

The Italia Conti Theatre Arts School

**PSHEE AND CITIZENSHIP
Personal Well Being**

2014-2017

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CONTENTS

Curriculum Aims

The Importance of personal wellbeing

End of Programme Statement

Introduction

**Aims and Objectives following QCA 2007 framework and the
ISI Integrated Handbook**

Aims and Objectives

Delivery of Programme from Year 7-11

Assessment

Strategies for Recording and Reporting

Tutor Responsibilities

Head Teacher Responsibilities

Assemblies

Reward System

Support System

Cross – Curricular Links

Curriculum aims

Learning and undertaking activities in personal well being contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

The importance of personal wellbeing

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities, pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values.

Personal well being helps pupils explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal well being makes a major contribution to the promotion of personal development.

Personal wellbeing: *The personal development of pupils is a vital part of the curriculum. This programme is intended to support schools in developing a coherent approach to personal, social, health and economic wellbeing (PSHE) in keeping with British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (ISI 2015).*

It provides the school with the opportunity to fulfil their legal responsibilities to promote the well being of pupils and provide sex and relationships and drugs education. It also provides the ability to focus on delivery of the skills identified in the framework for Social and Emotional Aspects of Learning (SEAL).

The content is based on the Every Child Matters outcomes and on the government's guidance on sex and relationships education.

Personal development: *Personal wellbeing makes a significant*

contribution to young people's personal development and character and provides effective preparation for the opportunities, responsibilities and experiences of life in British society.

It creates a focus on the social and emotional aspects of effective learning, such as self-awareness, managing feelings, motivation, empathy and social skills. These five aspects of learning, identified within the SEAL framework, make an important contribution to personal wellbeing.

Taken from www.qca.org.uk/curriculum (2007)

End of Key Stage Statement

Pupils can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth. They demonstrate respect for differences between people. They can recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce or falling in love). They can plan realistic targets for their future, and start relating career plans to qualifications and skills (for example in their choice of course options). They can demonstrate competency in managing their personal finances (for example by joining a saving scheme).

Pupils can explain how to stay physically and mentally healthy. They can make informed choices to maintain their health and wellbeing, and can explain reasons for these choices (for example by being well informed in relation to sexually transmitted infections). They can assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances. They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs. They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).

Pupils can recognise difference and diversity (for example in culture, lifestyles, sexuality or relationships) in promoting fundamental British values, and can demonstrate understanding and empathy towards others who live their lives in different ways. They can assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc) Equality Act 2010. They can recognise and discuss the importance of relationships to sexual activity (for example in terms of human reproduction, using contraception and sexually transmitted infections including HIV), and to marriage, parenthood and family life. They can discuss ways that relationships change over time, and how to negotiate within relationships (for example agreeing a curfew time with a parent or carer).

Pupils have developed the fundamental British values of democracy, the rule of law and individual liberty. They can distinguish between right and wrong and respect the civil and criminal law of England.

Taken from: www.curriculum.qcda.gov.uk regarding End of Key Stage Statements and the ISI Integrated Handbook – Regulatory requirements 2015. Links to the Equality Act 2010 and The Italia Conti Equality Policy 2015.

Introduction

In September 2014, I took over as Head Teacher. Over the past year, I have looked at the spiritual, moral, social and cultural provision with the teaching team and through a series of meetings with our tutors, along with pupil comments, the programme has been refined and extended.

All of the team are currently working with schemes that I've brought into the school. Each tutor has dedicated class resources with topics for each week. PSHE is also delivered through Assembly four times a week with the whole assembly on Friday.

The Head Boy and Head Girl along with their Deputies meet weekly with the Head Teacher and feedback points for consideration from various members of the school community. School Council meet every half term and are led by Jackie Rae.

The PSHE programme has currently being updated online so that every tutor can access the materials.

Meetings are held every term alternating on Tuesdays and Thursdays and all staff members are emailed with the agenda and the minutes regarding matters arising and future events. Any information relevant to the school from the Senior Management Team is fed back to staff at that meeting.

Aims and Objectives

The aims and objectives are currently being updated to relate directly to the Part 2 guidelines outlined in the ISI Integrated Handbook Regulatory Requirements 2015 and are organised under the following headings:

Key Concepts

- 1.1 Personal Identities
- 1.2 Healthy Lifestyles
- 1.3 Risk
- 1.4 Relationships
- 1.5 Diversity

Key Processes

- 2.1 Critical Reflection
- 2.2 Decision Making and Managing Risk
- 2.3 Developing Relationships and Working with Others

3. Range and Content of the Programme

The study of personal wellbeing should include:

a examples of diverse values encountered in society and the clarification of personal values. *Actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.*

b the knowledge and skills needed for setting realistic targets and personal goals. *Enable pupils to develop their self-knowledge, self esteem and self confidence.*

c physical and emotional change and puberty.

d 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

e facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others

f how a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise

g ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations

h a knowledge of basic first aid

i the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement

j 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

k the nature and importance of marriage and of stable relationships for family life and bringing up children.

l the roles and responsibilities of parents, carers and children in families

m to encourage respect for other people through community activities and focused charity projects.

Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

n 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 and communities. *Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures. Encourage respect for other people, paying particular regard to the characteristics laid out in the Equality Act 2010.*

o to enable pupils to distinguish right from wrong and to respect the civil and criminal law in England.

p participation in the democratic process including respect for the basis on which the law is made and applied in England. Islington Youth Council Link.

4. Curriculum Opportunities

The curriculum should provide opportunities for pupils to:

a make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community

b meet and work with people from the wider community both in school and through external visits

c use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour

d take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them

e work as members of groups and teams, taking on different roles and responsibilities

f evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them

g identify sources of help and support and take responsibility for providing accurate information to others

h make links between personal wellbeing and work in other subjects and areas of the curriculum and out-of-school activities.

Aims and Objectives

The areas that are currently delivered to Italia Conti pupils fall under the following categories and are numbered according to their fit within the QCA guidelines:

- To reflect on and assess their strengths in relation to their personalities, work and leisure *1.1 a and b*
- To respect the differences between people as they develop their own sense of identity *1.5/1.4b/3m*
- To recognise how other people see them, and be able to give and receive constructive feedback *1.1b*
- To recognise the stages of emotions associated with loss and change and how to develop strategies to deal with these situations *2.3d/1.4a/1.1c/3i*
- To relate job opportunities to their personal qualifications and skills *2.2b and c/2.1b and d/4*
- To plan realistic targets for their future *3b*
- To recognise the importance of managing personal money
- To recognise the physical and emotional changes that take place during puberty *1.2c*
- To have an informed knowledge of sexual relationships and the precautions that need to be taken *2.2a/1.2a and b/3d*
- To recognise the importance of a healthy lifestyle *1.2a/2.2a/3f*
- To relate a good balance between work and leisure to maintain a healthy lifestyle *3f*
- To recognise and deal with peer pressure *2.3/3a/3j*
- To recognise all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively *1.5a and b/2.3*
- To develop and maintain friendships *2.3/1.4a*
- To recognise the importance of marriage in relationships *1.4b/2.3d/3k*
- To understand the role of parents and carers, and the value of family life *2.3/1.4b,c/3i*
- To communicate confidently with their peers and adults *1.5/2.3/1.4b*
- To develop a sense of responsibility through being involved in all levels of school life *1.1/2.2/2.3/3j/3e*
- To develop a greater awareness of contributions that can be made to the wider community *4/1.5a/2.1f/1.4b/3j/3b*
- To acquire a sound knowledge and understanding about becoming an informed citizen *2.1e,f*

Delivery of Programme on Personal Wellbeing at Italia Conti

- One PSHE lesson per week
- School Council every half term
- Assembly – Three morning assemblies
Whole school Assembly Friday Morning
 - Dedicated programme for each tutor
 - Outside visitors
 - Trips organised across the curriculum

Pupils are encouraged to participate in group discussions about the topics outlined. Facilities around the school such as the Careers and Notice Board are visible to pupils in order to be able to access resources available to them at Italia Conti Theatre Arts School. Visits from outside agencies such as the Islington Youth Council Team, TfL and local community speakers are incorporated into the programme and outside links continue to be developed. Cross-curricular links are currently being reviewed 2015/16 i.e. sex education (Science) and Identity (Drama and Art).

All assembly themes focus on specific areas regarding Personal Wellbeing. All pupils are encouraged to participate and lead an assembly on a topic relevant to the programme. Responsibility and participation in the wider school community is developed through the School Council and wider school based projects such as *Red Nose Day*, *Shoebox Appeal*, *British Values Assembly*, *Outdoors project* (planned for the Summer Term) etc.

Assessment

Expectations for each Year at Key Stage 3 –

Year 7	Year 8	Year 9
Pupils can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth.	Pupils can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth.	Pupils can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth.

<p>They demonstrate respect for differences between people in keeping with the core values stipulated by our British Values policy.</p> <p>They can recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce or falling in love).</p> <p>They can plan realistic targets for key stage 4, and start relating career plans to qualifications and skills (for example in their application to learning)</p> <p>They can demonstrate competency in managing their personal finances (for example by joining a saving scheme).</p> <p>Pupils can explain how to stay physically and mentally healthy.</p> <p>They can make informed choices to maintain their health and wellbeing, and can explain reasons for these choices (for example by being well informed in relation to sexually transmitted infections).</p> <p>They can assess the element of risk attached to making choices about</p>	<p>They demonstrate respect for differences between people in keeping with the core values stipulated by our British Values policy..</p> <p>They can recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce or falling in love).</p> <p>They can plan realistic targets for key stage 4, and start relating career plans to qualifications and skills (for example in their application to learning)</p> <p>They can demonstrate competency in managing their personal finances (for example by joining a saving scheme).</p> <p>Pupils can explain how to stay physically and mentally healthy.</p> <p>They can make informed choices to maintain their health and wellbeing, and can explain reasons for these choices (for example by being well informed in relation to sexually transmitted infections).</p> <p>They can assess the element of risk attached to making choices about</p>	<p>They demonstrate respect for differences between people in keeping with the core values stipulated by our British Values policy..</p> <p>They can recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce or falling in love).</p> <p>They can plan realistic targets for key stage 4, and start relating career plans to qualifications and skills (for example in their application to learning)</p> <p>They can demonstrate competency in managing their personal finances (for example by joining a saving scheme).</p> <p>Pupils can explain how to stay physically and mentally healthy.</p> <p>They can make informed choices to maintain their health and wellbeing, and can explain reasons for these choices (for example by being well informed in relation to sexually transmitted infections).</p> <p>They can assess the element of risk attached to making choices about</p>
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<p>healthy lifestyles, travel, personal safety and personal finances.</p> <p>They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs.</p> <p>They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).</p> <p>Pupils can recognise difference and diversity (for example in culture, lifestyles, sexuality or relationships), and can demonstrate understanding and empathy towards others who live their lives in different ways underpinning British Values.</p> <p>They can assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc).</p>	<p>healthy lifestyles, travel, personal safety and personal finances.</p> <p>They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs.</p> <p>They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).</p> <p>Pupils can recognise difference and diversity (for example in culture, lifestyles, sexuality or relationships), and can demonstrate understanding and empathy towards others who live their lives in different ways underpinning British Values.</p> <p>They can assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc). (British Values)</p>	<p>healthy lifestyles, travel, personal safety and personal finances.</p> <p>They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs.</p> <p>They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).</p> <p>Pupils can recognise difference and diversity (for example in culture, lifestyles, sexuality or relationships), and can demonstrate understanding and empathy towards others who live their lives in different ways underpinning British Values.</p> <p>They can assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc). (British Values)</p>
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Year	Enjoy and Achieve	Being healthy	Staying safe	Relationships	Emotional Health	Positive Contribution
10	Work Experience <i>Financial capability objectives</i> Budgeting <i>Financial records and</i>	Body Image <i>Financial capability objectives</i> <i>Budgetin</i>	Domestic Violence	Parenting <i>Financial capability objectives</i> <i>Making personal life</i>	Stress and Depression <i>Financial capability objectives</i> <i>Risk and return</i> <i>Budgeting</i>	Diversity in the UK QCA Citizenship Unit 1 Human rights Citizenship Unit 3 Challenging racism

	<i>information</i>	<i>g</i> <i>Consumer rights and responsibilities</i>		<i>choices</i>		and discrimination <i>Financial capability objectives</i> <i>The wider implications of finance</i>

Year	Preparation for Adult Life	Sexual Health	Consequences of Substance Use and Misuse	Leaving Home	Exam Preparation	Anti Social Behaviour
11	Citizenship Unit Crime Citizenship Unit How and why are laws made <i>Financial capability objectives</i> <i>Financial records and information</i> <i>The wider implications of finance</i>	PSHE Unit on Sexuality and PSHE Unit on Relationships	PSHE Drugs Unit on Managing risk PSHE Drugs Unit on Giving and receiving support	How the economy functions Business and enterprise Producing the news Consumer rights and responsibilities Rights and Responsibilities in the world of work <i>Financial capability objectives</i> <i>Making personal life choices</i>		<i>Financial capability objectives</i> <i>Consumer rights and responsibilities</i> <i>The wider implications of finance</i>

Strategies for Recording and Reporting

Tutors are required to discuss pupils' development in PSHE at Parents Evening and from 2016 tutors will report back in the end of year report

Any issues arising from each topic are discussed during meetings held every half term
School Council is another forum for raising issues discussed during PSHE

Head Teacher Responsibilities

Responsible for overseeing, reviewing and adapting/developing the programme for PSHE from Year 7-11

Responsible for liaising with the Vice Principal and Principal, Safeguarding Lead, School Council and Head Boy and Head Girl and in updating the programme

Responsible for developing and extending cross curricular links into Assembly, PSHE lessons etc.

Responsible for actively involving outside agencies in delivering the Theatre Arts School SMSC programme i.e. St Mary's Church Islington, Youth Council, NCL Programme

Liaise with Safeguarding Lead with responsibility for Safeguarding Children and PREVENT strategies

Liaise with the Religion teacher in regard to assembly themes and inclusion of whole school policy on British Values

Responsible for support and reward system at Italia Conti

Tutor Responsibilities

Responsible for delivering the programme of PSHE during allocated tutor time

Responsible for encouraging pupil participation in Assemblies

Liaising with Head Teacher in regard to particular pupil issues

Liaising with Head Teacher in reviewing and developing the programme at Italia Conti

Participate in assembly

Assemblies

Assemblies are held every morning from 8.30a.m.-8.450a.m (Year 16) and 8.45a.m.-9.00a.m. for the rest of the school. Each assembly raises a particular focus from the key areas outlined in the QCA guidelines regarding personal wellbeing and Every Child Matters (2002) along with ISA guidelines on British Values (SMSC) and Keeping Children Safe in Education (2015). At the end of every half term, the assembly raises the profile of pupils who have achieved a Merit Award or who have made a particular contribution to the school.

Pupils are encouraged to take an active part in assembly. Charity presentations are led by pupils from various form group. Each form also leads particular themes in assembly once a year.

The Whole School Assembly also follows the various themes regarding personal wellbeing and citizenship and raises the profile of personal development across all Key Stages. These assemblies tend to be delivered by the Senior Team, tutors, pupils and outside speakers. They are also taken by various members of staff who have a particular interest in the themes raised.

Reward System

Each week, staff members give Merit slips to particular pupils and these pupils bring their slips to the Head Teacher for recording.

A recording system is updated weekly on the school notice board to highlight pupil progress is currently under review and certificates are awarded in recognition of their pupils' effort and motivation.

Pupil effort and attainment is highlighted in Friday assembly every half term. Further cause for praise such as successful audition and extra curricular activities are also highlighted regularly in school assemblies every week

Merit badges are awarded at the end of each term to raise the profile of pupil effort and attainment

Support System

Any pupil who has been highlighted with specific support needs in terms of behaviour and personal well being are offered the following:

Round Robin Feedback: This encourages positive comments, where appropriate, and good work effort in lesson

Tutor Feedback: This is the first stage of the report system which ensures that the pupil focussed on a particular target and is awarded extra support from his/her tutor in achieving this target.

Head Teacher: If more support is necessary a pupil will be moved up to Head Teacher. This occurs following a meeting with the pupil's parents/carers and the pupil's progress is reviewed termly. A Personal Support Programme may be put in place at this stage.

Pastoral Support Programme: If a pupil is not achieving his targets at Head Teacher level, he/she will move up to Principal Support, through negotiation with Head Teacher, the Vice-Principal, Principal along with parents/carers.

If a pupil is in danger of exclusion, permanent or has raised serious issues which are not in keeping with the school ethos, despite the intervention strategies provided, the Principal will decide if the school provides the best fit for their continued education at Italia Conti.

CROSS-CURRICULAR LINKS

Every subject area overtly develops the Italia Conti SMSC programme through their own respective specialism and this is reflected in their planning and development. The delivery of science is particularly supportive in delivering key aspects of the PSHEE and Citizenship programme.

One of our parents has introduced the school to Skills 4 Kids programme which will be piloted this year from January 2016.

THEATRE ARTS SCHOOL ASSEMBLY ROTA

2015-2016

DATE:	ASSEMBLY ALLOCATION
Autumn Term Week beginning	
14/09/15	New Beginnings
21/09/15	British Values – Pupil led focus (enrichment activities during holiday) Transition – Year 7
28/09/15	Reaching your Potential
5/10/15	British Values Focus – Religions
12/10/15	PREVENT and Safeguarding Focus led by Safeguarding Lead, Head Girl and Boy
19/10/15	Celebrating Black History Month
2/11/15	Charity Focus- Children in Need
9/11/15	British Values – Remembrance
16/11/15	Remembrance Assembly
22/11/15	Anti-Bullying led by Head Teacher + Guest speaker
30/11/15	Healthy Eating

07/12/15	Achievement Assembly
Spring Term	
05/01/16	New Year Resolutions
11/01/16	Year group Topic led Assembly
18/01/16	NCL Assembly
25/01/16	Your Amazing Brain/Martin Luther King Jnr
01/02/16	Heroes – Resilience Programme
8/02/16	Heroes Part 2 – Resilience Programme
22/02/16	SEND Assembly
29/02/16	Year group Topic Led Assembly
7/03/16	Year group Topic Led Assembly
14/03/16	Further Education Assembly
21/03/16	Achievement Assembly
Summer Term	
20/04/16	Electoral Process – Prefects Assembly – British Values
25/04/16	E-Safety Assembly
3/05/16	Year group Topic Led Assembly
9/05/16	Mental Well Being- Mindfulness
16/05/16	Mental Well Being- Mindfulness 2
23/05/16	Exam Preparation Assembly
6/06/15	Exam Preparation Assembly 2
13/06/15	TBA
20/06/16	Year group Topic Led Assembly
27/06/16	Achievement Assembly

**PSHE BOOKINGS Form
2015-2016**

Winter Term

September 2015 Year 7 Transition, Safeguarding Lead
October 2015 Comic Relief Resources
October 2015 Black History Speaker/Islington Youth Council Speaker
November 2015 Remembrance Speaker
November 2015 Healthy Eating Speaker

Spring Term

January 2015 National Challenge Speaker
February 2015 Careers/ GCSE Advisors Year 9/PSHE trip tba
March 2015 Higher Order Thinking/Further Education Speaker (Tied in with Gifted and Talented programme)

Summer Term – Team Building Skills for Mindfulness tba

Team Building Skills – E-Safety and Mental Well Being