

SUSI EARNSHAW THEATRE SCHOOL

PSHCE CURRICULUM POLICY

At SETS we aim to provide a **whole school approach** to the subjects known as PHSE and Citizenship. In our timetable, these subjects are referred to as “**Life Skills**” and are taught mainly by our head teacher, Mrs Julia Vanellis-Hammond and Mrs Debra Constantinou. However, emphasis is placed on covering specific topics across the curriculum and in every part of school life.

SOCIAL EDUCATION

This is taught in a class situation with each year group, and is also covered by our **pupil assemblies**, which consists of pupil and staff representatives. Pupils are encouraged to take an interest in local, national and international political issues.

We use, and encourage the pupils to use, the following website: www.london.gov.uk/young-london (Young London: The Mayor’s Website For Young Londoners) to promote, encourage and stimulate their awareness of and involvement in the issues and events happening in their city and their environment.

Pupils will be taken to the local library and museum as appropriate.

PSHCE

Physical Well-Being includes topics such as:

Healthy eating and nutrition – covered in Life Skills classes.

Immunisations – a list is sent to all parents.

First Aid – Four members of staff are first-aiders, and there are plans to provide first aid training to pupils.

Health checks – pupils must have a doctor’s letter saying they are fit – this is updated every six months and held by the school agency. All staff complete a pre-employment health questionnaire.

Body maintenance – covered by Debra Constantinou in Life Skills classes.

Sex education – covered in Science and Life Skills lessons.

Handouts detailing telephone lines and websites which offer guidance on eating disorders, STD’s, bullying and so on are given to each year group by Drebra Constantinou and Julia Vanellis-Hammond in Life Skills lessons. Parents can access this information on the school website, www.susiearnshaw.com, from the Scheme of Work for Life Skills.

Safety around the school – this is covered in drama theory classes, and includes guidelines on how to behave in public places and on school trips, as well as the dangers of working in a theatre.’

Also covered by our regular fire drills.

The upper school look at the practice of Female Genital Mutilation in the UK. This will include:

- **What is female genital mutilation?**
- **The historical and cultural context of female genital mutilation and why it is performed**
- **Facts and figures about female genital mutilation**
- **The practice of female genital mutilation**
- **Types of FGM**
- **Health risks and complications of FGM**

Emotional Well-Being includes topics such as:

Mental Health- *Through class discussion and role-play. Pupils are given information on organisations that they can reach out to for advice*

Dealing with Death and Illness – *Through class discussion and role-play. Pupils are given information on organisations that they can reach out to for advice*

Dealing with Life Changes including: Divorce, Puberty – *Again, through class discussion and role-play. Pupils are given information on organisations that they can reach out to for advice*

Time Management and how to cope with school work. – *This is covered in all classes by all teachers.*

Resolving Personal Conflict – *Through class discussion and role-play*

Moving On – *Through careers classes*

There is an appointment book at the front desk that pupils can write in to request a one to one with any adult they feel comfortable speaking to.

Elements of Safeguarding are also taught in Life Skills through the following key points

- **Keeping safe on the streets**
- **Keeping safe online**

In June 2014 a local community support officer came in as a guest teacher in Life Skills and taught a class based on ‘the consequences of crime’ and ‘keeping safe online’

This has been set up to be an annual visit.

CITIZENSHIP is subdivided in to the following areas.

1. Our Environment
2. Government and Democracy
3. Moral Education
4. Careers Guidance
5. Spiritual, Moral, Social and Cultural Development

1. OUR ENVIRONMENT

At SETS we aim to make our environment as **safe** as possible. In 2006, steel gates were erected to replace the wooden gates we put up when the school first moved to the Bull Theatre. The front gates were moved forward to street level in order to provide more outside space for our pupils. More recently, we have acquired three outside tables with benches, where students can choose to enjoy their lunch outside in clement weather. We are also developing a quiet outdoor area where students can relax in the grounds of the building.

We have **cleaners** who come into the building in the early morning of each school day. Teachers and pupils also tidy up their belongings after lessons, to keep the classrooms as tidy as possible. During the summer holidays, maintenance, fresh painting and general improvements are carried out through the building, to make the environment as salubrious and as conducive to learning, happiness and well-being as possible.

At SETS, we want to make our environment as pleasing to the eye as possible, and a variety of **uplifting displays** are produced each year. There are also displays of students' academic work on classroom walls, to give students a greater sense of pride and purpose in their studies, and to make the environment as visually stimulating as possible.

All the school buildings are **no smoking** areas, and information is available to staff who need help to give up smoking.

No pupil is allowed into the **kitchen area**, other than to wash art materials whilst under the supervision of the teacher. There are always members of staff on **lunchtime duty** around the building and in the outside area.

Pupils enter the school via the back gate and through the side door in the mornings. Pupils and staff also use the side door to get to and from the portacabin and to go outside (via the back gate) at lunchtimes.

Information on **recycling, global warming** and **climate change** is taught in year groups, in Life Skills and Science classes. We have several different bins for recycling various different materials, and both staff and pupils have constant access to these.

Teachers and pupils are encouraged to use public transport or walk to school, and there is a bicycle shelter at the rear of the building, to encourage greener travel and exercise.

Sets was chosen by SuDs who over the year have worked with only ten schools in North London to design and build Sustainable Drainage Systems (SuDS) in the school grounds. Our rain garden features a pond and its main function is to absorb, slow and filter the large amounts of polluted water that runs off of our car park surface.

2. GOVERNMENT AND DEMOCRACY

- The school aims to give the pupils political knowledge with a good understanding of parliamentary democracy and representation. They will also be given knowledge on how the government works at various levels from local to international. They are also educated on Law and Juvenile Law.

3. MORAL EDUCATION

The school aims to instil in all pupils a moral conscience: to know the difference between right and wrong, to respect themselves, one another, the school and the wider community, and to aim to give something back. Part of our school ethos is that those who have the ability to create a positive effect on other people's lives have the moral obligation to do so.

Social entrepreneurship is taught in the school: pupils organise events and give the proceeds to local charities. A weekly school assembly, comprising pupil and staff members, meets to ensure that the pupils' voices are heard.

There is a short **assembly** every Monday Wednesday and Friday morning to give any notices, share any concerns or issues, and to focus the mind for the school day ahead. The assembly sometimes includes a short reading by a teacher or pupil who has chosen something that means something to them and which they would like to share, or a prepared dramatic or other presentation by pupils.

Aspects of **Religious Education** are taught by Debra Constantinou in Humanities, as well as Geography and History.

Drama and English classes cover issues such as **discrimination** and **moral dilemmas**.

How to use **emergency services**, discussions on **street crime** and **ASBO's** and **visits from our community police officers** form part of the **Life Skills** curriculum.

4. CAREERS GUIDANCE

This is covered in Life Skills. Parents and pupils of Years 10 and 11 are able to make appointments to the Head teacher regarding references or advice. The Agency works with the school and parents to provide relevant work experience for Year 11's.

Regular careers classes are provided to give knowledge on the world of further education and the different qualifications out there that are relevant to their interests.

These classes also help the pupils to know themselves and how their strengths weaknesses and interests relate to the world of work, learn about different careers and opportunities; obtain individual guidance, have some work experience, and gain information about training, education and occupations beyond school.

5a. SPIRITUAL DEVELOPMENT

As a school, we aim to provide learning opportunities that will:

- Encourage pupils to consider their own values, attitudes and beliefs.
- Provide knowledge and opportunities for pupils to understand other people and their beliefs.
- Enable pupils to develop a sense of awe and wonder and provide awareness of the mystery that lies at the heart of all being.
- Promote awareness of the value of a non-material dimension to life.
- Present the challenge of belief and the search for truth.
- Enable pupils to consider the ways in which people have sought to explain the universe and the purpose of life.
- Enable pupils to explore the convictions that are central to religious traditions and encourage reflection on questions about religion and the meaning of life.
- Enable students to explore the creative power of the arts and aesthetic communication.
- Enable pupils to develop language to think, organise their ideas and reflect.

5b. MORAL DEVELOPMENT

As a school, we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Take initiative and act responsibly, with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

5c. SOCIAL DEVELOPMENT

As a school, we aim to provide learning opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and in the wider community.
- Begin to understand the imperative for social justice and a concern for the disadvantaged.

5d. CULTURAL DEVELOPMENT

As a school, we aim to provide learning opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence both individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

GENERAL AIMS

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of spiritual, moral, social and cultural (SMSC) values and issues through the curriculum and the general life of the school.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

GUIDELINES

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development, and this will be taken into account when planning the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

TEACHING & ORGANISATION

Development in spiritual, moral, social and cultural values (SMSC) will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect upon the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Susi Earnshaw Theatre School *(Revised and updated on 6th August 2014)*