

2021

The teaching of PSHE and Citizenship at Becton



**Becton School**  
Together We Can

Executive Headteacher: James  
Gibson  
Becton School  
November: 2021

The teaching of PSHE and Citizenship at Becton is central to the development of all our pupils. It enables the students to become healthy, independent and responsible members of our school community and the wider society.

The main aims of our curriculum are to enable the students:

- To improve resilience so that they can cope with the difficult and diverse changes that come their way
- to stay as healthy as possible
- to learn to keep themselves and others safe, including recognising signs of bullying and knowing where to turn to for help
- to learn how to use the internet, including social media, safely and responsibly
- to develop effective, satisfying and safe relationships
- to learn to recognise similarities and differences between themselves and others and to respect these differences in order to be independent and responsible members of the school and wider community
- to be positive and active members of a democratic society
- to develop self-confidence and self-esteem, and to make informed choices regarding personal and social issues
- to develop good relationships with other members of the school and wider community

PSHE values and skills are taught using a 'spiral curriculum' structured around core themes which are revisited throughout the student's school life. The PSHE curriculum also encompasses Resilience, Citizenship and Life Skills lessons across the school. An emphasis is placed on active learning through planned discussions, investigations and problem-solving. Teachers endeavour to provide a safe learning environment through the establishment of clear ground rules with the group which are made explicit to the student and reinforced consistently. This allows pupils to discuss feelings and sensitive issues within a non-threatening and supportive environment. Visiting speakers also contribute to the taught curriculum where appropriate.

Beyond timetabled PSHE lessons pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts, feelings, working as part of a group on a project. The PSHE curriculum is based on a rolling programme. Each year, pupils are given the opportunity to learn about and develop skills in three core areas:

- ❖ Relationships
- ❖ Health and Wellbeing
- ❖ Living in a Wider World

Our PSHE Curriculum already takes the impending changes to the RSE statutory requirements into account.

Sex and Relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, diversity and personal identity.

## **In the primary department the focus is on relationship education, including:**

- friends and family
- bullying (including e-safety)
- emotions
- health and hygiene
- stranger danger
- Puberty will be addressed with individual pupils as and when it is appropriate

## **In the secondary department there is further development in these areas, whilst pupils will also learn about**

- puberty
- intimate relationships,
- how to recognize, understand and build healthy relationships and how to recognize unhealthy relationships
- self-respect and respect for others,
- consent, and how to manage conflict
- how relationships may affect health and wellbeing, including mental health
- online safety
- sexual health, contraception, sexuality

Skills and knowledge in all areas of the curriculum build upon pupils' prior learning and experiences and lessons are differentiated according to physical, emotional and cognitive development of individual pupils. An overview of the topics to be covered can be seen below.

## **Teaching and Learning Strategies**

At Becton, PSHE is taught through a team approach which includes teachers, HLTAs, teaching assistants and Health Authority staff within school (Becton centre). The PSHE coordinator writes the long term plans which are then adapted by class staff to suit individual pupil needs. PSHE and Citizenship is a spiral curriculum for one lesson per week across the whole school.

In addition to the discreet lessons, knowledge and understanding is reinforced using a range of opportunities as appropriate which include:

- Whole school/class sessions
- Small group sessions
- 1:1 session
- Discussion
- Creative activities
- Visiting speakers
- Out of school visits

## **POST-16 PROGRAMME OF STUDY**

All Post 16 students are building on the work pupils have completed in Primary and Secondary. Most will be repeating Y11 due to missing in education.

- Developing self
- Dealing with problems in daily life
- Environmental awareness
- Healthy living
- Individual rights and responsibilities
- Making the most of leisure time

- Managing own money
- Managing social relationships
- Parenting awareness
- Preparation for work
- Working as part of a group
- Working towards goals
- Community action
- Using technology in the home and community
- Personal safety in the home and community

Those delivering the lesson will choose the method most appropriate for their class to meet the objectives of the lesson and **most importantly the needs of the pupils.**

### **Resources**

Staff follow a spiral curriculum programme based on guidance provided by the PSHE Association Programme of Study. Resources are planned to support each Medium Term Plan. Resources are kept in the X Drive PSHE area of the school resource section.

### **Equal Opportunities**

All students have equal access to the curriculum and developmentally appropriate materials and resources. Delivery will be differentiated appropriately according to need. Resources are sensitive to the needs and backgrounds of the student and are monitored regularly to ensure their appropriateness.

### **Parental and Community Involvement**

Working with parents is a vital part of the school approach to PSHE. Parents are invited to join in events in school, such as drop in sessions organised by parents group. They are kept informed of what is being taught in PSHE through curriculum information on the website and are consulted over some of the more sensitive areas of the curriculum.

There are links with local businesses and councillors as part of the work in Citizenship. Links have been made with local churches and community groups.

Outside agencies such as School Health Advisors, the Police liaison officer and dental health advisors may be invited to support the delivery of some aspects of the curriculum.

#### **Assessment, Recording and Reporting**

Pupils' understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in groups.

Parents are informed of pupil progress through annual reviews, the EHCP and Medical review process.

### **Continued Professional Development.**

All staff are encouraged to attend local and national courses as appropriate.

# Primary and Ruby Lodge Long Term planning

Core topics as recommended by PSHE Association	Autumn 1 Relationships	Autumn 2 Health and Wellbeing	Spring 1 Living in a wider world	Spring 2 Relationships	Summer 1 Health and Wellbeing	Summer 2 Living in a wider world
<b>Primary And Special Educational Needs</b>	<b>New Beginnings and Friendships</b> <i>My feelings and other people, managing friendships, coping with arguments</i>	<b>Healthy Eating</b> <i>Identifying different food groups, need for balanced diet, understanding the difference between food we like and food that is good for us</i>	<b>Our community</b> <i>Thinking about others, making rules, facilities in our local community, road safety</i>	<b>Growing and changing (including puberty)</b> <i>Baby to now, body parts, hygiene, development</i>	<b>Medicines and Drugs</b> <i>'good and bad' drugs, tobacco alcohol, household chemicals, peer pressure</i>	<b>People around me</b> <i>Friends, family, people in our local community, stranger danger</i>
	<b>Ourselves</b> <i>Making choices, likes and dislikes, similarities and differences</i>	<b>How do I feel today? Recognising emotions</b> <i>Exploring emotions beyond 'happy and sad'. How do we express feelings appropriately?</i>	<b>Caring for our environment</b> <i>Looking after plants, putting rubbish away, identifying things we like and don't like in our local environment, special places (next cycle swap with summer 2)</i>	<b>Bullying (including e-safety)</b> <i>What is bullying? What do we do if we are being bullied? How to be a good friend, how to protect ourselves when online</i>	<b>Making healthy choices</b> <i>Healthy food, exercise, playing outside, personal hygiene</i>	<b>In the news</b> <i>Discussing topical issues and feelings towards world events, understanding empathy, tolerance</i>
	<b>My friends and Family</b> <i>Family relationships, challenging stereotypes, how to be a friend, how to manage conflict</i>	<b>People who help us</b> <i>In school, at home and in the community. How can we help others?</i>	<b>Valuing money</b> <i>Earning money, saving money, spending money, looking after our money, jobs</i>	<b>Helping others Emotions</b> <i>Caring for others, recognising emotions in others, fair play, sharing, inclusion</i>	<b>Keeping safe and responding to emergencies</b> <i>Road safety, avoiding accidents in the home and community, how to deal with an emergency, safeguarding</i>	<b>Recycling</b> <i>Why we recycle, what can we recycle, how we recycle, looking after our world</i>

## Secondary Becton, Kenwood and Moncrieffe, Chapel House

	Health & wellbeing	Living in the wider world	Relationships	Health & wellbeing	Relationships	Living in the wider world
<b>Level 1</b>	Transition to secondary school Diet, exercise and how to make healthy choices	Enterprise skills and introduction to careers Challenging career stereotypes and raising aspirations	Diversity, prejudice and bullying including cyber bullying Managing on- and off-line friendships	The risks of alcohol, tobacco and other substances Managing puberty and issues of unwanted contact & FGM	Managing puberty and the issues of unwanted contact and FGM Self-esteem, romance and friendships Exploring family life	Exploring family life Making ethical financial decisions Saving, spending and budgeting our money
<b>Level 2</b>	First aid and personal safety, focusing on road safety Alcohol and drug misuse and managing peer influence	Rights and responsibilities in the community Tackling age and disability discrimination	Tackling racism and religious discrimination, promoting human rights Online safety and digital literacy	Mental health and emotional wellbeing, including body image Managing change and loss	Introduction to sexuality and consent Introduction to contraception including condom and the pill	Evaluating value for money in services Risks and consequences making financial decisions
<b>Level 3</b>	Peer pressure, assertiveness and risk, gang crime Dieting, lifestyle balance and unhealthy coping strategies	Understanding careers and future aspirations Identifying learning strengths and setting goals as part of the GCSE options process	Managing conflict at home and the dangers of running away from home Tackling homophobia, transphobia and sexism	Managing peer pressure in relation to illicit substances Assessing the risks of drug and alcohol abuse and addiction	Relationships and sex education including healthy relationships and consent The risks of STIs, sexting and pornography	Planning and carrying out an enterprise project Reflecting on learning skills development in key stage 3
<b>Level 4</b>	Transition to key stage 4 and developing study habits Mental health and ill health, tackling stigma	Understanding the causes and effects of debt Understanding the risks associated with gambling	Tackling relationship myths and expectations Managing romantic relationship challenges including break ups	Exploring the influence of role models Evaluating the social and emotional risks of drug use	Understanding different families and learning parenting skills Managing change, grief and bereavement	Preparation for work experience Evaluation of work experience and readiness for work
<b>Level 5</b>	Promoting self-esteem and coping with stress Learning and revision skills to maximise potential	Understanding the college application process and plans beyond school Skills for employment and career progression	Personal values and assertive communication in relationships Tackling domestic abuse and forced marriage	Health and safety in independent contexts Taking responsibility for health choices	British values, human rights and community cohesion Challenging extremism and radicalisation	

