

PSHE / Citizenship

D.Ratcliffe, J. Atkins

PSHE and Citizenship needs to be dynamic subjects in order to interest students, and also to make use of relevant current affairs / societal issues. Added to this, the subject should also make sure that it is relevant to the needs of students, and relevant to their experiences / needs. In light of this, the focus was on KS4 and 'relationships' – making more relevant teaching resources which could better engage students and thus make for better relationships / atmosphere within the classroom.

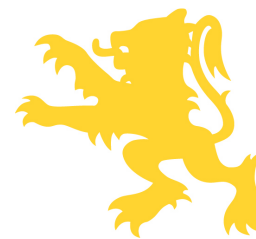
ACTIONS	TIMESCALE/ DATES	RESOURCES/ PERSONNEL	SUCCESS CRITERIA
Analyzing current lessons and auditing PSHE / Citz. provision	Sep 07 - present	RTC, ATK	Audit / Review completed
Changing lessons and schemes of work	Sep 07 - present	RTC, ATK	Lessons created and taught, and evaluated
Resourcing new lessons	Sep 07 - present	RTC, ATK	Resources used and reviewed

The basic premise then was to further engage students and lead to more effective learning relationships by refocusing on what we do, and how we do it, stressing the need for up to date resources and experiences.

Successful examples include;

- **'Bionic Babies'**: Julie piloted a scheme where students could take home a bionic baby, to simulate the time and effort needed when bringing up children.
- Unit based on the film **Kidulthood**; focusing on current issues such as violence in society, what is friendship, drug use, gang culture, apathy etc.
- Unit based on BBC3 series **Baby Borrowers**; focusing on all issues of Parenting from newborn to teenagers.
- Embedding **YouTube** as a resource; for GCSE citz, KS4 PSHE – there is an effective use for it everywhere.
- Use of **Fire Service**; hard – hitting Road Safety sessions delivered by Denis Murphy, an increasingly familiar face for our students.

All the above acts were successfully received by the students, and helped create a purposeful and engaged atmosphere – relationships between staff and students improved as students felt that lessons were focused more on their issues and needs, rather than what teachers felt they should teach. This focus will continue into 2008/09.



Maths & Computing



INVESTOR IN PEOPLE

