spend time learning in other settings e.g. Local mainstream schools, colleges. There may also be some sharing of facilities for the purposes of learning and social integration.

It is important that opportunities exist for the students to be aware of the local cultures and faith groups.

## **Family Involvement**

It is vital that families are actively involved in this aspect of their children`s learning to ensure that there is a consistent approach being used at home and school. Families are

particularly welcome to use their expertise with us in school to enrich the students' cultural learning and to contact the school should they wish for more information.

Families are invited to reinforce the initiatives of social and emotional aspects of learning by letter. This establishes necessary links between home and school. Families are regularly invited to workshops and are informed of events by newsletters and circulars. Families are contacted prior to a Sex and Relationships module by letter. Should they wish to, they may contact the subject leader regarding issues which require further discussion and advice.

### **Cross Curricular Links**

There will be many natural links with other areas of learning. For instance, students' personal growth will be enhanced by the development of language, physical and mathematical skills. The promotion of Spiritual Awareness will be developed through links with science, environmental education and creative activities.

Social development and moral understanding will permeate all learning experiences throughout school and also has links with Education for Citizenship, Economic and Industrial Understanding and Health Education (NCC Curriculum Guidance documents). Economic Wellbeing will be developed through links with Careers and WRL.

### **Equal Opportunities**

Christian teaching shows that all people are equally valued and that Equal Opportunities are a crucial part of education at St Joseph's. PSHE Education is an important vehicle to deliver many aspects of equality and will invariably encompass issues such as gender, culture, religious beliefs and stereo-typing. Throughout the teaching of such issues students are encouraged, through mediums such as discussion and role play, to make informed and considered decisions.

### **Continuing Professional Development**

The PSHE & Citizenship subject leader, as part of their role, will be instrumental in organising staff training, coordinating associated health events, parent workshops and support from visitors to the school, i.e. health promotion specialists, and the use of professionals from appropriate outside agencies where necessary.

### **Governors**

It is important to develop governors' awareness and understanding of the school's PSHE & Citizenship Procedures, and its implications.

The governing body and head teacher will play a crucial part in determining the PSHE & Citizenship Procedures, whose aims and objectives will be reflected in the Christian community and environment of St Joseph's.

A link governor will be appointed and will maintain close links with the PSHE & Citizenship subject leader. Regular meetings with governors will take place to review and monitor the PSHE & Citizenship Procedure.

Termly reports to the Governors with news of subject development and its impact on the school development plan are reported in the Head Teachers Termly report to the governors.



This procedure links closely with school policies on:

- Autistic Spectrum Disorder (ASD) Strategy Guidelines
- Equal Opportunities Policy
- CPD Guidelines
- SMSC Procedures
- Science Procedures
- School Development and Improvement Plan.
- Sex and Relationships Education Guidelines
- Health and Safety Policy
- National Curriculum Documentation
- Other Curriculum Guidelines and Procedures as appropriate
- Numeracy and Literacy/ Key skills Strategy
- Creativity Strategy
- Food and Healthy Eating Guidelines
- Work Related Learning Procedures
- Inclusion Support (Behaviour Management) Guidance
- Student voice

## **Personal, Social and Citizenship Development**

### **Programmes of Study**

All students should be taught within the attainment targets of personal growth, social development, spiritual appreciation and moral understanding.

Within the area of Personal Growth students should be taught or provided with opportunities to:

- develop an insight into their own personal identity and capabilities
- understand the importance of valuing oneself
- acquire the confidence and skills necessary to evaluate different courses of action and then take decisions
- to develop an appreciation of pleasure
- to develop a sense of understanding of humour
- know and understand simple safety rules about different types of medicine and that some people need them to live a normal life
- appreciate that individuals have rights over their own bodies
- develop simple skills and practices to maintain personal safety e.g. saying no
- gain a knowledge and understanding of the cycle of human life
- know that people feel better when they take regular exercise
- know that food is needed for physical health and growth and some foods are better than others
- maximise student's independence in eating, dressing, toileting, and hygiene so that they can take responsibility for daily routines and personal health with dignity, privacy and self-respect
- develop a growing awareness of self-care with some degree of sophistication e.g. choose appropriate clothing for weather/activity
- assess their own performance on a given task, behaviour, or in group work and identify possible improvements
- develop the skills necessary to learn independently
- show a willingness to reflect on experience and to search for meaning within that experience

Within the area of Moral Understanding students will be taught or given opportunities to:

- encourage acceptance and understanding of truth
- know what is right/wrong and why
- encourage fair play and a tolerant attitude towards others
- show an understanding and concern for how their actions may affect themselves and other people
- know that individuals are part of their environment and have a responsibility for its care

### **Social Development**

Social development focuses on the students' ability to recognise individuals and their own interdependence in society by:

- Developing an awareness of others
- Emphasizing co-operation and sharing
- Developing relationships with people of all ages
- Promoting family life
- Nurturing responsible attitudes
- Encouraging appropriate behaviour

### **Spiritual Appreciation**

Spiritual appreciation focuses on aspects of inner life and acquiring insights into the wonder of the world by:

- Developing an awareness of feelings beyond understanding e.g. joy, sorrow, awe and wonder
- Promoting an appreciation of the world around us
- Nurturing their own attitudes, values and beliefs
- Exploring the religions and cultures of ourselves and others
- Promoting reflection on experiences

### **Moral Understanding**

Moral understanding focuses on students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right or wrong by:

- Developing an understanding of the prevailing moral code e.g. telling the truth, keeping promises etc.
- Encouraging respect and care of self, others, living things and the environment

## Date Procedure Reviewed

Updated	Changes	By	Version
September 2004	Created		V1
June 2005	Updated		V1.1
July 2006	Updated		V1.2
September 2008	Updated		V1.3
January 2009	Updated		V1.4
November 2010	Updated		V1.5
December 2013	Updated		V1.6
November 2014	Minor changes including contents of resources list	Helen Van-Mol	V1.7
November 2017	Changed learner to student & Key Stages to Pathways with other minor amends	Helen Van-Mol	V1.8
February 2020	Interim review to reclassify from policy to procedure, cycle changed to annual and name change to reflect Trust	Admin	n/a
Summer 2020	Major changes to: Aims and objectives and Arrangements for planning. (these are now in line with the updated planning)	Helen Van-Mol	V1.9
Summer 2021	Minor Changes- removal of subject leader and assistant name; co-ordinator changed to PSHE subject leader	Monika Ryzinska	V1.10
Summer 2022	No changes	Monika Ryzinska	V1.11
Summer 2023	Major Changes to: Assistant Subject leader role ceased Aims and Objectives (these are now in line with the updated planning) Aims- subject coordinator changed to subject leader	Monika Ryzinska	V2
June 2024	No Changes	Monika Ryzinska	V2.1