

School Curriculum Subject Guide

PSHE and Citizenship

(last updated in June 2016)

Definition

PSHE and Citizenship is an important aspect of education at Young Epilepsy. PSHE supports and develops self-esteem, which, where high, contributes to the ability to perform well in all areas of life.

St. Piers School sees PSHE and Citizenship as being concerned both with the students as individuals and as members of society. This area of learning encompasses skills which enable students to become accepted participants in social situations and which will encourage their emotional development. It is our intention to:

- promote a positive self-concept
- enable the students to tolerate, co-operate and participate in a wide range of activities
- develop self-help and independence skills

PSHE and Citizenship permeates all aspects of a young person's education.

The revised rolling programmes that comprise the curriculum for all Key Stages include linked topics from the EQUALS Schemes of Work in order to facilitate cross-curricular and integrated learning. Where or when a particular additional need is identified for further PSHE work to be undertaken, teachers can use material from other topic content to plan activities. Aspects of personal care and behavioural issues are addressed within students' Individual Education Programmes.

Food Technology plays a large part in covering PSHE skills but is considered to be part of the Design and Technology Curriculum. Lesson plans for Food Technology should make PSHE and Citizenship aims clear.

Sex and Relationships Education is delivered across Key Stages 2, 3, 4 and the Sixth Form as part of a rolling programme with content appropriate to the students' developmental level of understanding. Particular focus is given to awareness of self, staying safe and coping with growing up. Topics are drawn from EQUALS Schemes of Work for PSHE and Science; precise content is tailored to meet individual needs.

Aims

The following aims are based on those set out in the Equals Access documentation and still remain relevant to our students.

- Through their PSHE courses, students should develop an awareness of self and enhance their self-esteem and self-respect through the development of personal skills
- PSHE lessons should support the students' ability to recognise individuals and their own independence in society by building relationships and behaving in an appropriate manner
- PSHE lessons should link with RE to support aspects of spiritual development, encouraging the students to appreciate each other and humanity throughout the world
- Through their PSHE courses, students should develop knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong
- PSHE lessons should support the development of positive attitudes towards a healthy life style

Identified outcomes

In addition students should have the opportunities to:

- Make safe choices and informed decisions
- Make a difference or make changes by their individual or collective actions
- Find out that there are different viewpoints which lead to a respect for the opinions of others

As well as defined lessons, PSHE and Citizenship can be delivered through:

- Circle Time
- Snack Time
- Social Use of Language Programmes
- Play Sessions
- Play and break times
- Assemblies
- Integration (with other groups or beyond the school)
- Intensive Interaction
- Positive Reinforcement
- Team Building
- School Council

(This is not a definitive list.)

Social aspects of PSHE can be delivered across all curriculum activities and in the residential setting.

As part of the teaching process, due consideration will be made to the specific difficulties encountered by students who have autistic spectrum disorder.

Students with ASD have difficulties in their:

- Ability to understand and use both non-verbal and verbal communication
- Ability to understand social behaviours and interactions with other people
- Ability to think flexibly