



## **PSHE/Citizenship Policy**

### **Introduction**

The school policy for PSHE/Citizenship was developed and agreed by the whole staff and has the full agreement of the Governing Body. **The policy was approved and ratified by the Governing Body during the Autumn term 2010.**

### **Aims**

#### *Aims for the School Curriculum*

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.

### **Rationale**

#### *The importance of Personal Social and Health Education and Citizenship*

Personal, Social and Health Education (PSHE) and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### **The Framework for PSHE**

- The knowledge, skills and understanding to be taught in 4 interrelated sections:
  1. Developing confidence and responsibility and making the most of pupils' abilities.
  2. Preparing to play an active role as citizens.
  3. Developing a healthy, safer lifestyle.
  4. Developing good relationships and respecting the differences between people.

## The Framework for Citizenship

This comprises 3 interrelated strands:

1. Social and moral responsibility.
2. Community involvement.
3. Political literacy

## Forms of Curriculum Provision

PSHE and Citizenship cannot always be confined to specific timetabled time.

At Ambleside Primary school, PSHE and Citizenship is delivered within a whole school approach which includes:

- Discrete curriculum time. Children follow the SEALs programme please see below. PoS refer to objectives taught for each area.

<b>Year 1</b>	<ul style="list-style-type: none"> <li>• New Beginnings</li> <li>• PoS 1a, b, c, 2a,b,c,d,e,3a, b, 4a,b</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and Falling out</li> <li>• PoS 1a,c,d,e; 2c,h; 4a,b,c,d</li> <li>• Say No to Bullying</li> <li>• PoS 1a,b,c; 2c; 4a,c,d,e</li> </ul>	<ul style="list-style-type: none"> <li>• Going for Goals</li> <li>• PoS 1c,d,e; 4a</li> <li>• Stranger Danger 3g (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Good to be Me</li> <li>• PoS 1c,d,e; 2h; 4b,c; 5g</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• PoS 1a,b,c,d; 4c,d</li> </ul>	<ul style="list-style-type: none"> <li>• Changes</li> <li>• PoS 1c,d,e; 2a,c; 4a,c</li> <li>• SRE 3e</li> <li>• Road Safety 3g (1)</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• New Beginnings</li> <li>• PoS 1a, b, c, d 2a,b,c,d,e,3a, b, 4a,b</li> <li>• Money 2i</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and Falling out</li> <li>• PoS 1a,c,d,e; 2c,h; 4a,b,c,d</li> <li>• Say No to Bullying</li> <li>• PoS 1a,b,c; 2c; 4a,c,d,e</li> </ul>	<ul style="list-style-type: none"> <li>• Going for Goals</li> <li>• PoS 1c,d,e; 4a</li> <li>• Stranger Danger 3g (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Good to be Me</li> <li>• PoS 1c,d; 3d</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• PoS 1a,b,c,d; 4c,d</li> </ul>	<ul style="list-style-type: none"> <li>• Changes</li> <li>• PoS 1c,d,e; 2a,c; 4a,c</li> <li>• SRE 3e</li> <li>• Road Safety 3g (1)</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• New Beginnings</li> <li>• PoS 1b,c, 2b,d,e 4a,c,d</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and Falling out</li> <li>• PoS 1b,c; 2b,c,d; 4a,c,d</li> <li>• Say No to Bullying</li> <li>• PoS 1b,c; 2c,e;3f, g;4a,d,e</li> </ul>	<ul style="list-style-type: none"> <li>• Going for Goals</li> <li>• PoS 1b; 2f; 3e</li> <li>• Jobs 1e (citizenship unit 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Good to be Me</li> <li>• PoS 1a,b; 2e; 4a,c</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• PoS 1c, d; 2c; 4a</li> </ul>	<ul style="list-style-type: none"> <li>• Changes</li> <li>• PoS 1b,c; 2e,i (see citizenship unit 5 for 2i which must be covered)</li> <li>• SRE 3c</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• New Beginnings</li> <li>• PoS 1b,c, 2b,d,e 4a,c,d</li> <li>• Money 1f</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and Falling out</li> <li>• PoS 1b,c; 2b,c,d; 4a,c,d</li> <li>• Say No to Bullying</li> <li>• PoS 1b,c;2c,e;3f, g; 4a,d,e</li> </ul>	<ul style="list-style-type: none"> <li>• Going for Goals</li> <li>• 1b,c; 3e; 4a</li> </ul>	<ul style="list-style-type: none"> <li>• Good to be Me</li> <li>• PoS 1a,b; 2e; 4a,c</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• PoS 1c, d; 2c; 4a</li> <li>• Media 2k (ICT link and unit 11 from citizenship)</li> </ul>	<ul style="list-style-type: none"> <li>• Changes</li> <li>• PoS 1a,c; 2e; 4a,c</li> <li>• SRE 3c</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• New Beginnings</li> <li>• PoS 1a,b, 2a,b,c 3a,b,4a</li> <li>• Roles of Groups 2h</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and Falling out. PoS 2a,e,f; 4a,c</li> <li>• Say No to Bullying</li> <li>• PoS 1b,c; 2c,e,f; 3e,f,g; 4a,d,e,f,g</li> </ul>	<ul style="list-style-type: none"> <li>• Going for Goals</li> <li>• PoS 1b,c; 4a</li> <li>• Jobs 1e (citizenship unit 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Good to be Me</li> <li>• PoS 1a,d; 2f; 3e; 4a,c</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• PoS 1b,d; 2e; 4a,c,d,e</li> <li>• Democracy 2g (citizenship unit 10)</li> </ul>	<ul style="list-style-type: none"> <li>• Changes</li> <li>• PoS 1b,c; 2e; 4a,b,c,f</li> <li>• SRE 3c</li> </ul>

<b>Year 6</b>	<ul style="list-style-type: none"> <li>• New Beginnings</li> <li>• PoS 1a,b, 2a,b,c, 3a,b, 4a</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and Falling out. PoS 2a,c,e,f;4a,c,d,e,f</li> <li>• Say No to Bullying</li> <li>• PoS 1b,c; 2c,e,f; 3e,f,g; 4a,d,e,f,g</li> </ul>	<ul style="list-style-type: none"> <li>• Going for Goals</li> <li>• PoS 1b,c; 4a</li> </ul>	<ul style="list-style-type: none"> <li>• Good to be Me</li> <li>• PoS 1b; 3f; 2e; 4a,c</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• PoS 2a,e; 3e; 4a,b,c,f</li> </ul>	<ul style="list-style-type: none"> <li>• Changes</li> <li>• PoS 1b,c; 2e; 4a,b,c,f</li> <li>• SRE 3c</li> <li>• Allocating resources 2j (teach through local examples)</li> </ul>
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- Teaching PSHE and Citizenship through other subjects/curriculum areas. Teachers plan in specific opportunities for PSHE when planning each term's topics. See appendix 1
- Through PSHE and Citizenship activities and school events. See appendix 1
- Through pastoral care and guidance.

### **Health Promoting Schools Award (the National Healthy School Standard)**

At Ambleside Primary School we recognise the Health Promoting Schools Award as an effective vehicle to promote PSHE and Citizenship which offers an integrated whole-school process, set alongside nationally agreed criteria, looking at health issues in their wider sense.

Ambleside Primary school is working with local partners and agencies: DARE, IMPS, School Nurse, Place2Be, Notts County coaches, St Anns EIP aspirations course to develop PSHE and Citizenship, including emotional health, sex and relationship education, drug education, safety, healthy eating and physical activity.

Ambleside Primary school is participating in the Healthy Schools Enhancement Model which aims to focus on and improve an aspect of health and well being by using information from a questionnaire analysis.

### **Teaching Methods and Learning Approaches**

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies.
- High order questioning skills.
- Climate building and ground rules.
- Agenda setting.
- Working together.
- Values clarification.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Circle Time.
- School Council (preparatory activities).
- Drama and role-play.

## **Assessment, Recording and Reporting**

Assessment in PSHE and Citizenship at Ambleside Primary School does not imply that children are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties. Records of children's work are kept to provide evidence for reports to parents that include their child's awareness of topical events, exercise of responsibility and contribution to the life of the school.

In PSHE and Citizenship there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Clearly defined learning outcomes based on the Framework assist the assessment process.

### Assessing

- Any judgement about self-worth has to be made by the individual. It should be their decision whether they share it with others.
- Unlike knowledge and skills, it is inappropriate to assess pupils' values. However, pupils should be encouraged to reflect on how their personal values relate to those of the school and society, and on the consequences of challenging these values.

### What can be assessed?

- Factual knowledge and understanding, knowledge of facts (the effects of drugs, why hygiene is important, where support and help can be found) is the least difficult aspect of personal and social development to assess. Non-threatening approaches using quizzes, word searches, and games work best. Understanding and being able to apply knowledge may be observed and assessed in real or simulated experiences eg, during the planning of projects or in role-play.

### Recording

- Evidence of personal and social learning and development can come from: self-assessment (checklists, diary, display); peers (observations, reflections); group work; teachers (observations, discussions, written records); certificate of achievements; Learning Mentor.

## **Role of PSHE Co-ordinator**

The Co-ordinator will:

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- establish a shared view of best practice to which all pupils are entitled
- lead policy development
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- provide appropriate support and training for staff
- monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- attend relevant LA courses and network meetings
- order and monitor resources.

## Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Co-ordinator if concerned.

For more details see Appendix 2.

## Resources

Ambleside Primary School's PSHE resources are centrally kept in Room 58.

## Use of Visitors

"A growing number of community based agencies, including the police, drugs services, theatre in education groups, peer education projects and youth services are actively involved in drugs education in schools.

There are opportunities to use community based agencies in schools in order to accelerate the development of programmes and policies. **Careful consideration needs to be given to issues of content, co-ordination and consistency:** external support should be provided in partnership, particularly for primary schools and between primary schools and secondary schools". - *guidance on good practice, DPI - Home Office (1998)*

At Ambleside Primary School, all community based agencies who visit to provide curriculum support are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- Make clear to children who they are, who they represent and what they are offering to children.
- Develop ways of speaking to children, which communicate their open approach, avoiding any hidden agenda to convert young people.

Prior to agencies attending the school, relevant staff ensure that:

- checks have been made with the LA
- their input is integrated within a planned programme
- appropriate planning sheets/lesson plans have been produced
- school/class background information has been issued
- resources have been checked for suitability
- confirmation of dates and times have been confirmed in writing
- an evaluation process has been agreed.

## Other Related Policies

All subject policies should indicate their contribution to PSHE and Citizenship in school.

- Sex and Relationship Education.
- Drug Education.
- Child Protection.
- Inclusion.
- Behaviour Policy/Discipline.
- Health and Safety.
- Assessment, recording and reporting.

- Special Needs - see Appendix 3.
- Bullying

### **Racial Equality & Equal Opportunities Statement**

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

All staff have equal access and inclusive rights to their work regardless of their age, gender, sexual orientation, race, religion, belief, disability or ability. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

### **Review**

This policy will be reviewed in the autumn term 2013.

## Appendix 1

### Provision through teaching and learning in other subjects/curriculum areas

Provision for some aspects of PSHE and Citizenship could be made through other subjects including RE.

Some subjects in the curriculum have opportunities to make links with the Framework through their programmes of study.

- *English*: skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- *Mathematics*: aspects of financial capability, counting and sharing.
- *Science*: (including medicines), sex, health, safety and the environment.
- *Design & Technology*: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- *ICT*: communicating with others via e-mail, finding information on the internet and checking its relevance.
- *History*: use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- *Geography*: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
- *Art and Design*: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- *Music*: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
- *Physical Education*: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- *RE*: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

### PSHE and Citizenship Activities and School Events

Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. The links between Health Promoting Schools Award (the National Healthy School Standard) PSHE and Citizenship and pastoral care and guidances are important. Where children are taught largely by a class teacher, these links may occur more naturally, but the role of other staff is also important.

## Appendix 2

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

### *Ground Rules and Distancing Techniques*

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

### *Dealing with Questions*

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse, the Headteacher should be informed and the usual child protection procedures followed.



## Appendix 3

The following has been produced from: Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties - PSHE and Citizenship (QCA)

### Responding to Pupils' Needs when teaching PSHE and Citizenship

The importance of PSHE and Citizenship to pupils with learning difficulties

Learning PSHE and citizenship help all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

In particular, PSHE and citizenship offer pupils with learning difficulties opportunities to:

- make choices and decisions
- develop personal autonomy by having a degree of responsibility and control over their lives
- make a difference or make changes by their individual or collective actions
- find out that there are different viewpoints which lead to a respect for the opinions of others.

In response to these opportunities, pupils can make progress in PSHE and citizenship by:

- moving from contact with others in class and school to community involvement
- developing greater control and choice
- adapting to change as they grow and develop, physically and emotionally
- moving from the personal to a wider perspective (in terms of the range of relationships and viewpoints, and consideration of other people's point of view)
- moving from an immediate time perspective to thinking about the future and reflecting on the past, *for example, how tackling things differently could lead to different outcomes.*

Modifying the PSHE framework and Citizenship programmes of study

The statutory inclusion statement of the National Curriculum requires staff to modify the programmes of study to give all pupils relevant and appropriately challenging work at each key stage. The framework for PSHE is non-statutory at all key stages. Citizenship is non-statutory at key stages 1 and 2 and becomes a statutory foundation subject at key stages 3 and 4 from August 2002. Staff should teach knowledge, skills and understanding in ways that match and challenge their pupils' abilities.

Staff can modify the PSHE framework and citizenship programmes of study for pupils with learning difficulties by:

- choosing material from an earlier key stage, or more than one key stage
- maintaining, consolidating, reinforcing and generalising previous learning, as well as introducing new knowledge, skills and understanding
- using the non-statutory framework for PSHE and the programmes of study for citizenship as a resource or to provide a context for planning and learning which is appropriate to the age and needs of pupils
- focusing on one aspect or a limited number of aspects of the age-related guidelines and programmes of study.

Developing confidence and responsibility and making the most of their abilities (PSHE)

Developing confidence and responsibility and making the most of their abilities relates to pupils':

- self-concept and self-awareness: the development of a sense of their own identity as a separate and distinct person which is mainly developed through interaction with familiar people and the environment
- self-esteem: the value that pupils' place on themselves which is greatly influenced by the way others behave towards them. The approach of staff in valuing and respecting all

pupils is therefore crucial, particularly as some pupils may have low self-esteem or a poor self-image, and may see themselves as different

- self-knowledge: thinking about themselves and getting to know their own likes and dislikes, strengths and weaknesses. Some pupils with learning difficulties may be dependent on staff to help them interpret their preferences.

Teaching this aspect across the key stages can help pupils to:

- develop a positive self-image
- explore, express and communicate their needs, feelings and opinions
- take responsibility for themselves and their belongings (initially in the classroom, in school, outside school and, later, further afield).

Preparing to play an active role as citizens (key stages 1 and 2) and knowledge and understanding about becoming informed citizens (key stages 3 and 4)

Knowledge and understanding of citizenship starts by pupils interacting with adults they know and other pupils in familiar one-to-one activities and small group situations, as well as taking part in the regular routines, roles and responsibilities of classroom and school life. Pupils learn about the right and wrong ways to behave through the boundaries set by others. Citizenship gives contexts in which all pupils, particularly those with learning difficulties, can move from a personal view of themselves and their immediate world, towards a much wider perspective. This helps them think about other people and ways in which they can make a difference to others and the world around them. Pupils learn about the differences in people and how to value those differences.

Teaching this aspect across the key stages can help pupils to:

- make choices
- take part in group activities and discussions
- realise that all individuals are important in their own right
- recognise differences and similarities in people.

Developing a healthy lifestyle (PSHE)

Developing a healthy, safer lifestyle starts with a basic awareness of the body and in daily personal care routines. Pupils may be dependent on others for their health and safety and need to have some control and autonomy within safe parameters.

Teaching this aspect across the key stages can help pupils to:

- learn about the need for personal hygiene, take part in and maintain personal hygiene routines
- develop body and gender awareness
- know when they can and should give their permission and when to withhold their permission, *for example, to communicate 'no'*.

Developing good relationships and respecting the differences between people (PSHE)

Developing good relationships and respecting the differences between people begins with awareness of, response to, and interaction with, familiar and unfamiliar people and staff who are positive role models.

Teaching this aspect across key stages can help pupils to:

- develop and experience a range of relationships
- recognise and understand different types of relationships.

Sex and relationship education

For all pupils, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion. Pupils with learning difficulties may need to specifically learn things which other pupils learn incidentally, *for example, what being 'private' actually means*. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about

their own relationships and lives, and about their own safety.

#### Improving access to the PSHE framework and Citizenship curriculum

Staff can make PSHE and citizenship more accessible by focusing on the senses. They can improve access by:

- using materials and resources that pupils can understand through sight, touch, sound, taste or smell
- organising a range of activities to compensate for a lack of first hand experiences, *for example, decision-making scenarios on CD-ROM*
- giving first-hand and direct experiences through play, visits, drama, puppets.

Staff can also improve access by:

- using ICT, visual and other materials to increase pupils' knowledge of their personal surroundings and the wider world, *for example, through stories*
- using specialist aids and equipment, adapting tasks or environments, or providing alternative activities, where necessary
- encouraging support from adults or other pupils, whilst giving pupils space and freedom to do things for themselves and allowing time to respond. Pupils with learning difficulties are often dependent on the consistent and sensitive responses and support of staff to ensure proper access to learning opportunities
- being aware of the pace at which pupils work and of the physical effort required
- balancing consistency and challenge, according to individual needs
- giving opportunities to make choices and have control in all activities.

Teaching PSHE and citizenship can help pupils develop their broader communication and literacy skills through encouraging interaction with other pupils as well as staff. With some pupils, communication and literacy skills will develop as they use a range of visual, written and tactile materials, *for example, large print, symbols and symbol text*. These skills also develop as pupils use ICT and other technological aids. Other pupils' skills develop as they use alternative and augmentative communication, *for example, body movements, eye gaze, facial expressions and gestures including pointing and signing*.

#### **Review**

This policy will be reviewed in the autumn term 2014.