

## Aik Saath: PSHE and Citizenship

This section of the website has been developed for teachers. The tables below show how Aik Saath’s work can benefit pupils while meeting government criteria for the subjects of PSHE and citizenship.

### PSHE

Aik Saath workshops can be used by teachers to fulfil sections of the personal, social and health education (PSHE) curriculum at key stages 3 and 4. According to the National Curriculum, PSHE should help pupils “to lead confident, healthy and responsible lives as individuals and members of society.” In accordance with these targets, Aik Saath’s workshops give pupils practical knowledge and the skills to deal with the moral, social and cultural issues they face as young people.

PSHE: Key Stage 3: Years 7-9: 11 to 14 year olds

PSHE: Key Stage 4: Years 10-11: 14 to 16 year olds

	Key Stage 3	Key Stage 4	
<p><b>Knowledge, skills and understanding:</b></p> <p><b>Developing confidence and responsibility and making the most of their abilities</b></p>	<p>b) To respect the differences between people as they develop their own sense of identity.</p> <p>c) To recognise how others see them, and be able to give and receive constructive feedback and praise.</p> <p>d) To recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members, and how to deal positively with the strength of their feelings in different situations.</p>	<p>a) To be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals.</p> <p>b) To have a sense of their own identity and present themselves confidently in a range of situations.</p> <p>c) To be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience.</p> <p>d) To recognise influences, pressures and sources of help and respond to them appropriately.</p>	<p>Rather than merely encouraging young people to think about <i>other people’s identities</i>, Aik Saath actively encourages young people to think about their <i>own</i> identity and <i>why</i> it is important to respect the identities of other people.</p>

<p><b>Developing a healthy, safer lifestyle</b></p>	<p>g) To recognise when pressure from others threatens their personal safety and well being, and to develop effective ways of resisting pressures, including knowing when and where to get help.</p>	<p>b) To use assertiveness skills to resist unhelpful pressure.</p>	<p>Aik Saath recognises that young people are exposed to pressures from their peers and other individuals on a daily basis. By taking identities and stereotypes as a starting point we try to foster independent thought- a vital facet if young people are to resist malevolent pressures. We also do assertiveness training in order to help young people make their decisions clear to others.</p>
<p><b>Developing good relationships and respecting the differences between people</b></p>	<p>a) About the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively.</p> <p>b) How to empathise with people different from themselves</p> <p>d) To recognise some of the cultural norms in society, including the range of lifestyles and relationships</p> <p>h) To recognise that goodwill is essential to positive and constructive relationships</p> <p>i) To negotiate within relationships, recognising that actions have consequences, and when and how to make compromises</p> <p>j) To resist pressure to do wrong, to recognise when others need help and how to support them</p> <p>k) To communicate confidently with</p>	<p>a) About the diversity of different ethnic groups and the power of prejudice</p> <p>c) To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support</p> <p>d) To work cooperatively with a range of people who are different from themselves</p> <p>e) To be able to talk about relationships and feelings</p> <p>f) To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully</p>	<p>Stereotyping, prejudice and racism are all dealt with to a greater or lesser extent within our workshops. However, we can place particular emphasis on any or all of these issues if it is considered a 'problem' within a classroom or year group.</p> <p>In order to combat these problems, Aik Saath encourages young people to recognise and respect differences, while fostering an attitude of empathy and understanding.</p> <p>Lastly, a number of skills are introduced through our workshops that should help young people resolve conflicts effectively. Communication skills, such as active listening and effective questioning, are likely to prove useful whether they are used to resolve disputes, further understand other people or in everyday relationships.</p>

	their peers and adults.		
<b>Breadth of study</b>  4) During the key stage, pupils should be taught the <b>knowledge, skills and understanding</b> through opportunities to:	a) Take responsibility; b) Feel positive about themselves; c) Participate; d) Make real choices and decisions; e) Meet and work with people; f) Develop relationships; g) Consider social and moral dilemmas.	(See left)	Within our workshops we actively encourage every member of the group to participate. We try to foster a positive atmosphere by welcoming all input from young participants. Furthermore, emphasis is placed on using 'real life' scenarios to ensure that practical skills are absorbed. Group work is favoured in order to further develop intra-group communication and promote team-working skills.

### Citizenship

Aik Saath's workshops can also be used to fulfil another important part of the national curriculum. According to the Qualifications and Curriculum authority:

*Citizenship promotes people's spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world.*

By encouraging young people to respect different identities, to reflect on important issues and to take part in discussions, Aik Saath contributes towards the goals of citizenship education.

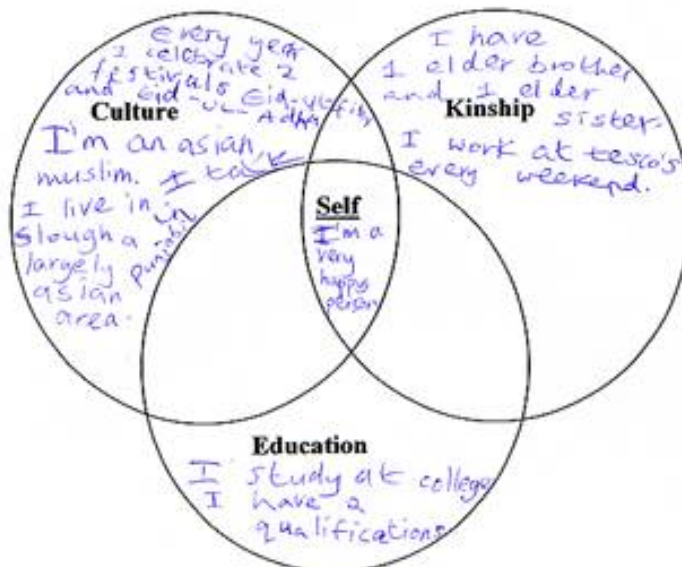
Citizenship: Key Stage 3: Years 7-9: 11 to 14 year olds  
 Citizenship: Key Stage 4: Years 10-11: 14 to 16 year olds

	Key Stage 3	Key Stage 4	
<b>Knowledge and understanding about becoming informed citizens</b>	<p>b) The diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</p> <p>f) The work of community based, national and international voluntary groups.</p> <p>g) The importance of resolving conflict fairly.</p> <p>h) The significance of the media in society.</p>	<p>b) The origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</p> <p>f) The opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally.</p> <p>g) The importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion</p>	<p>The majority of Aik Saath's workshops incorporate identity-based work. However, unlike the majority of other workshops dealing with tolerance and diversity, we take respect and knowledge of oneself as a starting point. Furthermore, we encourage young people to explore the stereotypes and negative images that are often applied to themselves by different sections of the media. Through our own work we hope to give an introductory understanding of the work of community based organisations. Perhaps most importantly, we equip young people with the skills that will allow them to resolve their own conflicts effectively.</p>
<b>Developing skills of enquiry and communication</b>	<p>a) Think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT based sources.</p> <p>b) Justify orally and in writing a personal opinion about such issues, problems or events.</p> <p>c) Contribute to group and exploratory class discussions, and take part in debates.</p>	<p>b) Express, justify and defend orally and in writing a personal opinion about such issues, problems or events.</p> <p>c) Contribute to group and exploratory class discussions, and take part in formal debates.</p>	<p>The prevalence of stereotyping, prejudice, bullying, racism and discrimination within British societies makes the work of Aik Saath unavoidably topical from political, social and cultural perspectives. Group work is actively encouraged and consequently young people are often called upon to justify their personal opinions on a range of issues, thereby contributing to the discussions that take place.</p>
<b>Developing skills of participation</b>	<p>a) Use their imagination to consider other people's experiences and</p>	<p>a) Use their imagination to consider other</p>	<p>Empathy and understanding play a central role in the majority of Aik Saath's</p>

<p><b>and responsible action</b></p>	<p>be able to think about, express and explain views that are not their own.</p> <p>b) Negotiate, decide and take part responsibly in both school and community based activities.</p> <p>c) Reflect on the process of participating.</p>	<p>people's experiences and be able to think about, express, explain and critically evaluate views that are not their own.</p> <p>b) Negotiate, decide and take part responsibly in school and community based activities.</p> <p>c) Reflect on the process of participating.</p>	<p>workshops. Much of what we do involves encouraging young people to think about the opinions of other people think and just as importantly, <i>why</i> other people think the way they do. This type of thinking should contribute towards one of the central goals of our training- to allow pupils to develop and put into practice the skills they acquire, at school and in the wider community. Lastly, week-by-week we evaluate each session. This not only allows us to further tailor our trainings towards the needs of the group, but also encourages those involved to reflect on the process of participating.</p>
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### Best Practice

As outlined above, Aik Saath's work contributes a great deal towards the requirements outlined for key stages three and four in both citizenship and PSHE. In order to show how our work can meet the objectives set out in the National Curriculum, the following example outlines one of the many activities we use to explore identity.



In this activity the pupils investigated the different dimensions of their identities. They explored the multiple identities that make up different individuals. This exercise made it clear that there are dimensions of identity we share and others that are very different. It shows that despite apparent differences there are always aspects of ourselves that we share with others. This allows us to move past stereotypes that equate people with only certain identities, while ignoring others. When individuals are only perceived through one aspect of their identity the risk of conflict is increased because the potential for common ground and mutual understanding is vastly reduced. Consequently, if there is conflict within a group, this can be a valuable exercise and an important step towards settling intra-group differences.

