



## **PERSONAL, SOCIAL, HEALTH, CITIZENSHIP & ECONOMIC EDUCATION (PSHCEE)**

This subject is innately very important to the Annex school and its students. The underlying drive towards social inclusion is a critical factor in them establishing a successful social repertoire and functional understanding of the wider world and place within modern Britain at large. This subject is therefore taught in order to foster a sense of self and purposeful identity within society.

The subject is taught in a multitude of approaches; a single definitive weekly P.S.H.E. lesson is provided in order to tackle personal social issues, also daily morning assemblies are designed to overview aspects of the wider world and community in line with Citizenship concerns, visiting speakers regularly come to explore further social concerns such as Bullying and C.S.E. and daily House Meetings take place at the end of each school day to reflect on personal behaviours and progress. Further individual sessions also occur with the SENCO to deliberate pathway plans and pupil voice work..

The National Curriculum requirements are met by following the ASDAN “P.S.H.E. Short Course. The course is designed as a certificated course. The full course syllabus is as follows:

Terms	Syllabus Covered:
1/2	Keeping Healthy
3/4	Social Relationships
5/6	Careers and Your Futures
1/2	Wellbeing
3/4	Intimate Relationships
5/6	Becoming a Parent
1/2	Economic Responsibility

PSHE lessons employ a multi-sensory/creative approach utilising music, film, drama-role-play / dressing up and expressive ‘therapeutic drawing’ techniques. This is used as a direct tool in order to captivate and maximise student responses. Care is taken to maintain a serious sense of sensitivity and purpose with regards to ‘issue –based’ work (especially when dealing with emotional students; we have Child Protection procedures in place to protect against issues of confidentiality where a student is involved in serious disclosure).

With regards to the Asdan course all Students work through set themes (Modules) completing set challenges along the way. Students are familiar with the idea of doing challenges as they all currently take part in the ASDAN Award scheme. The programme covers 6 credits which can be utilised towards other Asdan qualifications. It is hoped that the present cohort of students will achieve the certificate. Students that complete this course may go on to study PSD Level 1 modules.

These modules may relate other relevant school and house activities. ‘Keeping Healthy’ is reinforced as healthy eating within Cooking lessons. ‘Economic Responsibility’ is underpinned within the residential setting where issues of personal finance and independence which are regularly addressed through Functional Maths as well as areas addressing careers (See Careers Policy). and a wider understanding of the economy at large. ‘Social Relationships’ are an important component of general Learning Skills involving S.E.A.L. (Social & Emotional

Aspects of Learning) and forms an important element within the behavioural/therapeutic nature of the school and the house.

Through 'Wellbeing' students are actively encouraged to explore a positive 'sense of self'; who they are, where they come from, how they interact with other people and eventually where they would like to be in the future. This work has an issue-based approach which encourages positive notions of well being, indeed the house and the school adopts a small family feel where social problems are worked through openly and honestly through 'House Meetings', Key-Worker sessions and Designated Teacher meetings. Destructive routes of living are always actively discouraged and Rewards at school and house are geared towards positive behaviours.

Regarding our use of guest speakers these come to overview different social topics such as drugs and crime (we have used speakers from the Crime Reduction Initiative in Woolwich) and used speakers from the Kent anti-drugs team 'Addaction' who also do additional 1;1 work with specific students as required. A sex education community nurse also attends the school regularly (approximately every 6 months) to highlight relationship concerns and she too does additional and confidential 1;1 work addressing Sex Relationship Safety (S.R.E). An anti-bullying drama based group 'Brave The Rage' also regularly attend the school to do interactive work addressing issues of Bullying and aspects of C.S.E. and Radicalisation and Racism. Bullying is taken very seriously at the school and this also features in relationship work and everyday pupil tracking (see Safe-guarding Policy), Assemblies also incorporate Anti-Bullying week within the calendar of events.

With the 'Social Relationships' module students engage in discussion around school rules, behaviour and personal tracking targets. This is a real opportunity for everyone to engage using the 'Pupil Voice' approach involving views and ideas about how the school Rewards and Sanctions system ('School Life') operates and their personal place within this. It is also an opportunity to engage with teaching staff in a more mutual respect approach and acquire some sense of ownership with the school system and build personal resilience skills. Recently a pupil was barred from a local sports Centre and he did reparation work around codes of behaviour in public with his Keyworkers in school. Y.O.T workers regularly visit the house and are often in communication with the SENCO.

Learning skills which are addressed on the PSHE course concern Key Skills; Learning, Teamwork, Coping with Problems, Use of Computing, Use of English and Use of Maths.

### **Assemblies with a Citizenship & Historical leaning**

Assemblies occur every morning between 9.00-9.25am. On Monday's Assemblies are extended from 9.30-10.15 to tackle topical celebrations and extended issues within S.M.S.C. (Social, Moral, Spiritual and Cultural Education) framework. On Friday Assemblies are extended into Reflection Time from 9.25-9.35am to overview the school week.

### **TEA & PAPERS**

At the Annex school we like to use the morning time (9.00-9.25pm) as a gentle adjustment period of time for students to adapt to an independent learning frame of mind. The mornings

take on the form of a 'commuter-style' breakfast involving the reading of a broadsheet newspaper alongside a cup of tea or coffee. Students retain regular seating positions and use personalised mugs for Teachers and Students to drink from. SENCO; Sheriff's Mug, School Captain; Captain's Mug, Coach's Mug, Sports Correspondent; Sports Mug, Visitor's Mug and personal named mugs are commonly used. Students are rewarded with points for punctuality and wearing a school uniform, further points are rewarded for active involvement about the news; such as what is the date? What is the day's temperature? What is today's headline? What's on the T.V. tonight? Completing puzzles/word-searches and group crossword work. Students are further rewarded for reading out loud an interesting article of news by being allowed to take 3 biscuits and are encouraged to collect images and articles relevant to other personal projects such as Art and Asdan.. The emphasis here is on students becoming conversive with difficult national and global and economic issues (such as war and extremism) through a back-door approach. (All pupils are encouraged to get a passport in Year 11 and experience going abroad and experience our and other cultures further afield). All Tea & Papers discussions and reading difficulties are logged by the L.S.A.

This session is particular successful in installing socialising patterns of behaviour which can be noted when students go on school/house trips particularly involving public transport as they quite naturally join in with the everyday civilised commuter behaviour; sitting quietly discussing the day, reading a paper and drinking a hot drink. This method is also good for installing confidence in reading, as the whole school reads together with teaching staff or other students helping with the pronunciation of difficult words. There is an overriding emphasis on everyone helping each other to read and a zero tolerance policy for no-one to be critical of slow readers. Difficult words are noted for further Literacy work. One of the overarching aims of 'Tea & Papers' is to establish a solid calm, orderly, friendly introductory period of time for the beginning of the day for students to acclimatise to the teaching day ahead. In this lesson students are given a 15 minute window of time in which to turn up on time for the start of the day, this is done in order to alleviate late morning start issues so common with BESD pupils. Care Workers in the house work very hard to motivate morning attendances, often the Senior on shift will rally together all the residents for a brief motivational group talk just before sending the residents over to the school.

Tea & Papers is an opportunity for the whole school to gather together giving the staff and students the opportunity to discuss issues about the effective role of society at large as well as reflect on more immediate local and individual concerns.

Often individual students will stick to reading the same specific features each morning such as being a sports correspondent, a headline reader, being an astrologist or group script reading of a cartoon strip. Originally we used The Sun newspaper, we then used The Mirror. Now that reading has improved we are experimenting with more difficult papers such as The Mail and The 'i'. Sometimes local papers are brought in to highlight local concerns. Every week we try install 'A thought of the week'.

## MONDAY ASSEMBLY

The school Assembly takes place every Monday Morning. It is designed to highlight topical and seasonal themes and issues concurrent at the time and follows a rolling programme which

are reviewed annually. This is designed specifically to cover grounds involving the S.M.S.C. issues. A curriculum mapping document touches on these aspects. Basically Monday Assemblies try to cover the following format;

- Week 1 – Overview of term by Head Teacher and SENCO.
- Week 2- Celebratory Aspect
- Week 3- RE component
- Week 4- Historical component /topical events
- Week 5- Geography component
- Week 6-School Visitor/ training / hands on workshop
- Week 7-End of Term School Trip

The overview of the term highlights all activities which are to occur throughout the term and all pupils are required to list these in their personal diaries, this includes key sporting events, trips and visits, key meetings, birthdays, national events and holidays and recapping on the previous term's achievements and successes. The use of personal diaries is designed to help foster organisation and planning skills.

Themes explored involving celebratory events include National festivals such as 'Easter', 'Halloween', 'Fireworks Night' and 'Christmas'. Important annual military events such as 'D-Day', 'The Battle of Britain' and 'Remembrance Day'. Saints Day's; St. Patrick, St. David and St. Valentine. Special family days; Mother's Day and Father's Day. Important sporting events such as 'Wimbledon'. National awareness days; 'National Apple Day', 'National Road Safety Day', 'National Tree Day' and 'National No-Smoking Day'. World awareness events; 'World Poetry Day' and 'Black History Month' (which has involved watching the series 'Roots'). Important foreign days such as 'Independence Day', 'Nelson Mandela's Birthday' and 'Chinese New Year'. Assemblies also look examine the seasons and native and global wildlife concerns.

Assemblies also explore British social heritage involving 'The Celts', 'The Romans', 'The Saxons' and 'The Romans' and these are incorporated into an historical school visual timeline. Lessons also cover in depth political dimensions involving; 'World Population Day', understanding Government (visiting the Houses of Parliament), understanding the juvenile court system, UK Equality, United Nations Food Day, The British Monarchy and The British Empire, piracy, Far East industrialisation, modern warfare, UK demographics and election voting games.

Every term we like to try and focus on a specific country/continent and related religious and political dimensions. It is the intention for pupils to try and build up illustrated and more conjoined view of the world.

Assemblies utilise a strong hands on approach concentrating on students utilising 'Effective Participant' learning skills. Students are encouraged to develop an awareness of seasonal activities, in autumn students explore folklore items; conkers, apple bobbing, making corn dollies, making birdfeeders and bird boxes and identifying wildlife/environmental concerns. In spring planting trees, writing poems, making decorations and posters, doing Easter egg hunts, picking fruits and eating unusual foods. There is also a strong emphasis on celebrations visiting places of interest such as churches, war museums, war cemeteries, foreign markets, local caves

and themed exhibitions. Making poppies, cards, gifts and decorations, maps and models. Students are also encouraged to think empathetically visiting animal sanctuaries, dogs homes and taking part in meditation activities. This is done as a whole school approach and often involves time being utilised on the Monday Morning. We try to accommodate at least one trip a term. Assemblies therefore employ Citizenship as more of an experience rather than as a conventionally taught subject.

#### WIDER COMMUNITY

Further trips are designated as full day extended Assembly activities. Examples of this include visits to a local Sikh temple (incorporating aspects of religious tolerance). Taking part in charity fund raising events involving Swimathons for Cancer, Red Nose Day activities for Children in Need and a recent sponsored Mountain Bike riding challenges raising money for a local mental health charity. Other wider activities have included a coppicing project with The North West Kent Countryside Project and regularly helping to maintain a public sculpture at a local Heritage Gardens alongside a mental health arts charity for which the school appeared in a local newspaper article and featured on a permanent plaque being installed within the public gardens.

#### REFLECTIONS

At the end of the week a reflection assembly gives students the opportunity to consider their weeks' learning and opinions about the school week. During the Reflections assembly students and support staff are encouraged to 'Chew over the week' and are issued with 'reward-chews' whilst writing out their thoughts and grading of the week. This is one opportunity where students are able to voice their concerns about the way the school is run and delivered. Students will comment on individual days and what they did, news of the week, grade their days and comment on a specific thing which they have learnt in the week. This exercise falls in line with ideas about D.I.R.T (Direct Improvement & Reflection Time).

Parents/carers and staff are welcome to attend any assembly if they wish, (by arrangement)- It is important to note because of the pro-active nature of this subject area L.S.A.'s need to be particularly vigilant to arguments/disagreements between students and adopt a calming approach in Assemblies and P.S.H.E lessons.

#### SCHOOL TRACKING

Assemblies are a time when the School Captain may be activated, the school captain will make sure all students are lined up outside at the start of the day and then allocates pupil tracking forms to the L.S.A.'s. The teacher may distribute student tracking forms to regular L.S.A.'s who may work with pupils on set days establishing a routine 1:1 relationship bond. A school Captain is nominated each year at Sports Day (only if a suitable candidate can be found) sometimes due to the awkward dynamic and intake we do not utilise this position.

#### HOUSE MEETINGS/HAND-OVERS

School House Meetings occur every day when school lessons finish. The Teacher on shift attends each of these meetings. Though these meetings are specifically house led and mostly concern issues pertaining to the running of the house, a reasonable period of time at the start of the house meeting is spent reflecting on the behaviour and progress of students within the

school day. The flavour of these meetings employ a large degree of discursive enquiry were any particular negative school performances throughout the day can impede on student-residents pursuing evening activity rewards. This is viewed very much as an open hand-over from the school to the house.

At the beginning of the day a brief handover always occurs just before school starts between the teacher and senior care worker on shift to ascertain any previous problems from the night shift, likewise the teacher will outline the intentions of the day and any timetable problems and staff input requirements. These arrangements make for a seamless link between both environments.

### Assembly aims

It is generally accepted that “Promoting and evaluating pupils’ spiritual, moral, social and cultural [SMSC] development” is a crucial responsibility of a school. The OFSTED guidance (2004) with that title gives assemblies as one example of how this can be achieved.

It must be noted that Assemblies seek to embed all non-provision Humanities subjects due to the small nature of the school not being able to offer the full range of National Curriculum subjects. Citizenship will utilise Blooms Taxonomy of Learning aspects as much as possible.

This policy will set out what we hope to achieve with our assembly programme and how we plan to achieve it.

### Definition

Our assemblies are opportunities for the whole school to meet, across the key stages, helping to foster a whole-school identity for the students.

The school believes that assemblies are instrumental in promoting the ethos of the school and provide students with an opportunity for collective reflection and the consideration of spiritual, moral, social and cultural (SMSC) issues.

Students’ social awareness is essential to their personal and collective safety and/or development as local or global citizens.

The assembly programme endeavours to aid students in:

- developing an understanding of our own characters, strengths and weaknesses
- developing self-respect and self-discipline.
- clarifying the meaning and purpose in our lives and decide, on the basis of this, how we believe that our lives should be lived.
- being motivated, throughout life, to seek knowledge, wisdom and understanding.
- sharing community values and success.
- reflecting on their own learning preferences, styles and behaviours.

### Further Aims

We aim to:

- develop positive social interaction and the skills to work and live in co-operation with others.



- develop personal responsibility and ability to make informed choices and decisions.
- develop the ability to manage feelings and behaviour.
- develop both morality and spirituality.
- develop the basic rules and skills for keeping healthy and safe.
- enquire about the differences, injustices, rights and responsibilities.
- gain knowledge and understanding about the basics of cultural heritage and the development of different communities through a cross-curricular input.
- Learn about institutions, issues, problems and practices in our democracy.
- Gain an awareness of the wider world.
- Gaining an understanding of British history.

It is further intended that students;

- have a broad knowledge and understanding of the topical events that they study, the rights, responsibilities and duties of citizens, the role of the voluntary sector, forms of government, provision of public services and the criminal and legal systems.
- show understanding of how the public gets information, how opinion is formed and expressed, including through the media, and how and why changes take place in society.
- take part in school and community-based activities linked through Asdan challenges and school trips, demonstrating personal and group responsibility in their attitudes to themselves and others.

Teaching will involve:

- both active and interactive strategies within the classroom.
- a variety of media in order to present issues.
- the different ways in which pupils learn.
- promoting caring, respectful and empathetic values.
- students gaining knowledge and understanding about becoming informed citizens.
- students developing skills of enquiry and communication.
- Students developing skills of participation and responsible action.

As P.S.C.H.E. provides opportunities to collectively reflect on spiritual and/or religious issues and sex and health education information, students may be withdrawn at the request of their parent(s) and/or guardian.

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