

Beverley Grammar School



Personal, Social, Health and Citizenship Education

Policy & Handbook

Personal, Social, Health and Citizenship Education

Policy and Handbook

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PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION POLICY

Beverley Grammar School

Introductory Statement:

At the start of the academic year 2006/7 PSHE and Citizenship were combined and become known as Social, Personal and Citizenship Education or SPACE. It is important to emphasise at this stage that throughout the teaching and learning of SPACE, Citizenship is given its own identity where applicable. One will be able to see further clarification of this through separate appendices at the end of this policy and through the handbook.

This policy has been drawn up with reference to current government guidance including National Curriculum Handbooks which outlines the non – statutory requirements for PSHE and the separate statutory requirements for Citizenship. It also incorporates our legal and OFSTED requirements to have a sex and relationships education and anti – bullying policy, a statement on drugs, solvents and tobacco education and other related policies.

1. Context

Details about the background of Beverley Grammar students can be seen in the school prospectus and most recent OFSTED report. However it is important to mention that students come from a variety of backgrounds which reflects the importance of teaching SPACE

This policy has been drawn up in consultation with the SMT, students and Governors. It is being drawn up to develop and enhance the current PSHE Handbook which was last updated in 1997.

2. Values and Ethos

At Beverley Grammar School we believe that children and young people's personal, social, moral, cultural, spiritual and emotional development is underpinned by a supportive ethos. We aim to ensure that:

- All children and young people are valued and encouraged.
- Positive relationships are promoted throughout the school.
- There is a safe and secure school environment that is conducive to learning.
- Potential is recognised and developed and all forms of achievement are celebrated.

We will promote social inclusion and equality and celebrate diversity in all aspects of school life. We will challenge all forms of discrimination including that based on race, gender, sexuality, mental or physical disability wherever it should occur at school.

3. Definition

Social, Personal and Citizenship Education (SPACE) encompasses both the process and content of education. It incorporates all aspects of our planned provision that promote the development of attitudes, knowledge, skills, understanding and potential of children and young people to enable them to have confident, healthy, independent lives, and become informed, active, and responsible citizens.

4. Aims

Through SPACE we aim to:

a) Promote the personal development of all our children and young people.

Enabling children and young people to:

- develop self-esteem, self-awareness and understanding, confidence, self-reliance, self-discipline and to make the most of their own abilities
- develop the ability to reflect on and become responsible for their own learning, future choice of courses and career.

b) Encourage active citizenship and the involvement of our children and young people in their communities.

Enabling children and young people to:

- play an active role as members of a democratic society, and become involved in the life and concerns of their neighbourhood and communities
- develop a sense of social and moral responsibility and fairness
- have the ability to develop and communicate their own values and beliefs whilst respecting those of different cultural traditions, and make informed decisions
- develop a knowledge and understanding of current issues and the main political and social institutions that affect their lives and of their responsibilities, rights and duties as individuals, and members of communities.

c) Develop children and young people's understanding of health and safety issues.

Enabling children and young people to:

- develop a healthy lifestyle so that they can stay as healthy as possible and keep themselves and others safe
- reduce the chance of their education being interrupted or impaired eg: through unintended pregnancy, drug misuse, fear of bullying.

d) Develop children and young people's ability to form positive relationships.

Enabling children and young people to:

- understand and manage responsibly a wider range of relationships as they mature and show respect for the diversity of and differences between people so that they can go on to form effective, fulfilling relationships
- appreciate the need for co-operation and concern for others and enable them to cope with difficult situations.

5. Objectives

We promote the aims of our SPACE policy by

- Continuing to develop a whole school approach to PSHE and C, making connections to all other areas of the curriculum including cross-curricular activities with links to key skills (e.g. careers, sustainability and the work-related curriculum), and other activities in school and the wider community
- Working in an inclusive way reflecting and valuing the diverse perceptions, experience and needs of all children regardless of their educational ability, gender, social or ethnic group or emerging sexuality
- Promoting a wide variety of learning opportunities, with an emphasis on 'real life' learning, including giving all children and young people the opportunity to become actively involved in the life of the School and its community
- Developing SPACE in partnership with the whole school community through regular consultation, especially with children and young people, to ensure that SPACE is based on what they really need to learn and builds on their own experiences and work at previous Key Stages
- Working flexibly using a wide range of active teaching styles e.g. a skills approach, an opportunities approach, a thematic or concepts approach (kinaesthetic, visual, auditory).
- Developing a range of methods to assess, monitor and evaluate learning of all children and young people
- Taking into account the health and social needs of the local community and the pressures of the media.

6. Implementation

i. Development of SPACE

The planning and development of SPACE in our school consists of an annual planning cycle which is overseen by R Taylor. Work and practise is reviewed on some occasions weekly, but predominantly, each half/term through departmental meetings and SPACE lessons. Resources are updated at every available opportunity as will learning based on government/LEA guidance and external Inset.

Links between SPACE and all other curriculum subjects are maintained as a means of continuing the theme of a whole school approach to SPACE, working on good practise and preventing pupils from being taught the same topics on several occasions.

We promote SPACE throughout the life of the School including the taught curriculum. In particular SPACE will be delivered through the following ways:

- Discrete SPACE curriculum time.
- Teaching SPACE (particularly Citizenship) in and through other curriculum areas e.g. RE, History, Geography, Science, English, D.T. (See Appendix related to citizenship in other subjects and reporting).
- Cross-curricular activities and school events e.g. celebrations, assemblies.
- Pastoral care and guidance and in tutorials.
- Whole school themes e.g. Healthy School Award, Anti-bullying Week.
- Student Voice and other decision-making forums that involve students.
- Extra curricular activities such as lunchtimes and after school clubs.
- Out of school visits and residential.

Further details of some of the delivery processes can be seen in the Schemes of work in this handbook and examples of

further lesson ideas which are distributed to teaching staff. The programme draws upon all of the key elements, as specified by the National Curriculum Guidebooks and other QCA documents, examples of which can again be seen in the handbook.

ii. Teaching and Learning Styles

Good teaching and learning relies on a positive and supportive environment in which appropriate methods are used for the subjects being covered. Given the nature of SPACE the following approaches will be carried out:

- The purpose of each lesson or activity is made clear.
- Appropriate learning experiences are planned and meet the needs of all children and young people in the class, tutor group, club etc.
- Learning opportunities build on children and young people's own experience or existing knowledge and provide a variety of experiences which enable them to learn, practise and demonstrate attitudes, skills, knowledge and understanding.
- A safe and secure classroom or group environment is developed.
- Time is given for children and young people to reflect, consolidate and apply their learning.
- Children and young people are encouraged to take responsibility for their own learning and record progress.
- Opportunities are given for formal or informal evaluation at the end of the class or activity.
- Any activity is part of a planned, progressive programme, building on work in previous Key Stages.
- Continuity of learning is promoted through curriculum and extra-curriculum links e.g. Student Voice issues.

In addition the following teaching and learning styles are adopted depending on the needs of the students and the aim of the particular lesson or activity:

- | | |
|---|--|
| ✓ Artwork | ✓ Involving parents and external organisations |
| ✓ Thought shower | ✓ Peer led education |
| ✓ Case studies | ✓ Play dough |
| ✓ Discussion / Debates | ✓ Photographs |
| ✓ Drama / Role play | ✓ Painting |
| ✓ DVDs/contemporary media | ✓ Problem solving |
| ✓ Circle time | ✓ Quizzes |
| ✓ Games | ✓ Reading |
| ✓ Giving pupils a voice, e.g. Student Voice | ✓ Stories / Books |
| ✓ ICT | ✓ Working with feelings and imagination |
| ✓ Information gathering | ✓ Writing. |
| ✓ Sharing / Research projects | |

As mentioned in 6 i. Details of these methods can be seen on the current lesson plans and will be highlighted on the completed schemes of work.

iii. Roles and Responsibilities

Roles of Staff and Governors

The following posts have responsibility for the successful implementation of PSHE & C within school:

- Curriculum Manager for SPACE – responsible for the day to day management and co-ordination of SPACE policy, supporting/training colleagues teaching SPACE, giving them information about specific developments in the subject, co-ordinating outside speakers/wider agencies, providing a strategic lead and direction for SPACE throughout the life of the school, incorporating new whole school issues (numeracy, literacy) into the subject, developing cross curricular opportunities and linking with other schools on SPACE.

- Discrete SPACE teaching staff – responsible for delivering specific parts of SPACE curriculum, assisting in the review and modification of schemes of work and lesson plans, participate in the system of communication within the department, attending courses/training both external and internal and keep himself/herself aware of up to date policies, resources, techniques etc.
- All other teaching/support staff – ensuring, where appropriate, that SPACE is developed through the teaching and learning of their own subject, making sure that students are aware of this and reporting to parents and students on Citizenship elements taught as part of their subject.
- Curriculum Managers – as above but to also ensure that citizenship is outlined on their own subject schemes of work and that a supporting statement supports this and is part of their own subject handbook. (See separate document on Citizenship and other subjects/supporting statements).
- Headteacher/SMT – responsible for supporting the overall implementation of SPACE and reviewing policy.
- Health Governor – responsible for ensuring that SPACE issues are considered by the governing body within its overall role and responsibilities and links are made with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development.
- All other staff – e.g. Joya Chisholm (Social Worker) Welfare Assistants, Teaching Assistants, Connexions staff, Education Psychologist need to have an understanding and awareness of SPACE and promote the aims of the policy through their particular work.

Role of Children and Young People

Children and young people are expected to participate in the life of the school and the local community and be involved in identifying needs, priorities and provision in SPACE. The following is a list of opportunities in which students

have/could become involved. The type of involvement depends on the age of children and young people.

- Participating in the organisation of the school. E.g. Student Voice, acting as guides for visitors, helping organise parents evenings (e.g. presenting information, producing displays), helping run sports and other school activities, contributing to policy development and review through Student Voice, class discussions.
- Working with peers e.g. tutoring, mentoring, peer counselling, peer assessment, work with pupils from other schools such as feeder schools, or members of the wider community: engineering days.
- School or Group events, involving children and young people in organising events e.g. sports day, fund-raising, mock elections, engineering days.
- Environmental projects e.g. ECO Schools project (to be set up September 2009), community safety projects, Healthy Schools.
- Wider community activities e.g. community involvement and work experience in key stage 4.
- Contributing to national government priorities: e.g. TPS-working with school nurse on contraception initiatives, work with the Police: Drugs Ed Conference
- Organising Assemblies and awareness activities to coincide with local, national or international events.
- Taking part in school excursions such as RE/History trip to Italy.

Role of Parents and Carers

SPACE in school should complement personal and social development of children and young people provided at home. We wish to work in partnership with parents and carers and build a positive and supporting relationship with them based on mutual understanding, trust and co-operation. The school already seeks to work in partnership with parents but now seeks to build on this.

The following is a list of ways that the School works in partnership with parents and carers on SPACE issues.

- Regularly consulting and informing parents/carers about SPACE activities e.g. school website, pupil's planners, review meetings with child or young person and parents/carers. In the [future through parents meetings, open evenings where parents/carers can view teaching materials, newsletters, posting information on school website](#)
- Encouraging parents/carers to raise any questions or concerns about SPACE with teaching staff, the head or governors to relieve any anxieties they might have and develop better understanding between home and school.
- Informing parents/carers of the best SPACE practice to ensure that messages in school complement those given at home.
- Encouraging parents/carers to be involved in reviewing the school policy and suggesting changes and so promote a sense of ownership of the SPACE strategy amongst parents/carers.
- Inviting parents/carers to contribute to SPACE activities and using their experiences as adult members of the community e.g. involvement in voluntary work.

Role of Visitors and Outside Agencies

We aim for a range of outside agencies and individuals who will contribute to SPACE in the planning, delivery and evaluative stages. Further details on this section can be found in the relevant appendix which includes a list of those involved.

7. Specific Issues

i. Confidentiality

Given the nature of SPACE, students may occasionally make personal disclosures to individual teachers or in class leading to teachers finding themselves in possession of sensitive information some of it about illegal activity. Further details can be seen in connecting policies and the Staff Handbook.

ii. Handling Sensitive and Controversial Issues

Controversial and sensitive issues are raised in SPACE. The aim of specific sessions may be to enable children and young people to address issues such as sex education, religion and politics directly and develop the skills of reasoned argument.

We are required to cover such issues by law. Other issues including family life styles and values, law and order, bullying and bereavement are likely to be sensitive or controversial. When such issues arise our intention is to provide a safe and secure environment for both, children and young people and staff, where personal boundaries are not crossed and a balanced view is presented. This is a key prerequisite of good practice in SPACE.

Several techniques that are used to handle sensitive and controversial issues are outlined below:

- Ensure ground rules are established about how students will behave towards each other and how the issues will be dealt with.
- Judge when to allow students to discuss issues confidentially in small groups and when to join in and offer support.
- Ensure students are clear about the difference between fact, opinion and belief and that they have access to balanced information and views against

which they can clarify their own opinions and views, including contributions made by visitors to the class.

- Decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the framework of the school's values.
- Consider using case studies, role-plays and other distancing techniques.
- Provide appropriate support after a session for any student who may be troubled by an issue raised.

iii. SEN

Within the SPACE Department we ensure that we meet the needs of all students including those with disabilities and we conduct the following methods where appropriate:

- Setting suitable learning challenges.
- Overcoming potential barriers to learning and assessment for individual students e.g. using particular resources for those with learning and/or physical disabilities.
- Responding to the wide range of students' learning needs.
- Using small group work for specific children and young people e.g. with support staff.
- Working with Teaching Assistants and SEN Department to ensure clarity.

Further work involves collaboration between the SPACE Department and the SEN Department to raise an awareness of some of the difficulties that students who require hearing support/ other additional support go through within school. This will be brought out in year 7 and year 9 lessons.

iv. Staff Development

In order to promote an effective approach to SPACE we ensure that all our staff have the expertise and understanding to support their particular contribution. Staff

development and training in SPACE is encouraged through external training and INSET and where possible internally led by the curriculum manager. Staff are also given the opportunity to attend external conferences in relation to the subject and attend regular departmental meetings which involve discussions relating to training issues. Observations are carried out throughout the department to share good practice and highlight any further training needs.

Specific training is given in areas of sex and relationships education and drugs education and specific development and support is given to staff to enable them to:

- Understand their role in raising levels of self-awareness and self-esteem.
- Know how to enable pupils to take more responsibility for their behaviour and learning.
- Know how to act as a facilitator e.g. of class discussions, circle time and group projects.
- Understand the importance of reflection and review to the learning process.

v. Resources

The Curriculum Manager accepts responsibility for stock control. All staff teaching SPACE have access to all resources at all times. This includes an individual file containing lesson plans and worksheets for the Year group they will be teaching. In addition each form tutor will be given a file of resources (thought-spots, newspaper articles, discussion points) to use at form time. Borrowed resources, textbooks, DVDs, videos etc, will be stored in RE2 and should be returned immediately after use so that they are available to others. New and updated resources will be made available to all members of the department and INSET will be conducted if required. All staff will be encouraged to review new resources (as will be students when appropriate.)

vi. Discipline and Rewards

It is expected that teachers of SPACE operate within the framework of the school's policy on discipline and rewards. In the first instance the responsibility for imposing a particular level of sanction lies with the individual teacher but the Curriculum Manager may be consulted. Expectations of students should be displayed within the classroom and in their SPACE folders. Staff are also encouraged to create seating plans and record the names of those students given a detention in a record book. Further rewards and certificates are given to students who take part in assemblies or extra curricular work. Throughout the year poem/poster competitions will be organised with external agencies (Anti-bullying/ Anti-smoking).

vii. Departmental Displays

The display of students' work not only enhances the ambience of the classroom, which itself is very important, but is also a motivating factor and SPACE staff should be prepared to display the work of students throughout the year. There are several points to consider as follows:

- The work of all students should be considered for display and not only that of the more able pupils which may be aesthetically pleasing.
- Staff are asked to consider the type of display to maximise the number of pupils exhibiting. Some information posters may be displayed around school. The displayed work should be changed regularly.
- Care should be taken not to display work simply for the sake of getting something up on the wall; the work displayed should have relevance to the work being carried out in the room.
- The attention of students should be drawn to the displayed work, particularly when it has been changed so that its importance is enhanced in the eyes of the students.

viii. Equal Opportunities

In accordance with school and LEA policy, a commitment to Equal Opportunities is built into all aspects of SPACE.

ix. Homework Policy

SPACE sets homework as and when it is appropriate to a certain topic so it will not be set every week. Staff should make a note of HW tasks that are given out so that they can become part of the schemes of work as and when they are modified.

x. Library

We recognise the importance of the library in its contribution to self supported study. Therefore the use of the library should be encouraged, particularly for homework and research. We aim to have at least 1 timetabled library session per year in which students develop their independent research skills within a SPACE topic. (Additional sessions should be arranged with the Librarian Jenny Hambleton).

xi. Charging Policy

It is individual Staff 's discretion to impose charges on students for stationery or other equipment used in SPACE. If any the student is involved in vandalising the room or deliberately damaging chairs and tables, etc, it would be reasonable to seek reimbursement from that student or their parents but such action must be taken in line with the School's policy on charging and finance. The Headteacher will need to be consulted before any contact with parents is made and advice sought from SMT.

8. Assessment, Recording and Reporting

Assessment in SPACE is important as it provides information on students' progress and achievement and this will then inform our future provision. Assessment of the students' work should be a continual process over the year. It should not imply however that students are failing as people or citizens. Nor should it be a judgement of worth, personality or value as an individual child or their family. The following outlines some of the methods of assessment, recording and reporting.

i. Regular Monitoring

At the end of each topic every student will be graded in line with school policy (see below) for effort in at least one piece of work or on the whole of the work completed within that topic. The students' attitude and oral work will be taken into account and should be commented on at the end of the topic at the teachers' discretion. Written comments by teachers should indicate sources of error, good points and ways to go forward and improve. At times it may be appropriate for the students to mark their own work. All work completed will be marked, recorded and returned to pupils no later than two weeks after being received or when the topic has been completed.

ii. Grade Category:

- 5 = Excellent
- 4 = Good
- 3 = Satisfactory
- 2 = Unsatisfactory
- 1 = Cause for concern

NB Content of written work is more important than neatness and presentation but the latter must be included in the assessment at some stage.

iii. Recording Grades

The students' grades should be recorded in both the students' files and the teachers' record book. Teachers may wish to give the topic grade on a student self assessment sheet at the end of the topic.

iv. Student Self-Assessments and Diaries

At the end of some topics students complete a self-assessment form which will allow the students to review their own progress and think about how they can improve if at all in the following topic and beyond. Teachers may wish to discuss the self-assessment sheets with some students at their own discretion, particularly with Year 7 students to help emphasise the importance of them.

In Year 7 students are encouraged to make a note of what they have learnt at the end of each lesson or group of lessons if appropriate. Students will make a note of this in the form of a diary at the front/back of their files or how the member of staff wishes them to. Individual students will be given the responsibility of sharing their learning with the rest of the class.

v. Student/Peer Assessments

On some occasions students are given the opportunity to praise and assess each other. Comments may be given verbally or as a written exercise. Teachers may wish to use this process after carrying out group work/role play which has resulted in a in the carrying out of a performance to the rest of the class or perhaps the judging of a poster for a display.

vi. Key Skills/Values

Students are monitored in term of key skills which can be seen in the schemes of work and include investigation,

empathy, numeracy, literacy etc. [Key values \(spiritual, moral, social and cultural\)](#) are also to be monitored.

vii. Learning Outcomes

Emphasis is given to learning outcomes which can be measured. These are to be found at the end of each unit and take in the form of what the students will hopefully be able to do or will have done at the end of the unit. These could be measured through the students written attainment, a test or through verbal response. They may also be apparent within the student's diary entries.

The learning outcomes for each unit are written in differentiated form to allow for a wide ability band. Some specific high and low ability outcomes may also be highlighted.

NB It must be pointed out that the emphasis upon learning outcomes does not over take the relaxed and friendly approach towards this subject. Too many learning outcomes/targets will spoil the true ethos of the subject of SPACE and undermine the fact that different students develop at different rates.

viii. Processes of Departmental Standardisation

SPACE Staff agree on the standards according to the following actions:

1. Departmental planning, evaluation and review procedure.
2. Common identified tasks.
3. Occasional moderation of common tasks/collection of students' work across the department.

x. Reports to Parents

Students will complete an overall self-assessment sheet for Citizenship which focus on their current progress and how they can develop their citizenship skills further. It is aimed that the SPACE teacher will then comment on this and a copy will be sent to parents. Citizenship coverage is highlighted on all other curriculum reports also. See Section 6 on Citizenship across the Curriculum.

xi. End of Key Stage Three Levels for Citizenship

Currently report to parents at the end of KS3 about Citizenship using the one level descriptor. (Working towards, working at and working beyond)

From June 2010 we will use the National 8-level scale to report to parents and this information will be sent home to parents on the students' end of year reports.

xii. Student Progress File

From year 9 students will be introduced to their progress file and are encouraged to collect, for example, details of their contributions to the life of the school and the community.

xiii. SPACE Portfolios

These will be distributed in year 7. Students will be encouraged to collect PSHE & Citizenship work from all curriculum areas, evaluations and reviews, evidence from contributions to the life of the school and the community.

9. Monitoring and Evaluation

We continually monitor and evaluate our SPACE policy. Monitoring assesses whether the SPACE programme is being effectively implemented. Evaluation measured whether the programme is effective and worthwhile and identify changes that need to be made. Monitoring and evaluation is seen as a continuous process that informs curriculum development and planning. It takes place at different levels within the school such as:

- In the classroom: with individual teachers monitoring and evaluating progress in line with the learning outcomes identified for the lesson/activity. Students are also expected to reflect on their own learning and evaluate their own progress.
- At a curriculum management level: with curriculum managers monitoring the progress of the different aspects of the SPACE programme and evaluating their impact on students throughout the life of the school.
- With parents/carers, governors and the wider school community being encouraged to contribute to the SPACE policy review process, as well as providing feedback, which should be logged, on SPACE throughout the year.

This process leads to the development of yearly action plans which reflect whole school issues.

10. Dissemination of Policy and Review Date

The policy has been distributed for comment and agreement to SMT, Governors and all teachers of SPACE. All other staff have access to the policy. Particular elements/appendices of the policy/handbook will be distributed to all staff. This is largely in the case of those relating specifically to Citizenship.

The policy and handbook will be reviewed in July 2010 although additions and modifications can be made at any time in relation to LEA/National Guidelines.

Section 2

Sex and Relationships Policy

See separate sheets

Section 3

Drugs Policy

See separate sheets

Section 4

Careers Education and Guidance Policy

Connexions Partnership Level Agreement

See Lester Jones for further information

Section 5

Departmental Review and Action Plans (06/07)

See separate sheets

Section 6

Citizenship across the Curriculum

Introduction

Citizenship is predominantly taught through SPACE. However it is widely recognised that citizenship topics are taught in other curriculum areas. In 2001/2 audits took place resulting in all departments recognising the links between citizenship and their own curriculum area and also the fact that citizenship may take on the lead in particular lessons.

Curriculum Areas:

It is aimed that through the academic year 2009/10, the following details will be completed by curriculum areas:

- Departmental statement to show how citizenship is incorporated in to their own individual subject.
- Citizenship highlighted on departmental schemes of work.
- Greater use of citizenship aims and objectives within lessons.
- Assessment of citizenship within lessons.
- Reporting to parents on citizenship learning.

The long term aim is that some of the work that is completed across the curriculum will be passed on to the SPACE Department. This will be in the form of student self assessments, certificates or other pieces of evidence that students can put in to their citizenship portfolio. This process will be started in 2006/7 and it is hoped that it will become a permanent method.

Form Tutors

Each form tutor will have an individual file for use during form time which contains different thought-spot/ discussion ideas/

newspaper articles, many of which cover Citizenship issues. We also aim to purchase some Citizenship posters which will be displayed in classrooms.

Active Citizenship

All teaching staff should encourage students to take part in activities where citizenship is the main focus whether in or out of school. Students are given ideas through their SPACE lessons (many of which begin with the role of the school council.) Further examples are Student Voice, Local Authority Student Council.

Section 7

Engineering Links

To be completed July 2010

Section 8

Whole School Issues: Numeracy, Literacy and ICT

Numeracy

Numeracy is developed at various stages throughout SPACE. Elements are accounted for in the schemes of work. Where numeracy forms part of a lesson staff are encouraged to follow the format laid out in the numeracy policy/protocol.

Examples include the discussion of risk assessment in various SPACE topics which can lead to the use of primary and secondary data, and the interpretation of graphs, charts and tables, helping students to make reasoned and informed decisions and to recognise biased data and misleading representations, and thus enabling them to become better informed citizens. Also numeracy can be applied to problems in financial or other real life contexts, from which students will develop their financial capability and awareness of the applications of numeracy and mathematics in the workplace.

Literacy

Literacy is also developed at various stages throughout SPACE. Elements are accounted for in the schemes of work. Where literacy forms part of a lesson staff are encouraged to follow the format as discussed through training and INSET.

One key area of development for literacy within SPACE, is its use through Circle Time. Students are encouraged to develop their literacy/language skills orally and then convey some of what they have learnt through written review.

Long term the aim is to develop a Literacy Booklet beginning in year 7. This is based on an idea from a different school

whereby students tick off a word or new word that they cover or learn in a particular topic.

ICT

The SPACE Department recognises the importance of ICT. All classes should at some point carry out work within an ICT room. Suggestions are given within the schemes of work but staff may wish to extend on these.

With the accessibility of interactive whiteboards/internet in all classes students can further develop their ICT skills. The department aims to resource itself with CDRoms which will be reviewed.

Students will also be encouraged to use ICT outside the classroom when researching for homework or completing pieces using publisher or word. Furthermore the citizenship skill of analysing data through ICT will be brought to students' attention.

Section 9

External Links

Guidelines for effective use of wider agencies/outside speakers

Role of Visitors and Outside Agencies

A range of outside agencies and individuals will contribute to PSHE & Citizenship both in the planning stages and delivery. Visitors and outside agencies will be:

- consulted beforehand to ensure that their contribution is in line with the school ethos and the aim of lesson/module
- seen as supporting role of teacher not as replacing it. The relevant teacher should be present and involved to ensure visitors' contribution matches the age and maturity of students concerned and to deal with any follow-up work

What are the benefits of using visitors in school?

Visitors are appreciated by pupils and teachers. A visitor can:

- bring a new perspective to a subject and share their experiences
- offer specialised knowledge, experience and resources
- make the topic more interesting because the visitor has a new slant
- form a friendly link to the community and make local services more accessible
- add variety to the curriculum and introduce a different teaching and learning style
- give support to teachers

What is good practice?

A visit should always complement the current programme and should never substitute or replace teacher-led work. There should be clear aims, based on young people's needs and that of the national curriculum. It should be delivered within the framework of PSHE and Citizenship.

Classroom practice

The teacher should stay in the classroom. He or she is still responsible for pupils' behaviour during the visit. Many schools have found a team teaching approach helpful. This means the visitor feels supported and can still have access to the pupils in small groups.

Checklist for teachers organising an effective visit

Before making contact a teacher should consider:

- Why do we, or the pupils, need the involvement of wider agencies?
- What are the aims of the visit?
- How do these fit within the school's overall PSHE and Citizenship programme and the young people's need?
- Will the visitor require a fee or expenses?
- What type of person/experience/professional background is wanted, and where can we find the right person?
- How do we involve pupils in planning the visit, welcoming the visitor, evaluating the session and thanking the visitor?
- What questions will I need to ask the visitor?
- What joint planning session will be needed?

It should be noted that the school has excellent links with the School Nurse (Anne Hanning). In the long term we aim to get support from the LEA Sex and Drugs Education Advisory Teachers to play a role in Drugs and Sex Education Awareness Evenings. The Department also encourages the use of outside researchers/organisations who may benefit the students learning and experience. The aim is to take a selection of Year 10 classes to HMP Wolds, each academic year.

Other plans for the future include a visit by a member of an animal rights group and someone from the Countryside Commission for Year 9. There are also plans to incorporate various agencies to help raise awareness of prejudice and discrimination and incorporate a visit from an MP for a question time session.

July 2010

Section 10

Staff Development

The SPACE department encourages staff development and the sharing of good practice. Lessons are observed using the school's standard Learning Walk observation proforma. Staff wishing to attend specific SPCAIE CPD must see the curriculum manager and then go through the usual school CPD processes.

Section 11

Circle Time

At Beverley Grammar School we see Circle Time as an essential tool for the development of young people. Throughout SPACE lessons we conduct circle time on various occasions. This is started with lower school students but it is continued into upper school as students are accustomed to it. Staff training is available to those who feel less confident with the Circle Time concept, and this will take place within the school largely through observations. [A manual is also available to staff and will be modified when necessary.](#) The manual is attached to this section of the handbook.

Section 12

Schemes of Work

These will constantly be reviewed and modified but they give an overview of what is covered along with details of aims, objectives and achievable outcomes. Please see individual files.

Section 13

Resources

The following contains an attachment of some of the resources that are available for use as well as useful websites etc. Refer to main policy for clarification. In order to ensure resources are suitable a checklist is followed which can be seen below.

- Is it consistent with your agreed policy, course aims and objectives and values framework?
- Is it appropriate to the needs of your students in terms of language, image, attitude, maturity and understanding and the knowledge required?
- Does it avoid racism, sexism, gender and homophobic stereotyping?
- Does it exclude any young people on the basis of home circumstance, gender, race, levels of literacy, culture, faith, religion, sexuality, disability?
- Does it include positive images of a range of young people?
- Can it be used as trigger material for discussions of difference or exclusiveness?
- Can the resource be adapted for use with all young people?
- Is it factually correct and up to date?
- Are there instructions on how to use the resource? Are they clear? Is the information for young people distinguishable from that for teachers? Are there photocopyable handouts, which can be used to reinforce learning?
- Is the resource well designed? Is it durable and easy to use/store?
- Will it contribute to a broad SPACE programme?
- Does it encourage active and participatory learning methods?
- If you have used this resource before what formal or informal feedback did you receive from young people about it?