



PSHE and Citizenship Policy

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1. GENERAL ETHOS

Personal Social and Health Education and Citizenship is an important part of school life and life after school. PSHE will be offered to all pupils as one of our core subjects alongside Literacy, Numeracy and Science. It is an especially important set of skills for our pupils who need to learn to live as independently as possible. Yet it is a very challenging area of learning for our pupils. Some struggle to understand another's perspective which makes it difficult to think about what others in society need them to do. Many of our pupils have Social Emotional and Behavioural Difficulties or attachment difficulties. For these pupils in particular PSHE skills must be fostered to promote their opportunities for success and a healthy lifestyle in adulthood.

As a school community we foster respect of people's differences by valuing each individual equally. We regularly welcome staff who come to work with us from across the world as volunteers and paid employees; this gives pupils the opportunity to have an experience of being around people from different cultures and backgrounds. We have a strong Equality and Diversity Policy which encourages all members of the school community to value and respect individual differences.

2. PSHE IN STEINER WALDORF EDUCATION

The Steiner view of child development considers three key phases: imitation (0-7 years), imagination (7- 14 years) and truth, discrimination and judgement (14-21 years). In light of this PSHE in Key Stages 1-2 is primarily delivered by modelling appropriate social and emotional skills and behaviour. Explicit discussion of themes such as the school rules, dealing with falling out with others and respecting personal space is followed through with learning methods appropriate for each child such as visual cues and reminders, play, puppets and drama. Social and emotional learning is a daily occurrence which is addressed naturally whenever it occurs in the child's day.

The pupils in our Nurture Group (mostly in key stage 3) are often learning or re-learning social emotional skills from a much earlier period in their childhood. It fits with the Steiner view of learning

from this earlier stage that the group learn primarily through imitating the strong positive relationship between the two adults who run the group, always nurturing and supportive.

Many of our pupils have complex learning difficulties which means that some of them are at the early stages of development as learners. As such the emphasis for these pupils is on modelling appropriate skills, at a level which matches their understanding, so that pupils can learn by imitating the adults around them. For some social and emotional skills such as respecting personal space pupils will need many clear reminders about what is acceptable behaviour, supported by communication methods which make these reminders accessible. The basic social skills we expect of all our pupils are appropriate to their age as we need to prepare them for life in the outside world so that they can interact with others successfully. We have high expectations for all of our pupils, whatever their ability and previous experiences, in terms of the positive social skills expected of them. Every pupil has daily opportunities to work on these skills in the contexts of greeting the class staff and pupils appropriately, greeting pupils from other classes at break time and sharing a meal around a table of pupils of mixed ages and abilities every lunchtime.

For children in Years 5 and 6 many of these imitation based methods remain relevant for our pupils, in particular for those who have struggled to develop these skills in earlier years. In addition we take advantage of the imaginative nature of the child at this age to encourage them to play out different scenarios in their creative play and try to imagine what others may be feeling. Stories are widely used to help children rehearse and absorb these skills, by putting the listener or reader in the shoes of a character in the story. It is also a safe way for children to try out different scenarios while practising their skills in the world of imagination.

Stories remain an important way of teaching PSHE for pupils in key stage 3. For those who struggle to address and discuss their feelings and behaviours in a direct way, stories provide a great way of looking in from the outside, and putting yourself in someone else's shoes. Social stories are a direct extension of this where a pupil uses the story to rehearse what he needs to do in real life contexts. Social stories are widely used with pupils across the school to address social and emotional and coping skills.

Pupils in Key Stages 4 and 5 have two key aspects to their learning – practising the skills they will need most urgently in their transition to adult life, and applying the skills they have already learned in wider contexts. Truth, discrimination and judgement links with the themes in the Upper School Curriculum where pupils need to bring the skills they have already learned to help them in new, age appropriate areas such as substance misuse and money management. At this point pupils will be encouraged to think about how they fit into wider society, their roles and responsibilities, plus skills for keeping themselves safe. Their judgement and discrimination should act as a guide for them when considering their own and others' behaviour in our world. Many pupils will continue to develop and practise the basic social skills they will need to be able to participate in society and supported work opportunities.

Many of our pupils have difficulty relating to the concept of time and dealing with change. During the course of the year and through the seasons we experience many changes in our environment. By marking these changes and celebrating the festivals we help to give the children a structure and meaning to the rhythm in time. The use of rhythm in this way is a powerful tool in bringing a sense of order and coherence to the children's lives. This can also lead to children being more grounded in their own bodily rhythms and contributes to their ability to regulate themselves, their behaviour and their emotions.

3. CURRICULUM

Pupils follow a curriculum which best meets their learning and social and emotional needs.

The curriculum content broadly follows the outcomes from PSHE Association Programmes of Study and covers many of the objectives from the Social Emotional Aspects of Learning programme for those who can access this content.

There are three distinct groups in school who each have a different PSHE curriculum:

<p>Pupils working in the P levels (Performance Scales)</p> <p>Key Stage 2 – New Horizons (ASDAN) & B Squared breakdowns Key Stage 3 – New Horizons (ASDAN) & B Squared breakdowns Key Stage 4 – Towards Independence/Equals Moving On PSHE units</p>	<p>Boxall Profile Pupils</p> <p>All our pupils working at National Curriculum levels in Key stages 2 – 4 will follow this curriculum.</p> <p>Includes pupils in all the key stages as relevant to the pupil.</p> <p>Nurture Group curriculum (see below).</p>
<p>Seniors (age 16-19)</p> <p>Upper School Curriculum (see below)</p> <p>Accredited with Equals Moving On PSHE units (P level pupils) or ASDAN Short Course in PSHE (NC level pupils).</p>	

3.1. CURRICULUM FOR P LEVEL PUPILS

Pupils in classes 2- 8 will follow a curriculum designed by their class teacher and assistant teacher based on the Performance Scales for PSHE and Citizenship. These P Scales are broken down into small steps by our Connecting Steps (B Squared) software and this can act as a helpful guide to plan day to day learning activities. These skills will focus on the key areas of:

- staying in lessons
- self regulation (emotions and behaviour)
- interaction with peers

To support this we have the New Horizons curriculum guide from ASDAN. Pupils do not need to be assessed using New Horizons, and using New Horizons alone would mean missing out on important skills from the P scales, but the format and selection of activities may be useful for guiding and assessing the learning of some pupils.

Pupils may not have named PSHE or Citizenship lessons on their timetable as PSHE and Citizenship can be addressed in all learning areas. PSHE and Citizenship targets will be part of each pupil's Individual Education Plan. PSHE and Citizenship learning will be referenced wherever it is addressed in Schemes of Work and lesson plans.

Self Help skills are also assessed using Connecting Steps. The Connecting Steps P level breakdowns offer a useful guide for planning learning in these areas. In addition, for residential pupils, self help skills will be practised by pupils when they are in the houses. Day pupils will have opportunities to practise these skills in lessons where they need to change shoes or clothes (horse riding, swimming, Movement, Eurythmy, school plays) and prepare and eat meals (bakery, at lunchtimes and during festivals).

3.2. NURTURE GROUP CURRICULUM

Our pupils with a higher level of social and emotional difficulties are assessed using the Boxall Profile. The majority of these pupils are taught in our Nurture Group; the rest access Nurture Group activities daily in their own classes and are set targets from their Boxall Profile assessment in the same way as those in our Nurture Group.

The Boxall Profile provides a framework for the precise assessment of children who have social, emotional and behavioural difficulties (SEBD) and are at risk of failing at school. It helps teachers to plan focused intervention for those children whose behaviour seems to make no sense. The profile provides the teacher with insights and suggests points of entry into the child's world — it makes people think about what lies behind the behaviour.

Using the information from their assessment the Nurture Group teacher and assistant teacher plan specific activities to address each child's needs. Overarching themes can be taught in a group but personalised activities may be appropriate for some individuals in addition. Activities used are created by Educational Psychologists and Nurture Group practitioners which are published by the Nurture Group Network. The most powerful learning tool for this group is the modelling of the relationship between the two staff, always nurturing and supportive, as it provides a role model that children observe and begin to copy.

The Six Key Principles of Nurture Groups are:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of self-esteem
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

3.3. 16+ CURRICULUM

The following themes will be studied by our Seniors (aged 16-19):

- Money
- Health and Nutrition
- Personal and Social Skills
- Citizenship
- World of Work
- Rights and responsibilities
- Substance Abuse

For pupils following the Equals Moving On accredited course they will study units covering all of these areas, over the course of key stage 5. There is a folder of resources and example schemes of work to show how the units can be exploited to cover these learning areas fully for pupils with different learning needs.

For pupils studying for the ASDAN Certificate of Personal Effectiveness or ASDAN Bronze programmes some elements from the list above are covered. This group of pupils will have a PSHE and Citizenship scheme of work that runs through key stage 5 allowing them to cover all these topics, many of which can be addressed by expanding the CoPE or Bronze challenges. We also have the option of offering the ASDAN PSHE Short Course as part of their overarching CoPE or Bronze qualification where this is appropriate.

4. SEX AND RELATIONSHIPS EDUCATION (SRE)

Learning about sex and relationships is an essential part of any personal, social and emotional education. Good quality SRE should give pupils space to explore a taboo subject in a safe environment with room for them to ask questions and be given honest answers to their questions at the level of their understanding (age and ability).

Debbie is an independent SRE provider who works alongside us in school to offer a full and rich sex and relationships curriculum to all pupils. Pupils will be invited to join Debbie’s sessions in a small mixed peer group or occasionally in a 1:1 context. Pupils at any age can be referred to these SRE groups but most pupils start sessions at age 11 and continue their learning for as long as they need to.

Class teachers, assistant teachers and other school staff such as Support Workers in the residential houses, will build on and reinforce the learning from the SRE sessions. For many pupils in the P levels this means reinforcing key concepts such as public and private space and behaviours with visual aids and signed communication, making key messages clear. This is especially relevant for themes such as masturbation where an understanding of private and public behaviour is key to the pupil managing themselves successfully. For these pupils putting the learning into context is essential hence the need for the learning to go beyond the SRE sessions.

Pupils working at National Curriculum levels may feel the need to bring questions from their SRE sessions into other areas of the school day. It is important for pupils to be able to discuss their learning, particularly if something is worrying them, so where it is not possible to address questions immediately (for example, in the middle of a lesson), time should be made to continue the discussion at a more suitable time. Themes which cross over between PSHE and SRE such as what makes a healthy relationship and understanding our feelings about different relationships will usually be addressed in the PSHE curriculum described above as well as in the SRE sessions.

All pupils will be taught about ‘saying no’ to things which make them uncomfortable. Some pupils will need help to express their discomfort. Pupils who have the understanding to be able to engage in sexual or romantic relationships will learn about consent and being wise enough to consent (not just being of a legal age to consent). This forms part of a wider focus on keeping yourself safe and being assertive in the PSHE curriculum described above.

5. ASSESSMENT & ACCREDITATION

Pupils in Key stages 2 and 3 are pupils assessed through our Connecting Steps (B-Squared) software for PSHE and Citizenship (plus Self Help where applicable). We use the Performance Scales and pre 2014 National Curriculum levels which are broken down by the Connecting Steps programme into smaller assessment points.

Pupils in Key Stages 4 and 5 pupils follow specific accreditation through Equals Moving On units, ASDAN CoPE, Bronze and ASDAN PSHE Short Course as appropriate.

Created	Person	Reviewed
29.02.2016	Rikke Julin / Nicolette Jones	