



ACORN HOUSE COLLEGE

THE PSHE and Prevent Duty policy

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Contents

| | |
|--|----|
| The SHE Curriculum | 3 |
| Aims | 3 |
| Organisation of PSHE in the Middle School | 3 |
| Overview of PSHE by subject in RS and English in the Middle School | 3 |
| Theoretical framework for PSHE in the Middle School | 4 |
| Citizenship..... | 5 |
| Student Council..... | 5 |
| Organisation..... | 5 |
| Career advice | 6 |
| Health Education..... | 7 |
| Alcohol and drugs | 7 |
| Relationship and sex education | 7 |
| PSHE and the Prevent Duty..... | 8 |
| Specific aims regards to Prevent..... | 8 |
| Current procedures..... | 8 |
| Development plan 2017-2018 | 9 |
| References | 10 |
| Appendix A: <i>Pride</i> – project y10..... | 11 |

The PSHE Curriculum

Aims

PSHE plays a key role in meeting the legal requirements set out in ISSR part 2 and link it to the aims of the general curriculum (ISSR part 1 paragraph 2) to ensure students' broad learning and enables them to develop skills necessary for adult life.

The PSHE curriculum is therefore integrated into RS, History, and English. The college recognises the importance of personal wellbeing in order to succeed in education. Specifically, the PSHE curriculum aims to:

1. Help students take personal responsibility for their education and wider life.
2. Help students recognise healthy relationships.
3. Respect individual liberty, people from different cultures and value decency and fairness.

Organisation of PSHE in the Middle School

PSHE is a cross-curricular subject for Middle School. The main syllabus is delivered through one compulsory 50 minute lessons each week time-tabled as PSHE and students are entered for a full GCSE in Religious Studies. PSHE is also regularly delivered through English and History. Students have six periods of English and four periods of History every week.

All SoWs in RS and History include specific references to ISSR part 2 in order to show how the units fulfil the regulations.

PSHE is also delivered through a cross-curricular project in y10 organised by English, History and Religious Studies. The students complete a cross-curricular project that focuses on Human Rights, and democracy based on comparing the movies *Les Miserables (1998)* and *Rogue One (2016)*.¹ The project also addresses issues such as gender and the impact of discrimination towards those who are perceived to be different.

Overview of PSHE by subject in History, RS and English for GCSE students

PSHE is embedded and addressed through History, RS and English as part of the delivery of the syllabus for each subject. Appendix B outlines the link between PSHE topics and exam units for all three subjects.

History helps students understand criminal and civil law through the unit on crime and punishment. The unit on Germany 1919-1939 also helps to compare and contrast the British first past the post system with the strengths and weaknesses of proportional representations.

¹ See Appendix A for project plan of the project.

The active promotion of fundamental British values is also supported by Art where students actively explore their own culture and other cultures as part of choosing motifs for their artwork.

Online safety, social media and cyberbullying are addressed in Computer Science and ICT where these issues form a core part of the syllabus for all age groups from y10 to y13. Students consider how they can recognise threats to their safety and protect themselves online throughout lessons during the whole academic year.

Topics such as food and exercise are for Middle School delivered through Science, mainly in Biology lessons.

Theoretical framework for PSHE in the Middle School

PSHE is incorporated into RS and English in the Middle School and assessed as an academic subject. An Ofsted report in 2013 found that students benefit more when schools have high expectations and regularly assess students' learning to the same standard as the other subjects². At the end of y11 students will sit two RS exams (Edexcel) and therefore exam preparation is an important part of the delivery of the syllabus. However, the aim of PSHE goes beyond exam preparation since it is linked to promoting fundamental British values and the Prevent Duty as well as preparing for adult life. Thus the students begin and undergo a process of learning and self-cultivation that will continue beyond the end of y11 and y13.

To that end the PSHE syllabus for KS4 is delivered with an emphasis on Bildung. This concept can be defined as how learning can initiate a lifelong process of self-cultivation through academic studies. The purpose is to enable students to become responsible citizens and respect democracy. Students should also through activities in lessons develop skills to help them deal with social change. The teacher therefore acts as a facilitator of discussions and encourages students to view issues from a number of perspectives without telling students what they should think or believe. The cross-curricular projects serve to help students develop values that benefit the greater community. Factual knowledge enables students to critically analysing religious teachings, ideas of political ideologies and Human Rights. This serves an important role as they help students make informed judgements and help them understand the historical origins of modern British democracy. Thus this emphasis resolves the possible contradictions between the need for exam preparation and the wider purpose of PSHE. This was the reason for choosing the Edexcel full issue course for KS4 which focuses on religious views on social issues and citizenship. From September 2016 students in year 10 are entered for Edexcel GCSE Religious Studies Belief in Practice course. From 2016 History also contributes to the PSHE syllabus and the units have been specifically selected to cover rule of law, democracy and the protected characteristics of the Equality Act 2010. For History students complete the Edexcel 9-1 specification. For English students complete the Edexcel 9-1 specification.

The delivery of the PSHE syllabus in the Middle School is also based on norm-critical theory. Therefore many activities specifically address relations of power and the importance of language when reinforcing or challenging social norms.³ This means textbooks are not only used as sources of

² <https://www.gov.uk/government/publications/not-yet-good-enough-personal-social-health-and-economic-education>

³ Bromseth, J & F. Darj (ed), 2010, p. 38.

information but also regularly critically analysed in regards to their representation of topics. This includes looking at language and selection of pictures.

Students' progress is assessed through formative and summative assessments including mock-exams. The Edexcel syllabus for RS asks students to evaluate controversial social issues through a 12 mark questions which also involves students making up their minds on these issues by using specific reasons for their views. The Edexcel History syllabus includes a 16-mark question for most units which help students develop balanced arguments.

To help students understand their progress teachers give advice as part of evaluations of results. A key part of Bildung is that teachers and students exchange advice and understanding of reasons for academic development. Therefore evaluations should take place in class and encourage students to take responsibility for their learning. Students should identify key actions to take rather than just setting targets. Evaluations are set up in order to help students see learning as an ongoing progress rather than just focusing on a particular unit.

Citizenship

The study of Citizenship enables students to learn about:

- the relationship between the individual and wider society
- about basic democratic principles, institutions and practices
- about the political spectrum and differing political traditions
- how democratic freedoms have been historically

Citizenship is delivered at GCSE through RS and History. In year 10 and year 11 the SMSC regulations are met through the organisation of the student council described below. The College regularly takes part in the outreach program provided by the House of Lords to enhance students' understanding of the British parliament.

Student Council

Aim:

- To actively promote respect and understanding of democracy as part of British fundamental values
- To enable students to articulate opinions in a public forum

Purpose:

- The student council shall advise, debate and decide through voting on issues appropriate for their age

Organisation

The council consists at present of all students in years 10 and year 11. The meetings are timetabled as part of PSHE lessons and should be a maximum of 20 minutes long. Each year group will have one

meeting every week. One member of staff (teacher of RS or History) acts as staff liaison that facilitates a dialogue of respect and help with the running of the meetings.

A chairman and secretary are appointed for each meeting. The selection of chairman and secretary ensures that all students will at least once be appointed for both. The chairman and secretary prepare an agenda for each meeting and minutes are recorded. Hard copies of the agenda and minutes are stored in a folder, which is kept in 3B. Digital copies of the agenda and minutes are uploaded to Google Drive and shared with the principal, vice principal and other members of staff when relevant.

The organisation is inspired by the form councils in the Swedish compulsory schools rather than the student councils in the UK. Therefore the student council will operate on the principle of direct participatory democracy rather than representative democracy. This is due to two reasons. Firstly, the small numbers of students make a direct participatory democratic council more practical. Secondly, direct participatory democracy helps to promote civic engagement which benefits the wider community.⁴ Finally, the organisation promotes the protected characteristics of the Equality Act since all students have one vote each regardless of their background.

The discussions of the council meetings follow the format used by the Swedish People's movements during the 19th and early 20th Century.⁵ This means that the meetings allow students to debate issues before a vote is held. Issues may be discussed in more than one meeting before a decision is made. Each contribution by every student is recorded in the transcripts by the secretary along with the outcome of the vote. The transcripts are written according to the same principle as the Hansard. However the transcripts summarise the students' contribution. This means the secretary writes down the essence of the students' contributions and do not produce a word by word record. Completed transcripts are verified by the secretary to ensure the document accurately represents students' views. This format gives each student the opportunity to gain confidence when speaking in public and encourages respect for those with different opinions.

The staff liaison regularly consults with the principal and Heads of Departments when relevant as issues arise in student council meetings. The staff liaison is responsible for giving the feedback to the students.

As part of safeguarding the Student Council surveys students in regards to their sense of safety and wellbeing at the College. This is done twice, in October and at the end of the spring term.

Career advice

Students are given career advice and opportunities to develop skills in preparation for adult life. In year 10 students identify basic skills that can be beneficial for future work. They also learn how to make a basic budget in order to understand the characteristics of a healthy use of money. They also investigate possible careers in subjects they enjoy.

⁴ See for example Putnam, R, *Making democracy work: Civic traditions in Modern Italy* 1993.

⁵ See Ambjörnsson, R, *The Conscientious Worker*, 1993.

In year 11 students are given advice about options for A-levels through seminars. There is a rigorous UCAS advice program in place to support university applications for sixth form students. The Director of Studies co-ordinates all UCAS application and allocates an adviser to y13 students who support the application process. Students are encouraged to have aspirations and to actively reflect on their career choices, thereby gaining self-knowledge and confidence.

Health Education

Alcohol and drugs

Students learn about the effects of alcohol as part of their Religious Studies syllabus. In year 11 the students investigate the links between addiction and the harm it causes for families and wider society. They also study the harmful effects of drug use and the laws that apply to drug use. This is done to help students understand that the use of illegal drugs is a criminal offence and is harmful to their health, integrity, independence, opportunities and careers. Smoking is addressed through Biology where students learn about the impact of nicotine on the body.

Relationship and sex education

Sex education is defined as learning about personal relationships and the characteristics of healthy relationships. Sex education aims to help students:

- value healthy relationships
- respect personal integrity (their own and others)
- think critically about social norms regarding personal relationships

The content for each year has been chosen with regards to suitability for the age of the students and is delivered through RS.

In year 10 students are provided opportunities to think and reflect about the importance of families. They also consider how families can be represented in popular culture. Finally, students consider and compare different views on family and relationships. They also learn about contraception and HIV.

In year 11 the syllabus includes issues such as prostitution and domestic abuse. This is also linked to Computer Science where students are made aware of how to protect themselves from “sexting” and similar practices.

The principal and vice-principal are responsible for informing parents of SRE. This is done at the start of the academic year. The principal and vice-principal meet and discuss appropriate action with any parent who wishes to withdraw their child from SRE lessons.

PSHE and the Prevent Duty

This part sets out how the policy and procedures for how Acorn House College specifically fulfils the requirement of the Prevent duty set out in the Counter-Terrorism and Security Act 2015 section 26. The document also details how the Prevent Duty is linked to the active promotion of the fundamental British values as part of the PSHE curriculum (ISSR 2014 part 2 paragraph 5a).

Specific aims regards to Prevent

- Provide a safe space for students to debate controversial issues through debates in Religious Studies and English in years 9, 10 and 11 and relevant subjects for A-level.
- Promote respect and tolerance through debates in relevant academic subjects and in the student council
- Promote an understanding of the democratic process through the student council

Current procedures

PSHE is shared between Religious Studies and English for compulsory school age. Debating controversial issues is a regular feature of both subjects.

From 2017 a cross-curricular project between History, RS and English will specifically focus on students developing critical analysis skills to enable them to evaluate and make judgements on the representations in popular culture of the role of the state, democracy and the impact of violence. The aim is to help them analyse language used in propaganda that ranges from subtle to explicit and thereby help build their resilience to agendas incompatible with fundamental British values. The project also focuses on discussing the impact of violence on psychological health.

In y11 History students will develop their skills further through source analysis of Nazi propaganda with a focus on recognising general patterns used in propaganda from non-democratic groups including fascism.

The Student council is now established for all years in the Middle School with each year group and meetings are held every week. All students in y10 and y11 are members of the Middle School student councils.

The students together run a number of charity projects, for example the Christmas raffle, in order to develop a connection with the wider community and provide students with opportunities to feel part of a group that allows them to express their subjective agency. This has been identified as a major factor for preventing radicalisation.⁶

⁶ Mink, 2015, p. 19.

Development plan 2017-2018

- Extend the student council to 11R and y12 and y13 by September 2018
- Provide relevant health education and SRE to sixth form students by September 2018

References

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Appendix A: Cross-curricular project on Human Rights and democracy

| | Learning objectives | Learning activities | Resources |
|--|--|---|--|
| Week 1: Introduction | To define the concept of the state To define democracy | Students compare Les Miserables and Rogue One focusing on the presentations of characters, gender and the role of government | Les Miserables (1998) Rogue One (2016) |
| Week 2: The Impact of War | To understand the psychological impact of war To discuss representations of war in media such as movies and literature | Students compare two extracts from soldiers' biographies and discuss similarities and differences Students then compare the extracts to war poems studied in English | Pavlichenko, L, <i>Lady Death</i> (2018) Fick, N, <i>One Bullet Away</i> (2005) |
| Week 3: Representations of the Christian concept of atonement | To analyse the concept of atonement and redemption and link it to previous lessons | Students discuss and define atonement and redemption. Students discuss how atonement and redemption are portrayed in Les Miserables and Rogue One | |
| Week 4: Assessment | Assessment is a critical analysis through a presentation on one of these themes: <ul style="list-style-type: none"> • Representation of gender • The impact of violence • Representations of the state in popular movies • Representations of Christian teachings in movies • Representations of evil in popular movies | Students present their assessment on their selected theme. | |

Appendix B: Outline of PSHE topics in History, RS and English for GCSE

This table describes PSHE topics embedded into the GCSE syllabus. These topics are delivered with a particular emphasis on British fundamental values, equality and personal relationships.

History Edexcel GCSE 9-1

| Unit | PSHE | Year |
|----------------------------|---|------|
| King Richard and King John | <ul style="list-style-type: none"> • Comparison of the role of the monarchy in the 12th Century to the role of the monarchy in modern British society • The origins of antisemitism in Europe during the Third Crusade • Magna Carta and the rule of law | Y10 |
| British America 1713-1783 | <ul style="list-style-type: none"> • The slave trade and its links to racism and discrimination of non-white ethnicities in the USA • Key ideas of the Enlightenment and its influence on the organisation of modern democracy • Comparison between the British democratic system to the American constitution | Y10 |
| Germany 1919-1939 | <ul style="list-style-type: none"> • Comparing the British democratic system to the Weimar Republic • Extensive topics on the reasons for the rise of Nazism including connection to the Great depression, propaganda, antisemitism and the connection to the First World War and the Treaty of Versailles | Y10 |
| Crime and Punishment | <ul style="list-style-type: none"> • Changing attitudes to crime and punishment 1000AD to the present • The role of law enforcement 1000AD | Y11 |

| | | |
|--|---|--|
| | <p>to the present</p> <ul style="list-style-type: none"> • Attitudes to immigration including racism covered in the depth study on Whitechapel 1870-1900 | |
|--|---|--|

Religious Studies Edexcel GCSE 9-1

| Unit | PSHE | Year |
|---|---|------|
| Religion and Ethics (in Christianity) | <ul style="list-style-type: none"> • Christian beliefs • Christian rituals • Family • Contraception • Divorce • Equality of men and women • Gender prejudice and discrimination • The value of human life • Abortion • Euthanasia • Science and religion • Beliefs regarding life after death | Y10 |
| Religion, Peace and Conflict (in Islam) | <ul style="list-style-type: none"> • Muslim beliefs • Muslim rituals • Views on justice, rule of law and crime and punishment • The treatment of criminals • Arguments for and against the death penalty • Reasons for different attitudes to peace and war • Just War Theory • Reasons for and against the use of weapons of mass destruction • Issues surrounding conflict | Y10 |

English

| Unit | PSHE | Year group |
|-----------------|--|------------|
| Macbeth | <ul style="list-style-type: none">• The nature of friendship and how personal relationships can clash and be destroyed by ambition• The importance of personal responsibility for individual actions• Evaluation of political leadership | Y10 |
| Inspector calls | <ul style="list-style-type: none">• Collective responsibility• Comparing social divisions in Edwardian society with modern society• Gender and discrimination | Y10 |
| Jekyll and Hyde | <ul style="list-style-type: none">• Comparing social divisions in 19th Century London with modern London• The ethical responsibilities of the medical profession | Y10 |
| Conflict poetry | <ul style="list-style-type: none">• The impact of violence on soldiers and civilians• Racial prejudice and discrimination• Gender and discrimination | Y11 |