



SUSI EARNSHAW

School of Academics & Performing Arts

PHSCE CURRICULUM POLICY

Last updated: August 2020	Next review: August 2022
Ratified by: Julia Hammond	Date: August 2021

At Susi Earnshaw we aim to provide a **whole school approach** to the subjects in PHSCE and Citizenship. In our timetable, these subjects are referred to as “**Life Skills**” and are taught mainly by Melissa Gillespie. However, emphasis is placed on covering specific topics across the curriculum and in every part of school life.

Melissa Gillespie is an assistant psychologist in training and is available for counselling when a child is in need.

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 considered 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 how 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.

PHSCE

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.

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

PHYSICAL WELL-BEING

Physical Well-Being includes topics such as:

Healthy eating and nutrition – covered in Life Skills and Science 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.

Relationships and Sex Education (RSE) – covered in Science and Life Skills lessons.

Sexual Orientation and Gender Identity – covered in Science and Life Skills lessons.

Drugs and Other Substance Abuse – 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 Melissa Gillespie in Life Skills lessons.

Parents can access this information on the school website, www.susiearnshaw.co.uk from the Scheme of Work for Life Skills.

Safety around the school – this is covered in Life Skills 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.'

The lower school are introduced to Female Genital Mutilation and will later look deeper in the school look at the practice of FGM in the UK. This will include:

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

EMOTIONAL WELL-BEING

Emotional Well-Being includes topics such as:

Mental Health- *Through class discussion and role-play. Pupils will learn about coping and support strategies and will be 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 in the school office that pupils can write in to request a one to one with any adult they feel comfortable speaking to.

More elements of Safeguarding are also taught in Life Skills through the following key points:

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

We have a good relationship with our local community support officer who comes in as a guest teacher in Life Skills and teaches a class based on ‘the consequences of crime’ and ‘keeping safe online’ This has become an annual visit, the last of which took place in and was based on online safety and included the case study of Breck Bednar.

CITIZENSHIP is subdivided into the following areas.

1. **Promoting British Values**
2. **Our Environment**
3. **Government and Democracy**
4. **Moral Education and RE**

5. **Careers Guidance**
6. **Economy and Business Studies**
7. **Challenging Stereotypes and Living in a Multicultural Society**
8. **PREVENT. Radicalisation and Extremism**
9. **Spiritual, Moral, Social and Cultural Development**

Upper school pupils look at **Extremism** and **Radicalisation**. The aim of this is to raise awareness and make sure that pupils are cautious in vulnerable places especially online.

OUR ENVIRONMENT

At Susi Earnshaw Theatre School 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 some outside tables with benches, where students can choose to enjoy their lunch outside.

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 Susi Earnshaw, 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. There are always members of staff on lunchtime duty around the building and in the outside area. Please see the headteacher for an up to date version of this rota.

Pupils enter the front door only. After school, pupils can either leave via the front door or the back gate where there is always a member of staff to ensure the safety of the pupils. 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, Geography and Science classes. We have separate 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.

Susi Earnshaw 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.

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. Pupils are given the opportunity to practice democracy in the pupil voice assembly where regular votes take place to choose class buddies and council reps as well discussions concerning new school ideas.

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.

Pupil voice is held on Friday morning. The aim of this is to give any notices and share any concerns or issues. Tuesday morning 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. The pupils have a weekly Life Skills class with Melissa Gillespie where they can also express any PCHSE related issues that they have.

If any Child Protection issues should arise, staff report to our Designated Safeguarding Lead (Julia Hammond) For further information please see our Safeguarding and Child Protection Policy.

How to use **emergency services**, discussions on **street crime** and replacing the ASBO with the IPNA (Injunctions to Prevent Nuisance and Annoyance) and **visits from our community police officers** form part of the **Life Skills** curriculum.

CAREERS GUIDANCE

This is covered in Life Skills in year 11. Parents and pupils are able to make appointments to the headteacher or Melissa regarding references or advice.

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.

They are also given classes on how to apply for colleges and are taught how to prepare a CV, Personal Statement and have help filling in applications.

Practical activities in Careers classes include:

- Interview technique
- Audition technique

As a development to the course we currently offer, we are hoping to invite guest speakers from the profession, in the hope of inspiring the pupils and giving them an insider's perspective into the field. A different speaker will invited in once a term, from different areas within the Performing Arts Industry, and possibly others industries depending on the cohort and their interests.

ECONOMIC EDUCATION

This is taught in several classes and is considered a cross circular topic.

Maths

- Simple Interest and Compound Interest
- Percentages
- Decimals
- Best buy (Values)
- Fractions of amounts
- Ratios
- General problem solving

Science

- Fuels and Energy Cost
- Electricity

CHALLENGING STEREOTYPES AND LIVING IN A MULTICULTURAL SOCIETY.

Pupils in all years will look at varying aspects of multiculturalism. This is mainly covered in PHSCE classes and consists of the following topics:

- Britain as a diverse society
- Living in the community
- Challenging stereotypes
- Racism
- Prejudice
- Refugees and Asylum Seekers

On 1st January 2017 SETS were selected to represent Barnet in the London Mayor's New Year's Day Parade in Central London, and have done so every new year since (minus 2020 due to Covid-19), raising over £18000 pounds for Barnet charities.

This is a great honour and fantastic opportunity for our pupils to be involved in this prestigious British event that is viewed globally by over 5million people.

SPIRITUAL DEVELOPMENT

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

- Encourage pupils to consider and embrace 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.

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.

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.

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.
- Develop, Understand and Celebrate British Values.

Over the past we have taken part in various events that Celebrate British Values. The most memorable being a Performance at the RAF Museum to Celebrate the Centenary. We performed a piece that highlighted front line trench conditions of the first world war and key features, events and writing from the time. The piece was performed to various Primary Schools in Barnet.

ASSESSMENT FOR LEARNING

Our department follows the school's marking policy and use the "two stars and a wish" and the "A.P.E." (Attitude, Presentation, Effort) forms to instil confidence in the student's abilities, inform of levels achieved and give a guidance for progress too.

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.