



PSHE “Preparing students for current and future challenges in life”

The aims and long-term goals

The Programme of Study identifies a broad range of important issues, but we prioritize quality over quantity (so that PSHE lessons are not simply a series of one-off, disconnected sessions) whilst ensuring that your programme reflects the universal needs of all students.

- The curriculum looks at the specific needs of the pupils in our school or community by firstly identifying their needs, using a variety of sources.
- Sources include **Public Health England Child and Maternal Health (CHIMAT)** data sets, the local authority’s joint strategic needs assessment (JSNA) and our own knowledge of your pupils’ needs. It is important that pupils recognize their PSHE education as relevant and applicable across many important areas of their lives.
- A curriculum that keeps abreast of new developments as unlike many other subjects, much of the specific knowledge taught in PSHE education changes regularly, for example as a result of legal changes, medical or technological advances.
- The curriculum must therefore ensure that all information used to develop pupils’ knowledge on any aspect of PSHE education is up to date, accurate, unbiased and balanced.
- PSHE curriculum addresses both pupils’ current experiences and preparation for their future.

Our aim for students by the time they leave us


- To shape the minds and bodies of our students in the context of the local community, taking into consideration their ethnicity and faith/non-faith, whilst broadening their knowledge about skills for life.
- Giving students a survival kit to tackle the many challenges they face currently and will do as adults and to use the knowledge gained in PSHE to help themselves and others
- To create responsible confident citizens ready to face the future
- To equip students to make informed, balanced life choices
- To be aware of all the organizations that can support them if they struggle through signposting in lessons that mirror the school’s policy
- To be part of the community cohesion process




Curriculum intent



- The PSHE intent: As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.
- PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.
- A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.
- PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.
- It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.
- Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.



How we support the School Intent

Use the discussions you held as a team with this document to finalise this.

	Soundbite		How your subject area contributes to the school intent
1	Faith community	 <p>Communication Honesty Responsibility Initiative Success Tolerance</p>	<p>How do you demonstrate all the CHRIST characteristics within your subject area?</p> <p>Communication <i>“Jesus drew large crowds to hear his teachings. He told stories that are relevant today and spoke sayings that are part of common vocabulary. He was a skilled communicator”</i></p> <p>PSHE draws from this principle as a Church of England school. To encourage communication between students in class and to present them with leaders in the SOW that will aid this development. Morals and values religion, influential citizens in the past are used.</p> <p>Curriculum example; How to maintain and manage positive relationships and conflict resolution strategies</p> <p>Honesty <i>“Even when Jesus was put on trial before he was crucified he did not lie. He opted to speak the truth in love”</i></p> <p>In class discussions, students are encouraged to have the confidence to give their views truthfully without fear of being criticised by teachers or peers. In bullying incidents in class students are to be truthful about the incident to help the victim.</p> <p>Curriculum example: Bullying</p> <p>Responsibility <i>“Jesus noticed and did something about people who had less than others. He fed the 5,000 and healed the sick and was trusted by many people that they left their everyday normal life and chose to follow him”</i></p> <p>The parables teaches our students the importance of the Golden rule of the 6 major religions in England.” “Treat others as you want to be treated”</p> <p>Curriculum example: The importance of building positive relationships is highlighted in the curriculum</p> <p>Initiative <i>“Jesus was creative in the way he led his team of disciples, and in the decisions he took. He led people into living a different way and was prepared to take risks in doing this”</i></p> <p>Through the example of Jesus and other religious faith leaders, students are taught about leadership in faith communities. Historic faith leaders, such as Martin Luther King who followed Jesus’s example of non- violence versus those who took the violent option. Through these examples it</p>

			<p>helps students understand they always have options. It teaches students about taking informed risks and following the right leaders in terms of friends, people in the community and those they will meet in the future.</p> <p>Curriculum example:-hat are the negative impacts of peer pressure?</p> <p>Peer influence, substance use and gangs</p> <ul style="list-style-type: none"> - Healthy and unhealthy friendships - Assertiveness, passive and aggressive behaviours <p>Risks of substance misuse, carrying a knife and gang exploitation</p> <p>Tolerance</p> <p><i>“In a society where people who were different as outcasts, Jesus triumphed the cause of the downtrodden. He epitomises someone who treats everyone with equality and fairness”</i></p> <p>They understand the importance of tolerance and the key concept of love they neighbour. Students understand that the first step in applying equality and fairness is at school, with friends, and in the community</p> <p>Curriculum example - Why is diversity important in the UK and how does it affect me?</p> <p>Diversity</p> <ul style="list-style-type: none"> - Identity, British values & personal values - Diversity - Prejudice, stereotypes and discrimination - Bullying
2	<p>Broad and Balanced Education</p>		<p>How do you ensure you teach a broad and balanced education? How true is it that your subject is <u>‘grounded in the National Curriculum’</u>? How is this evident?</p> <ul style="list-style-type: none"> • Following the National curriculum and Guidance from PSHE Association • Evident in our SOW covering the three key strands • (Please see extracts relevant from PSHE Association) • It also includes national awareness events that raises awareness such as mental health issues
3	<p>Well-rounded individuals</p>		<p>How does your subject contribute to developing ‘well-rounded individuals’? (inc. extra-curricular)</p> <ul style="list-style-type: none"> • PSHE promotes human development. • Nurtures all the key areas needed to develop into a well-rounded individual by providing essential information and developing key skills.
4	<p>No barriers to success</p>		<p>What do you do as a subject area to remove the barriers to success some students such as PP, SEND, EAL have?</p> <ul style="list-style-type: none"> • setting suitable learning challenges; • responding to pupils’ diverse learning needs; • Overcoming potential barriers to learning and assessment for individuals and groups of pupils. As the subject matter of PSHE often raises sensitive issues, it is important that

			<p>teachers are aware of, and are sensitive to, the background and personal circumstances of the pupils and therefore before topics are taught they should be aware of any issues that might disadvantage any student.</p> <p>PP strategies KS3 and KS4 Age appropriate Topics : Health and well being Relationships</p> <ul style="list-style-type: none"> • Living in the wider world all address their needs To build character and self-awareness and understanding • To help them understand and appreciate a positive mind set rather than a fixed mind set
5	<p>Ambitious yet appropriate career pathways</p>		<p>How do you make sure that the careers links in your subject area are evident to students?</p> <p><i>PSHE supports them to develop the skills and attributes they need to succeed in an increasingly volatile labour market</i></p> <p>Unit on:</p> <ul style="list-style-type: none"> • Living in the Wider World • Learning skills • Work and career • Employment rights and responsibilities
6	<p>Meets local need</p>		<p>How is your curriculum specifically tailored to meet our cohort's needs? 2/3 boys, 70%+ EAL, high SEND K, low cultural capital...</p> <p>Our school's context is boy heavy (66% boys to 34% girls) due to the amount of girl only schools in the area 70%+ EAL, High SEND K, Low literacy/oracy</p> <ul style="list-style-type: none"> • Our T&L meetings look at this cohort and lessons addresses this by making our PowerPoints visualising stimulating to aid this category. We also use the school policy that directs us to strategies. • Reflective journals aid this group. • Oracy is developed through group and paired discussions • Relationships Education, RSE and Health Education must be accessible for all pupils. • Ensuring high quality teaching that is differentiated and personalised will be to ensure accessibility. The curriculum is also mindful of the preparing for adulthood outcomes¹ as set out in the SEND code of practice, when teaching these subjects to those with SEND. • The curriculum designed is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. • Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. These factors

			<p>have taken into consideration in designing and teaching PSHE.</p> <ul style="list-style-type: none"> • The curriculum ensures that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law - Examples: Room offered to students who would like to revise or do other work- use of computers - Differentiation - Trips – for Pupil Premium <p>A diverse community (see last page)</p> <p>The data clearly shows how Slough and Eton represents local, national international community. The curriculum caters for this diversity, covering all groups within the local community, but also represents national and global communities The core skill of tolerance and celebrating difference can be seen throughout the curriculum.</p>
7	Learning is revisited		<p>How do you ensure the development of knowledge in your subject area through revisiting learning?</p> <p>A variety of techniques used</p> <ul style="list-style-type: none"> • Do now tasks • What did we do last lesson? • Questioning • Keyword list • Progress checkers – overview of lessons – RAG • Refer back to previous years/lessons - recap
8	High quality teaching		<p>How consistent are you as a subject area in implementing the teaching and learning framework?</p> <p>Establishing and maintaining a safe and secure learning environment and a school ethos which promotes positive relationships between peers, and between pupils and staff.</p> <p>Key features of good teaching in PSHE include:</p> <ul style="list-style-type: none"> • Planning informed by needs analysis • Safe, secure and positive learning environment • Skilful management of discussions of sensitive and controversial issues by the teacher and being able to respond appropriately to spontaneous issues • Active teaching and learning • Assessment of learners' progress <p>Challenge Challenge for all students. This is demonstrated in their written work and in challenging questions</p> <p>Explanation Teacher knowledge prior to teaching is sound based on weekly meetings where any concerns or gaps in knowledge are addressed Guidance for delivery should be read before classes are taken</p> <p>Modelling</p> <ul style="list-style-type: none"> • Showing models of how to respond with empathy • To explain themselves in a non-discriminatory way

Deliberate Practice

Reflective books are used to help students master this skill of self-evaluation of thoughts and needs.

Questioning

Knowing how to deal with unexpected and spontaneous questions from pupils. Pupils will be encouraged to ask questions in PSHE so it is important that staff can handle all questions that may be asked or use methods like the 'question box'

Questioning as whole class, groups or pairs to provide safety in response for some students and also taking into account the sensitive nature of topics.

Feedback

- Students can give feedback orally
- Reflective journals form part of assessment and feedback

Essential delivery techniques for staff



Establishing ground rules with pupils so there is shared ownership of them (not imposing them on the pupils) •

Using 'distancing techniques' e.g case studies so pupils are not been asked to talk about their experiences but talk about what is happening to the characters in the case study. This distancing creates an emotional space between pupils and the issue that is being explored. Pupils may be asked to reflect on their own personal attributes, attitudes and skills but this should be done in safe way and not by putting pupils 'on the spot'

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Quality assessments in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- **Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values**
Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE

9	Literacy and oracy promoted		<p>How are lessons planned to develop literacy and oracy skills? PSHE curriculum provides students with emotional literacy. This is the ability for our students to hold balanced and well-informed conversations about religion and worldviews</p> <ul style="list-style-type: none"> • Staff across the whole school have had training on literacy and been made aware of the importance of teaching tier 2 and tier 3 words. • Developing Emotional literacy by supporting students with key vocabulary - Examples: - Keywords - Display – needs to be completed to show keywords in classroom - Reading out loud in class – PowerPoint - Worksheets/articles – develop literacy and oracy - Debate/questioning – ‘can you word that better?’ ‘Please improve your sentence/explanation’ •
10	Guided to suitable courses		<p>How do you support students in making the best subject choices for them?</p> <p>In line with guidance, focus is on: Living in the Wider World</p> <ul style="list-style-type: none"> • Choices and pathways • Work and career <p>This is designed based on age appropriate information and skills acquisition. It supplement the work of the careers officer at school</p> <p>It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.</p> <p>-</p>

Planned Curriculum

The key strands of knowledge and skills identified

Guided by the national framework and using the PSHE association documents

CORE THEME Learning opportunities in Health and Wellbeing		
KS3	KS4	KS5
Self-concept Mental health and emotional wellbeing Healthy lifestyles Drugs, alcohol and tobacco Managing risk and personal safety Puberty and sexual health	Self-concept Mental health and emotional wellbeing Drugs, alcohol and tobacco Managing risk and personal safety Sexual health and fertility Health-related decisions	Self-concept Mental health and emotional wellbeing Healthy lifestyles Managing risk and personal safety Sexual health Drugs, Alcohol and Tobacco
CORE THEME 2: RELATIONSHIPS		
Positive relationships Forming and maintaining respectful relationships	Positive relationships Relationship values	Relationship values Forming and maintaining respectful relationships

Consent Contraception and parenthood Bullying, abuse and discrimination Social influences	Forming and maintaining respectful relationships Consent Contraception and parenthood Bullying, abuse and discrimination Social influences	Consent Contraception and parenthood Bullying, abuse and discrimination Media literacy and digital resilience
CORE THEME 3: LIVING IN THE WIDER WORLD		
KS3 Learning opportunities in Living in the Wider World Learning skills Work and career Employment rights and responsibilities Financial choices Media literacy and digital resilience	KS4 Learning opportunities in Living in the Wider World Learning skills Choices and pathways Work and career Employment rights and responsibilities Financial choices Media literacy and digital resilience	Choices and pathways Work and career Work and career Employment rights and responsibilities Financial choices

Why did you choose these strands of knowledge?

- These strands of knowledge follows the key strands of the national curriculum
- The guidance below indicates the key skills and knowledge all students must have by the end of secondary school

Healthy eating	<ul style="list-style-type: none"> • <i>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</i> 	H17, H18	H11
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • <i>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</i> 	H23, H26, H27, H28, R20	H19, H20, R20
	<ul style="list-style-type: none"> • <i>the law relating to the supply and possession of illegal substances.</i> 	H26, H28	H19
	<ul style="list-style-type: none"> • <i>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</i> 	H24, H26, H27, H29, R20	H19, R20
	<ul style="list-style-type: none"> • <i>the physical and psychological consequences of addiction, including alcohol dependency.</i> 	H26, H27, H29, R20	H19, H20, H21
	<ul style="list-style-type: none"> • <i>awareness of the dangers of drugs which are prescribed but still present serious health risks.</i> 	H23, H26, H27	H19
	<ul style="list-style-type: none"> • <i>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</i> 	H26, H27	H19, H21
Health and prevention	<ul style="list-style-type: none"> • <i>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</i> 	H19, H20	H16
	<ul style="list-style-type: none"> • <i>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</i> 	H19, H20	
	<ul style="list-style-type: none"> • <i>(late secondary) the benefits of regular self-examination and screening.</i> 	H19	H16
	<ul style="list-style-type: none"> • <i>the facts and science relating to immunisation and vaccination.</i> 	H19	H16
	<ul style="list-style-type: none"> • <i>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</i> 	H15	H11

Basic first aid	<ul style="list-style-type: none"> • basic treatment for common injuries. 	H33	H24
	<ul style="list-style-type: none"> • life-saving skills, including how to administer CPR. 	H33	H24
	<ul style="list-style-type: none"> • the purpose of defibrillators and when one might be needed. 	H33	H24
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. 	H34	
	<ul style="list-style-type: none"> • the main changes which take place in males and females, and the implications for emotional and physical health. 	H34, R5, R18	R6

Knowledge and skills link with each other in a coherent manner, age appropriate and building on skills

This allows development of skills and knowledge which is age appropriate. Topics might have the same label but the key skills are age related

Big ideas that show a coherence and development of skills and knowledge over time

Curriculum knowledge

- CORE THEME 1: HEALTH AND WELLBEING
- CORE THEME 2: RELATIONSHIPS
- CORE THEME 2: Living in the Wider World

Essential Skills and Attributes		
Personal Effectiveness	Interpersonal and social effectiveness	Managing risk and decision making
<ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) 	<ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships 	<ol style="list-style-type: none"> 1. Identification, assessment and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions

KS3

Mental Health & Wellbeing			
Healthy Relationships (RSE)			
Living in the Wider World			
	Year 7	Year 8	Year 9

<p>Autumn 1</p> <p>Mental Health & Wellbeing</p>	<p>How do I settle into a secondary school successfully?</p> <p>Transition and safety</p> <ul style="list-style-type: none"> - Transition to secondary school - Establish and manage friendships - Personal safety in and outside school e.g. including first aid <p><i>European Day of Languages</i></p>	<p>What are effects of drugs and alcohol?</p> <p>Drugs and alcohol</p> <ul style="list-style-type: none"> - Alcohol and drug misuse - Tobacco, nicotine and e-cigarettes - Influences and pressures - Promote positive social normal and attitudes 	<p>What are the negative impacts of peer pressure?</p> <p>Peer influence, substance use and gangs</p> <ul style="list-style-type: none"> - H... and u... y... fr... ps - A... n... s... passive and aggressive behaviours - Risks of substance misuse, carrying a knife and gang exploitation
<p>Autumn 2</p> <p>Healthy relationships</p>	<p>Why is diversity important in the UK and how does it affect me?</p> <p>Diversity</p> <ul style="list-style-type: none"> - Identity, British values & personal values - Diversity - Prejudice, stereotypes and discrimination - Bullying <p><i>Black History Month</i> <i>World Mental Health Day</i> <i>World Poverty Day</i> <i>Human Rights Day</i> <i>Anti-bullying week</i></p>	<p>How can I develop my skills and aspirations for the future?</p> <p>Community and careers</p> <ul style="list-style-type: none"> - Equality of opportunity in careers and life choices - Challenge and stereotypes of work and pay - Different types and patterns of work <p><i>Black History Month</i> <i>World Mental Health Day</i> <i>World Poverty Day</i> <i>Human Rights Day</i></p>	<p>How to maintain and manage positive relationships and conflict resolution strategies</p> <p>Respectful relationships</p> <ul style="list-style-type: none"> - Families and parenting - Healthy relationships - Conflict resolution and relationship changes e.g. divorce <p><i>Human Rights Day</i></p>
<p>Spring 1</p> <p>Living in the wider world</p>	<p>What are my skills and aspirations?</p> <p>Developing skills and aspirations</p> <ul style="list-style-type: none"> - Importance of teamwork - Raising aspirations - Careers - Enterprise skills <p><i>International Women's Day</i></p>	<p>Understanding the importance of Identity and positive behaviours in healthy relationships</p> <p>Identity and relationships</p> <ul style="list-style-type: none"> - Gender identity - Sexual orientation - Consent and 'sexting' - Introduction to contraception <p><i>LGBT History Month</i> <i>International Women's Day</i></p>	<p>What strengths, career options and goals should I set as part of my GCSE options?</p> <p>Setting goals</p> <ul style="list-style-type: none"> - Learning strengths - Career options - Goal setting as part of the GCSE options process <p><i>Year 9 Slough Aspire Careers Event</i> <i>Year 9 Options Assemblies and interviews in March</i> <i>International Women's Day</i></p>

<p>Spring 2</p> <p>Mental Health & Wellbeing</p>	<p>How to make good healthy life choices</p> <p>Health and puberty</p> <ul style="list-style-type: none"> - Healthy routines e.g. sleep - Influences on health - Puberty - Unwanted contact <p><i>National Children's Mental Health Awareness Week</i></p>	<p>What is emotional wellbeing and its importance?</p> <p>Emotional wellbeing</p> <ul style="list-style-type: none"> - Mental health and emotional wellbeing - Unhealthy coping strategies - body image, self-harm, eating disorder - Digital resilience <p><i>National Children's Mental Health Awareness Week</i></p>	<p>How to maintain a healthy lifestyle</p> <p>Healthy lifestyle</p> <ul style="list-style-type: none"> - Diet - Exercise - Lifestyle balance - Healthy choices - First aid <p><i>National Children's Mental Health Awareness Week</i></p>
<p>Summer 1</p> <p>Healthy Relationships</p>	<p>The importance of building positive relationships</p> <p>Building relationships</p> <ul style="list-style-type: none"> - Self-worth - Family - Friends - Romance and friendships (including online) - Relationship boundaries <p><i>Stephen Lawrence Day</i></p>	<p>What are the different forms of discrimination and how does it impact society?</p> <p>Discrimination</p> <ul style="list-style-type: none"> - How to manage beliefs and decisions - Develop self-worth and confidence - Recognise and challenge discrimination in all its forms, including: racism, religious discrimination, disability, gender identity and gender-based discrimination, sexism, homophobia, biphobia and transphobia <p><i>Stephen Lawrence Day</i></p>	<p>(Introductions to RSE) What is an intimate relationship and its impact?</p> <p>Intimate relationships</p> <ul style="list-style-type: none"> - Relationships - FGM - Sex education including consent, contraception, the risks of STIs, and attitudes to pornography - Consequences of pregnancy
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Understanding money management</p> <p>Financial decision making</p> <ul style="list-style-type: none"> - Saving - Borrowing - Budgeting - Making financial choices 	<p>How to be safe in the digital world</p> <p>Digital literacy</p> <ul style="list-style-type: none"> - Online safety (grooming) and digital literacy - Media reliability - Different social media and responsibility - Gambling 	<p>How can I develop my employability skills?</p> <p>Employability and online presence</p> <ul style="list-style-type: none"> - Employment rights and responsibilities - Skills for work - Give and act on constructive feedback

		Year 10		Year 11		
Autumn 1	Mental Health & Wellbeing	<p>How to maintain positive mental health and the coping with negativity</p> <p>Mental health</p> <ul style="list-style-type: none"> - Managing challenges during adolescence, safeguarding health, including during periods of transition or change - Mental health and mental illness - Challenging stigma, stereotypes and misinformation - Support and treatment <p><i>World Mental Health Day</i></p>		<p>Managing a positive mental health during my GCSEs</p> <p>Building for the future</p> <ul style="list-style-type: none"> - Self-efficacy including motivation and resilience - Stress management including healthy sleep habits, balance time - Future opportunities <p><i>World Mental Health Day</i></p>		
Autumn 2	Living in the wider world	<p>How can making important financial decisions impact my future?</p> <p>Financial decision making</p> <ul style="list-style-type: none"> - The impact of financial decisions - Preventing and managing debt - Gambling and gambling influences online - Impact of advertising on financial choices - Fraud 	Healthy Relationships	<p>Why is effective communication in relationships so important?</p> <p>Communication in relationships</p> <ul style="list-style-type: none"> - Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse - Core values and emotions - Unwanted attention, harassment and stalking <p><i>Action Against Gender Based Violence</i></p>		
Spring 1	Healthy Relationships	<p>How does society influence my views on a healthy relationship (CSE)?</p> <p>Healthy relationships</p> <ul style="list-style-type: none"> - Relationships and sex expectations - Myths, misconceptions and social norms about sex, gender and relationships - Risks of online dating - Impact of the media and pornography - Consent, pressure and exploitation - Victim blaming 	Living in the wider world	<p>What steps do I need to take for an effective work/life balance?</p> <p>Next steps</p> <ul style="list-style-type: none"> - Skills for further education, e.g. effective revision techniques - Application processes, including CV writing, personal statements, interview techniques - Employment and career progression, e.g. responsibilities and challenges in a P/T job whilst studying 		

		<ul style="list-style-type: none"> - Asexuality, abstinence and celibacy 		<p><i>Year 11 CV Writing Day</i> <i>Year 11 Mock Exams</i></p>	
<p>Spring 2</p> <p><i>Living in the wider world</i></p>		<p>How do I prepare myself for work experience?</p> <p>Work experience</p> <ul style="list-style-type: none"> - Responsibilities and expectations in the workplace - How to overcome challenges or adversity - Preparation for and evaluation of work experience and readiness for work <p><i>Year 10 Skills for Life</i> <i>Year 10 work experience in June</i></p>		<p>As an independent and responsible young adult, how can I take care of myself?</p> <p>Independence</p> <ul style="list-style-type: none"> - Responsible health choices, and safety in independent contexts: - Emergency first aid skills - Screening and self-examination - Links between lifestyle and cancer - Vaccination and immunisation - Sexual health, blood, stem and organ donation 	
<p>Summer 1</p> <p><i>Mental Health & Wellbeing</i></p>		<p>How does society influence and impact my behaviour and thinking?</p> <p>Exploring influence</p> <ul style="list-style-type: none"> - The influence and impact of drugs, gangs, role models and the media - Decision making - Peer pressure - Substance abuse and addiction - How to keep self and others safe in situations 		<p>Understanding the different types of families and communities in British society today</p> <p>Families</p> <ul style="list-style-type: none"> - Different families and parental responsibilities - FGM - Changing relationships e.g. bereavement - Pregnancy, birth and miscarriage - Marriage, forced marriage and 'honour based' violence 	
<p>Summer 2</p> <p><i>Healthy Relationships</i></p>		<p>How can the U.K. maintain community cohesion? And what challenges does it face?</p> <p>Addressing extremism and radicalisation</p> <ul style="list-style-type: none"> - Communities, inclusion and a sense of belonging - Law and British values - How social media may influence belief and opinion - Recognise and challenge extremism and radicalisation <p><i>School Diversity week</i> <i>Multi-Cultural Evening</i> <i>Celebrations</i></p>			

Explain how it shows the strands of knowledge through time (i.e. link to the colours used etc.)

There are 3 strands in PSHE for each of the key stages:

Mental Health & Wellbeing
Healthy Relationships (RSE)
Living in the Wider World

Although the titles are the same, the knowledge is age related and the skills are progressive

The development of skills over time

One of the key aims of PSHE Education is to develop skills, strategies and attributes to enable pupils to make and then enact on a decision. ‘Choices are made through a complex combination of previous experiences, knowledge and understanding, filtered through the individual’s values, attitudes and beliefs.

Skills that are developed over time for every pupil in an age related manner:

- Problem solving skills
- Decision making skills
- Cognitive skills for resisting peer pressure / media influences
- Increased self-control/ management and self- esteem
- Opportunities for self -reflection and self-assessment and supported by motivational strategies
- Coping strategies for stress
- Social and assertiveness skills

How our curriculum connects to the Key Stages before/after it

All key stages are linked and acts a bridge for the next one. This culminates into whole part at the end of their education at school meeting the outcomes set by the national guidelines

What do you know about what has been taught in the previous key stage? How do you know this?

Key stages 1 and 2	Key stage 3	Key stage 4,
<p>PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils’ increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online.</p> <p>PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.</p>	<p>Students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.</p>	<p>Students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others</p>

The curriculum builds on prior learning

The key stages are used as stepping stones that can be seen in the box above. Themes are revisited and layers are topped up, giving students a vast amount of prior knowledge to recall from based on cumulative manner the curriculum is designed.

The curriculum prepares students for the next stage of their education

Curriculum looks at the well-developed individual. Reflecting on self and others students are able to prepare themselves for the next stage of their education. Character education is part of PSHE helping all students to develop the qualities that they will need for the next stage. Transitional skills are developed to enable students to adapt easily to next stages of education.

How our curriculum supports all students

With PSHE education working together with pastoral care, we are keeping pupils safe and well, and supporting them when things go wrong, but are also equipping pupils to make positive choices to keep themselves and others safe and healthy, manage their own behaviour and relationships and to know and be able to independently access the sources of support they need for themselves or when they are worried about a friend.

All teachers will broadly need to follow the three core principles outlined below:

- Be sensitive to and meet the needs of the individual student
- Set challenging tasks, but have realistic expectations of what they can do and celebrate their responses.
- Make the pupils' experience of PSHE meaningful, taking account of their ability and special educational need

Professional judgement and personal knowledge of the pupils will inform practice for all students

Meeting the needs of EAL students?

- The PSHE curriculum teaches that bilingualism, and indeed, multilingualism, is a natural and normal part of the lives and identities of many second and third generation minority ethnic students.
- Collaborative group work helps EAL pupils learn skills that will enhance their learning and motivation in the future; and it also helps other members of the class to adapt their expectations and friendship preferences to include these children.
- 'Bilingual learners will be successful in a classroom with a positive and supportive ethos, in which talk has a central place
- Allowing EAL pupils to engage collaboratively in group work is, , one of the most practical ways in which PSHE curriculum demonstrates inclusive practice. Successful collaborative group work empowers each pupil to develop his or her language, thinking, self-concept and relationships as well as enabling them to begin to gain insights into one another that help to dispel stereotypes
- **Scaffolding: Visual support** providing EAL students with visual input

Department of PSHE		
Strategy details	Intended outcomes	Resources needed (from current dept budget)
<p>KS3 and KS4</p> <p>Age appropriate Topics : Heath and well being Relationships</p> <p>Living in the wider world all address their needs</p>	<ul style="list-style-type: none"> To build character and self-awareness and understanding To help them understand and appreciate a positive mind set rather than a fixed mind set 	<ul style="list-style-type: none"> KS3- reflection booklet, end of every unit Staff resource-referrals, praise External visitors (coping/living in the wider world Positive notices

Providing challenge HPA students

- An excellent platform this group as the content and questions are challenging and encourages them to think outside the box
- HPA students are challenged by the content and skills acquisition in all key stages
- Lessons have challenge

Pupils with Educational and Behavioural difficulties will have short concentration spans and so will not cope with extensive reading, research and writing. The department follows the guidance set out by the school for strategies to deal with these students. Teaching more active and varied lesson help these pupils gain from their experience of RE.

How our curriculum connects to other subject areas

The curriculum provides many opportunities to develop and explore language, the expressive arts, thinking and contributes significantly to a range of learning contexts in school and beyond.

- SMSC (Spiritual, Moral, Social and Cultural development of pupils [including British values])
- Social/community cohesion
- Citizenship
- Global issues
- Communication and language
- PE and well being

The curriculum has the same themed topics according to age. It has been sequenced to cater for all students by taking into account other various factors that impacts us locally:

- Faith/ students who do not follow a faith
- Ethnicity

National and local links

PSHE association

<https://www.pshe-association.org.uk>

Church of England guidance on SRE

<https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>