



SMITHDON HIGH SCHOOL

POLICY DOCUMENT

**ON CITIZENSHIP
& PERSONAL DEVELOPMENT**

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1. Aims

- Through the Citizenship & Personal Development sessions, students will gain practical knowledge and skills to help them live healthily and deal with the social and cultural issues they face as they approach adulthood to become informed citizens.
- During Citizenship & Personal Development sessions, students should be given the opportunity to reflect on their experiences both in and outside school, as well as how they are developing as people.
- Students should also be encouraged to understand and manage a wider range of relationships as they mature and to show respect for the diversity of and differences between people.
- Students will be encouraged to develop their well-being and self esteem, to enable them to take part fully in their future choice of career and as active citizens in the world beyond school.
- Areas of the Citizenship & Personal Development Curriculum will be covered in line with National Curriculum requirements. Topics will be signposted to indicate which areas are being covered.
- Citizenship & Personal Development aims to support all areas of the curriculum by encouraging students to take responsibility for their learning and to emphasise their role in the teaching and learning process. Issues related to general approaches to homework and examination revision will be addressed through the Citizenship & Personal Development sessions
- Work will be covered during discrete sessions and tutor times by the form tutor. The form tutor has an overview of their tutees so that any sensitive areas can be dealt with discretely. The nature of the work allows all students to participate at a level appropriate to their ability.

2. Content to be delivered

- The content for Citizenship & Personal Development is based on the government's guidance on sex and relationships education and on the five Every Child Matters outcomes:
 - enjoy and achieve
 - stay safe
 - be healthy
 - make a positive contribution
 - achieve economic wellbeing

- The content also supports parts of the 14-19 Citizenship Curriculum. These are:
 - Sex and relationship education (SRE)
 - Information, Advice and Guidance – www.u-explore.com
 - Alcohol and drugs education
- Some parts of the curriculum will be delivered by outside agencies approved by the school, which have a wider view of the topic covered.
- Each topic has clearly defined learning objectives, links to the National Curriculum Frameworks for Citizenship & Personal Development, and a suggested learning outcome. These are to be the focus for the sessions.
- The importance of personal wellbeing will be addressed to allow the students to become successful learners who enjoy learning, make progress and achieve, and confident individuals who are able to live safe, healthy and fulfilling lives. At Key Stage 3 the students will consider risk (in both positive and negative terms), relationships, feelings, emotions and diversity.

The content of personal wellbeing will cover the areas set out in Appendix 1.

- Economic well-being and financial capability brings together careers education, work-related learning, enterprise and financial capability.

The content of economic well-being will cover the areas set out in Appendix 2.

- Education for Citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate.
- Pupils will learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They will be encouraged to respect different national, religious and ethnic identities.
- Citizenship will also address issues relating to social justice, human rights, community cohesion and global interdependence.

This policy will be reviewed annually.

Appendix 1 – content of personal wellbeing

- examples of diverse values encountered in society and the clarification of personal values
- the knowledge and skills needed for setting realistic targets and personal goals
- physical and emotional change and puberty
- sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities
- facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others
- how a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise
- ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
- a knowledge of basic first aid
- the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement
- different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships
- the nature and importance of marriage and of stable relationships for family life and bringing up children
- the roles and responsibilities of parents, carers and children in families
- the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals

Appendix 2 – content of economic wellbeing

- different types of work, including employment, self-employment and voluntary work
- work roles and identities
- the range of opportunities in learning and work and changing patterns of employment (local, national, European and global)
- the personal review and planning process
- skills and qualities in relation to employers' needs
- a range of economic and business terms, including the effect of competition on product and price
- personal budgeting, money management and a range of financial products and services
- risk and reward, and how money can make money through savings, investment and trade
- how businesses use finance
- social and moral dilemmas about the use of money.