

Hope View School

Social Development Policy

Social Development incorporates the following strands:

- Religious Education
- Cultural Development
- Citizenship
- Sex Education
- Personal, social and health education
- Careers Education

These strands of Social Development will enable the outcomes identified by the Government through the publication of “Every Child Matters.” These outcomes are identified as being key to well-being in childhood and later life and are as follows:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

(DfES/1089/2004)

Research has shown that, “...doing well in education is the most effective route for young people out of poverty and disaffection.” (DfES/1089/2004)

Due to their behavioural difficulties, many of our pupils will have experienced problems fitting into society. The aim of Social Development is to enable our pupils to re-integrate themselves by developing within them knowledge and understanding of socially acceptable, behaviour and standards of living.

“*Every Child Matters*” states that schools contribute to the well-being of pupils by:

- Helping each pupil achieve the highest education standards they possibly can
- Dealing with bullying and discrimination and keeping children safe
- Becoming Healthy Schools and promoting healthy lifestyles through Personal, Social and Health Education lessons, drugs education and sporting activities
- Ensuring attendance, encouraging pupils to behave responsibly, giving them a strong voice in the life of the school and encouraging them to volunteer to help others
- Helping communities to value education and be aware that it is the way out of the poverty trap
- Engaging and helping parents in actively supporting their children’s learning and development

Through the school ethos and curriculum, Hope View School aims to ensure that all pupils are given the opportunity to fulfil their potential regardless of race, background, life or educational experience

Curriculum Provision

At Hope View School Social Development is delivered within a whole school approach which includes:

- Discrete curriculum time.
- Teaching through and in other subjects/curriculum areas.
- Through activities and school events.
- Through pastoral care and guidance.
- Through the Behaviour Management Programme

Delivery of Social Development

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of Social Development. 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 manner.

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.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit or 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 pupil.
- 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.

Responding to Pupils' Needs when teaching Social Development

Social Development helps all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and to understand their relationships with others.

In particular, it offers pupils 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 social development by:

- moving from contact with others in class and school to community involvement
- developing greater control and choice
- 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.*

Developing confidence and responsibility and making the most of their abilities

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 can help pupils to begin 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, in their lives generally).

Knowledge and understanding of Social Development 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. Social Development 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 valued 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 good relationships and respecting the differences between people

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.

Teaching Social Development can help pupils develop their broader communication and literacy skills through encouraging interaction with other pupils as well as staff.

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.
- Drama and role-play.

Provision through teaching and learning in other subjects/curriculum areas

Provision for some aspects of Social Development could be made through other subjects.

- *English*: skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- *Mathematics*: aspects of financial capability, counting and sharing.
- *Science*: 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.
- *Physical Education*: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.

Aims of the strands of Social Development

Religious Education

The basic aim of Religious Education is to provide pupils with the necessary knowledge, understanding, skills and confidence that will enable them to understand and assess the religious aspects of the world around them.

At no point in the course will any attempt be made to assess the pupil's own spirituality nor will Religious Education be used for persuasion towards a particular religious or non-religious viewpoint. However, a positive and active effort will be made to promote tolerance and respect for others regardless of race, belief, gender or nationality.

Pupils will be taught about Christianity, Islam, Hinduism and Judaism, with special attention being paid to Christianity.

Those with parental responsibility have the right to ask for their child to be withdrawn from Religious Education and Acts of Worship, in any such case, a written request must be made to the Headteacher.

Cultural Development

Our school has the opportunity to introduce many aspects of culture to pupils through the teaching of past and present knowledge and also through providing a range of experiences. It is important also to extend the horizon of cultural awareness from the pupil's own immediate awareness to a world-wide scale.

The following aspects of curricular and cross-curricular work will enhance pupil's cultural development.

- The value of traditions locally and in the U.K.
- Cultural heritages of people in other parts of the world.
- Cultural links with religions.
- The wide range of music styles - listening in assembly.
- Links to Art policy.
- Dedicated notice board for cultural awareness
- Links to the English policy.
- Special events e.g. a multi-cultural week
- Theatre and museum visits
- Recognising and understanding the strengths of a mixed ethnic society and school culture.

Citizenship

The aim of citizenship is:

- To prepare all children for the opportunities, responsibilities and experiences of life.
- To promote equal opportunity
- To promote self esteem
- To promote emotional well being
- To help form and maintain effective relationships
- To equip them to make informed choices
- To become responsible citizens
- To develop spiritual, moral, social and cultural awareness

The importance of Citizenship

Citizenship will help to give pupils the knowledge, skills and understanding they need to lead confident, independent lives and to become informed, active, responsible citizens and to re-integrate themselves. 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.

Sex Education

Sex and Relationships education involves “lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes”. (*Sex Education Forum 1999*)

Our main aims are to allow pupils to:

- appreciate the value of family life
- recognise the responsibilities of parenthood
- respect themselves and others
- understand the personal changes that are involved in puberty and to appreciate the related issues of personal hygiene
- understand that both sexes must behave responsibly in sexual matters
- be aware of the emotional and moral implications and risks of certain types of behaviour
- receive information about contraception
- receive information about sexually transmitted infections including HIV/AIDS and safe sex

- be aware of places/people to which/whom they can go for appropriate help
- be aware of the legal implications of sexual behaviour.

Parents have the right to withdraw their children from all or part of the Sex and Relationships Education programme not included in the National Curriculum Science orders. They must inform the Headteacher in writing of their decision. The Sex and Relationships Education programme is designed to support and complement the role of parents/carers who have the prime responsibility in this sensitive area.

Personal, Social and Health Education

This programme teaches pupils about all aspects of PSHE and is delivered through a variety of means. Much is embedded in the school curriculum and ethos therefore is delivered through school assemblies, cooking lessons, behaviour management and outdoor education. On other occasions visiting speakers are invited to the school to talk to pupils about Internet Safety, Drugs Awareness and Railway Safety. Key Stage 4 pupils also engage in a 3 week programme on Sexual Awareness delivered by Kent's school nurse team.

Careers Education

One of the school's main concerns is to help each pupil find a fulfilling career. From the beginning, pupils are encouraged to think about their futures.

Throughout, structured advice, and guidance on decision making are given by the teacher in charge of Careers in conjunction with the form and subject staff. The programme of work guides pupils through self awareness and decision making exercises and the development of individual skills. This helps them to understand themselves and their capabilities, to investigate career opportunities, use resources and to compile and implement individual career plans.

The school negotiates partnership agreements with the Connexions careers service to provide a range of support and services which include the Careers Adviser visiting the school at regular intervals. Careers interviews are offered to pupils at crucial decision times. Parents/carers are invited in year 10 and 11.

Training for interviews, help with letters of application, curriculum vitae and application forms are given at appropriate times.

Further information can be found in the school's Careers Education Policy.

Assessment, Recording and Reporting

Assessment in Social Development at Hope View School does not imply that children are failing as people or citizens. It is not a judgment 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, social and behavioural difficulties.

In Social Development there are two broad areas for assessment:

- Pupil's knowledge and understanding, for example, understanding of rules and the meaning of ideas including democracy.
- How well pupils 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.

Each pupil will receive an annual report giving details of their progress in this subject.

This policy is due for review in August 2021

Responsible Person: Mrs C Lorne (Headteacher)