



ASPIRE: Lifeskills Learning Centre

PSHE & CITIZENSHIP POLICY

Introduction

This policy describes how personal, social, health, economic and citizenship education is taught and coordinated at Aspire: Lifeskills. It has been produced by the Subject Leader in consultation with the Senior Leadership Team (SLT).

This policy is reviewed annually by the Subject Leader who is responsible for leading policy development in the subject.

The school's health and fitness is overseen and monitored by the SLT

CITIZENSHIP & PSHE and Autism

Pupils with autism experience significant difficulties with 3 distinct areas:

1. difficulty with social communication
2. difficulty with social interaction
3. difficulty with social imagination

Pupils with autism often also have issues around sensory processing and a lack of awareness of danger. Each of these areas needs to be considered when planning and delivering the curriculum to pupils with autism alongside other common characteristics of autism such as:

- difficulties with generalisation
- difficulties with executive functioning
- impairment of theory of mind
- no innate preferences for faces
- poor self-awareness and sense of others
- lack of empathy for others

As such Citizenship & PSHE will play a core role in the development of a person with autism. At ASPIRE: Lifeskills we believe that Citizenship & PSHE is a vital part of the education of our pupils as the quality of our pupil's future is likely to depend on their ability to behave in a socially acceptable manner, have good personal hygiene and interact socially.

In light of these autism-specific difficulties some key points to teaching Citizenship & PSHE to pupils with autism can be seen below and any autism-specific issues are highlighted within the 'points to note' section in each unit of work:

- make learning opportunities concrete and real.
- supplement teaching with visual aids e.g. videos, props, photographs, pictures, symbols, objects etc.
- avoid ambiguous language
- always teach about 'self' first, before referring to others
- reinforce messages and provide plenty of opportunities for generalisation
- keep language simple and use agreed vocabulary
- be specific – provide pupils with explanations. Don't presume they will make the link e.g. between a behaviour and an emotion
- encourage pupils to make choices and express their feelings

Policy Statement

Citizenship & PSHE at ASPIRE: Lifeskills supports young people with autism to develop emotionally and socially, encouraging their participation in increasing personal awareness and social skills.

High quality Citizenship & PSHE can help to improve behaviour and inclusion, working towards achieving the five outcomes of Every Child Matters for children and young people:

1. being healthy
2. staying safe
3. enjoying and achieving
4. making a positive contribution
5. achieving economic well-being

We recognise that many pupils at ASPIRE: Lifeskills may never independently achieve the Every Child Matters outcomes, but strive towards each child fulfilling their maximum potential and participating actively in their lives as independently as possible.

ASPIRE: Lifeskills fosters and promotes positive, respectful and nurturing relationships across the whole Learning Centre community, with consistent approaches in classrooms, corridors and social areas, facilitating a whole school approach to Citizenship & PSHE.

Throughout a comprehensive induction and staff development programme, staff are enabled to feel confident and empowered to contribute to this ethos.

The Citizenship and PSHE curriculum aims to:

- develop confidence and responsibility and make the most of their abilities
- prepare to play an active role as citizens
- develop a healthier, safer lifestyle
- develop good relationships and respect the differences between people
- promote economic well-being and financial capability
- promote personal wellbeing

Citizenship begins by simple interactions with familiar adults increasing to interactions with other pupils in one-to-one and group activities.

It incorporates roles and responsibilities for people within the Learning Centre, acceptance of boundaries and rules through persistent and consistent teaching allowing pupils to move from a personal view of themselves and their immediate world towards a much wider perspective.

Knowledge and understanding of citizenship is addressed at KS3 4 and 5 through:

- knowledge and understanding of informed citizens
- developing skills of enquiry and communication
- developing skills of participation and responsible action

Learning about Citizenship & PSHE for pupils with special educational needs is particularly important as it helps pupils to develop as individuals within a wider society, enabling them to understand themselves physically, emotionally, socially and sexually and to understand their relationship with others.

Through a successful and relevant programme of study in PSHCE, pupils move towards true independence and consequently display more socially acceptable behaviour. By increasing pupil's feelings of physical well-being they are developing a sense of personal dignity thus providing opportunities for the development of the pupils' individual personality.

Safeguarding Commitment

As identified in our Safeguarding Policy, which also reflects in citizenship and PSHE curriculum, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Organisation, planning, delivery and assessment

Citizenship & PSHE is coordinated and managed by the PSHCE & SRE Subject Leader in consultation with SLT, support team, speech and language therapists, parents and pupils

ASPIRE: Lifeskills delivers a highly individual and personalised teaching and learning experience for all pupils which contributes to the constant evolution of the Citizenship & PSHE curriculum. This personalised approach is delivered across all subjects and throughout the Learning Centre day, utilising planned and spontaneous opportunities to work towards independence and personal ILP targets. Individual priorities are identified and highlighted through parental communication, half-termly multi-disciplinary class meetings, annual reviews and ILP targets.

Parents/Carers, and pupils who are capable, are enabled to comment upon individual needs through the use of weekly home-school communications and the ILP and annual review process. Multi-disciplinary teams also feed into this annual review process and pupil-specific issues can be raised with class teachers and SLT.

As identified in our Safeguarding Policy planned PHSE and Relationships, Sex and Health Education will include personal privacy, respect and consent so that students will have a better understanding of how to behave towards their peers including online. This will be taught alongside other safeguarding issues as set out in the DfE statutory guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education". This will be appropriate to students' age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.

Teachers use a variety of resources and autism specific strategies to support the teaching and learning of pupils, for example: 1:1 work, small group activities, social skills training, use of ICT, use of role play and drama, modelling, use of sensory resources and firsthand experiences through educational visits. All areas of Citizenship & PSHE will be taught in context but where appropriate will also be addressed through contrived 'real-life' situations and/or role plays to allow rehearsal before being put into practice.

Management of the budget for Citizenship & PSHE is the responsibility SLT. Resources are an eclectic mixture of specific commercial items to everyday objects, from basic resources such as toothpaste and real money to electrical appliances and telephones. The Learning Centre is set in the centre of Loughborough which provides access to outside resources such as visits to the local supermarket, public toilets, library and leisure centre to practice their skills, knowledge and understanding learnt through Citizenship and PSHE. Requests for specific resources are highlighted by staff or through amendments to the scheme of work or pupil-specific requirements. (Specific details and examples of resources can be found in the inventory of resources in the Subject Leaders file.)

Assessment procedures are followed as outlined in the Assessment, Reporting and Recording policy. Citizenship & PSHE objectives, within a pupil's ILP, are assessed and recorded weekly in line with the related ILP target's methodology and performance indicator. This allows for achievement to be noted, whilst providing guidance for future teaching and learning. Evidence of work in the form of photographs/video/pieces of work will show significant progress and form part of the pupil's Record of Achievement. Progression and assessment will be ensured through the use of the Citizenship and PSHE schemes of work.

Sex and relationships education permeates through the whole Citizenship & PSHE curriculum via the PSHE Association scheme of work which ASPIRE: Lifeskills has adopted.

More details can be found in Aspire: Lifeskills's SRE guidelines.


Related Policies

This policy makes reference to the following documents:

- PSHE Policy
- Assessment, Recording and Reporting policy
- Sex and relationship education policy
- Health and safety policy
- Anti-bullying policy
- Safeguarding policy
- Equal opportunities policy
- Behaviour policy

POLICY REVIEW STATEMENT

This policy will be reviewed every year or earlier should legislative change or other event require it.

SIGNED:... 

POSITION:.....DIRECTOR

DATE:.....1st July 2024

REVIEW DATE:1st July 2025

FOR & ON BEHALF OF ASPIRE: Lifeskills