**Subject: PSHE** "Preparing students for current and future challenges in life"

*What are your aims and long-term goals for your subject area?*

- 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.
- This include, 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.

*What are you aiming to achieve 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

*Using the discussion held with FSH with the image of the person working with the circle around it, how would you succinctly describe your 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** |  | How do you demonstrate all the CHRIST characteristics within your subject area?<br>**Communication**<br>"*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*"<br>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.<br>Curriculum example; How to maintain and manage positive relationships and conflict resolution strategies<br><br><br>**Honesty**<br>"*Even when Jesus was put on trial before he was crucified he did not lie. He opted to speak the truth in love*"<br>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.<br>Curriculum example: Bullying<br><br>**Responsibility**<br>"*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*"<br>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"<br>**Curriculum example: The importance of building positive relationships is highlighted in the curriculum**<br><br><br>**Initiative**<br>"*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*"<br>*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 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.* |
|---|---|---|---|
| | | | **Curriculum example-:hat are the negative impacts of peer pressure?** |
| | | | **Peer influence, substance use and gangs** |
| | | |    -   Healthy and unhealthy friendships |
| | | |    -   Assertiveness, passive and aggressive behaviours |
| | | | Risks of substance misuse, carrying a knife and gang exploitation |
| | | | *Tolerance* |
| | | | *"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"* |
| | | | *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* |
| | | | *Curriculum example* - Why is diversity important in the UK and how does it affect me? |
| | | | **Diversity** |
| | | |    -   Identity, British values & personal values |
| | | |    -   Diversity |
| | | |    -   Prejudice, stereotypes and discrimination |
| | | |    -   Bullying |
| 2 | **Broad and Balanced Education** |  | How do you ensure you teach a broad and balanced education? How true is it that your subject is 'grounded in the National Curriculum? How is this evident? <br><br> • Following the National curriculum and Guidance from PSHE Association <br> • Evident in our SOW covering the three key strands <br> • (Please see extracts relevant from PSHE Association ) <br> • It also includes national awareness events that raises awareness such as mental health issues |
| 3 | **Well-rounded individuals** |  | **How does your subject contribute to developing 'well-rounded individuals'? (inc. extra-curricular)** <br> • PSHE promotes human development. <br> • Nurtures all the key areas needed to develop into a well-rounded individual by providing essential information and developing key skills**.** |
| 4 | **No barriers to success** |  | **What do you do as a subject area to remove the barriers to success some students such as PP, SEND, EAL have?** <br><br> • setting suitable learning challenges; <br> • responding to pupils' diverse learning needs; <br> • 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 teachers are aware of, and are sensitive to, the background |

| | | | and personal circumstances of the pupils and therefor before topics are taught they should be aware of any issues that might disadvantage any student.<br>PP strategies<br>**KS3 and  KS4**<br>**Age appropriate Topics : Heath and well being**<br>**Relationships**<br>• **Living in the wider world all address their needs**<br>  To build character and self-awareness and understanding<br>• To help them understand and appreciate a positive mind set rather than a fixed mind set |
|---|---|---|---|
| 5 | **Ambitious yet appropriate career pathways** | | How do you make sure that the careers links in your subject area are evident to students?<br>*PSHE  supports them to develop the skills and attributes they need to succeed in an increasingly volatile labour market*<br>Unit on:<br>• Living in the Wider World<br>• Learning skills<br>• Work and career<br>• Employment rights and responsibilities |
| 6 | **Meets local need** | | How is your curriculum specifically tailored to meet our cohort's needs? 2/3 boys, 70%+ EAL, high SEND K, low cultural capital…<br>Our school's context is boy heavy (66% boys to 34% girls) due to the amount of girl only schools in the area70+% EAL, High SEND K, Low literacy/oracy<br>• 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.<br>• Reflective journals aid this group.<br>• Oracy is developed through group and paired discussions<br>• Relationships Education, RSE and Health Education must be accessible for all pupils.<br>• Ensuring high quality teaching that is differentiated and personalised will be to ensure accessibility. The curriculum is also mindful of the preparing for adulthood outcomes[1]as set out in the SEND code of practice, when teaching these subjects to those with SEND.<br><br>• The curriculum designed is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.<br><br>• 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 have taken into consideration in designing and teaching PSHE. |

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| | | | • The curriculum ensures that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law<br><br>- Examples: Room offered to students who would like to revise or do other work- use of computers<br>- Differentiation<br>- Trips – for Pupil Premium<br><br>A diverse community (see last page)<br><br>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<br>The core skill of tolerance and celebrating difference can be seen throughout the curriculum. |
| 7 | Learning is revisited | | How do you ensure the development of knowledge in your subject area through revisiting learning?<br>A variety of techniques used<br>• Do now tasks<br>• What did we do last lesson?<br>• Questioning<br>• Keyword list<br>• Progress checkers – overview of lessons – RAG<br>• Refer back to previous years/lessons - recap |
| 8 | High quality teaching | | How consistent are you as a subject area in implementing the teaching and learning framework?<br><br>**Establishing and maintaining a safe and secure learning environment and a school ethos which promotes positive relationships between peers, and between pupils and staff.**<br>**Key features of good teaching in PSHE include:**<br>• Planning informed by needs analysis<br>• Safe, secure and positive learning environment<br>• Skilful management of discussions of sensitive and controversial issues by the teacher and being able to respond appropriately to spontaneous issues<br>• Active teaching and learning<br>• Assessment of learners' progress<br><br>Challenge<br>Challenge for all students. This is demonstrated in their written work and in challenging questions<br>Explanation<br>Teacher knowledge prior to teaching is sound based on weekly meetings where any concerns or gaps in knowledge are addressed<br>Guidance for delivery should be read before classes are taken<br>Modelling<br>• Showing models of how to respond with empathy<br>• To explain themselves in a non-discriminatory way<br>Deliberate Practice<br>Reflective books are used to help students master this skill of self-evaluation of thoughts and needs. |

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| | | | <u>Questioning</u><br>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'<br>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.<br><u>Feedback</u><br>&bull; Students can give feedback orally<br>&bull; Reflective journals form part of assessment and feedback<br>**Essential delivery techniques for staff**<br>Establishing ground rules with pupils so there is shared ownership of them (not imposing them on the pupils) &bull; 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'<br>&bull;.<br>Quality assessments in PSHE education is assessed, including:<br>&bull; Pupils need opportunities to reflect on their learning and its implications for their lives.<br>&bull; Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.<br>&bull; Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.<br>**&bull; 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**<br>Without assessment, all a school can do is describe its PSHE provision, not show its impact.<br>&bull; The DfE also states in the statutory guidance for Relationships, *Sex and Health education that "schools should have the same high expectations of*<br>*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 | | How are lessons planned to develop literacy and oracy skills?<br>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 |

| | | | |
|---|---|---|---|
| | | | <ul><li>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.</li><li>Developing Emotional literacy by supporting students with key vocabulary</li></ul>- **Examples:**<br>- Keywords<br>- Display – needs to be completed to show keywords in classroom<br>- Reading out loud in class – PowerPoint<br>- Worksheets/articles – develop literacy and oracy<br>- Debate/questioning – 'can you word that better?'  'Please improve your sentence/explanation'<br><br><ul><li></li></ul> |
| 10 | Guided to suitable courses | | How do you support students in making the best subject choices for them?<br>**In line with guidance, focus is on:**<br>Living in the Wider World<ul><li>Choices and pathways</li><li>Work and career</li></ul>This is designed based on age appropriate information and skills acquisition. It supplement the work of the careers officer at school<br>It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.<br>- |

## How our curriculum is planned

*What are the key strands of knowledge and skills that you identified as a team that are the vertical 'warp' that goes through the years of your curriculum?*

*Guided by the national framework and using the PSHE association documents*

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| CORE THEME  Learning opportunities in Health and Wellbeing | | |
|---|---|---|
| KS3 | KS4 | KS5 |
| Self-concept<br>Mental health and emotional wellbeing<br>Healthy lifestyles<br>Drugs, alcohol and tobacco<br>Managing risk and personal safety<br>Puberty and sexual health | Self-concept<br>Mental health and emotional wellbeing<br>Drugs, alcohol and tobacco<br>Managing risk and personal safety<br>Sexual health and fertility<br>Health-related decisions | Self-concept<br>Mental health and emotional wellbeing<br>Healthy lifestyles<br>Managing risk and personal safety<br>Sexual health<br>Drugs, Alcohol and Tobacco |
| CORE THEME 2: RELATIONSHIPS | | |
| Positive relationships<br>Forming and maintaining respectful relationships<br>Consent<br>Contraception and parenthood<br>Bullying, abuse and discrimination<br>Social influences | Positive relationships<br>Relationship values<br>Forming and maintaining respectful relationships<br>Consent<br>Contraception and parenthood<br>Bullying, abuse and discrimination | Relationship values<br>Forming and maintaining respectful relationships<br>Consent<br>Contraception and parenthood<br>Bullying, abuse and discrimination<br>Media literacy and digital resilience |

| | Social influences | |
|---|---|---|

| CORE THEME 3: LIVING IN THE WIDER WORLD | | |
|---|---|---|
| KS3 Learning opportunities in Living in the Wider World<br>Learning skills<br>Work and career<br>Employment rights and responsibilities<br>Financial choices<br>Media literacy and digital resilience | KS4 Learning opportunities in Living in the Wider World<br>Learning skills<br>Choices and pathways<br>Work and career<br>Employment rights and responsibilities<br>Financial choices<br>Media literacy and digital resilience | Choices and pathways<br>Work and career<br>Work and career<br>Employment rights and responsibilities<br>Financial choices |

*Why did you choose these strands of knowledge?*

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

| | | | |
|---|---|---|---|
| **Healthy eating** | • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. | H17, H18 | H11 |
| **Drugs, alcohol and tobacco** | • 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. | H23, H26, H27, H28, R20 | H19, H20, R20 |
| | • the law relating to the supply and possession of illegal substances. | H26, H28 | H19 |
| | • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. | H24, H26, H27, H29, R20 | H19, R20 |
| | • the physical and psychological consequences of addiction, including alcohol dependency. | H26, H27, H29, R20 | H19, H20, H21 |
| | • awareness of the dangers of drugs which are prescribed but still present serious health risks. | H23, H26, H27 | H19 |
| | • 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. | H26, H27 | H19, H21 |
| **Health and prevention** | • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. | H19, H20 | H16 |
| | • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. | H19, H20 | |
| | • (late secondary) the benefits of regular self-examination and screening. | H19 | H16 |
| | • the facts and science relating to immunisation and vaccination. | H19 | H16 |
| | • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. | H15 | H11 |

| | | | |
|---|---|---|---|
| **Basic first aid** | • basic treatment for common injuries. | H33 | H24 |
| | • life-saving skills, including how to administer CPR. | H33 | H24 |
| | • the purpose of defibrillators and when one might be needed. | H33 | H24 |
| **Changing adolescent body** | • key facts about puberty, the changing adolescent body and menstrual wellbeing. | H34 | |
| | • the main changes which take place in males and females, and the implications for emotional and physical health. | H34, R5, R18 | R6 |

*How have you sequenced this horizontally ('weft') through each year group?*

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

*Why have you sequenced it in this way?*

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

*What are the 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** |
| 1.Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)<br>2.Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)<br>3. Resilience (including self-motivation, perseverance and adaptability)<br>4. Self-regulation (including promotion of a positive, growth mind-set1 and managing strong emotions and impulses)<br>5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms<br>6. Self-organisation (including time management)<br>7. Strategies for identifying and accessing appropriate help and support<br>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<br>9. Recalling and applying knowledge creatively and in new situations<br>10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) | 1.Empathy and compassion (including impact on decision-making and behaviour)<br>2. Respect for others' right to their own beliefs, values and opinions<br>3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')<br>4. Skills for employability, including<br>  • Active listening and communication (including assertiveness skills)<br>  • Team working<br>  • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)<br>  • Leadership skills<br>  • Presentation skills<br>5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)<br>6. Recognising, evaluating and utilising strategies for managing influence<br>7. Valuing and respecting diversity<br>8. Using these skills and attributes to build and maintain healthy relationships | 1. Identification, assessment and management of positive and negative risk to self and others<br>2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)<br>3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)<br>4. Assessing the validity and reliability of information<br>5. Identify links between values and beliefs, decisions and actions<br>6. Making decisions |

*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

| | Autumn Term 1 Health & Wellbeing | Autumn Term 2 Living in the wider world | Spring Term 1 Relationships (RSE) | Spring 2 Health & Wellbeing | Summer Term 1 Living in the wider world | Summer Term 2 Relationship |
|---|---|---|---|---|---|---|
| Year 7 | Transition to secondary school. Friendship, personal safety inside and outside school | Enterprise skills, team work and introduction to careers. Challenging career stereotypes and raising aspirations | Self-esteem, family, romance and friendships. Understanding boundaries and consent (students only learn about relationships in Year 7) | Diet and exercise and how to make healthy choice. Understanding physical and emotional changes | Making ethical financial decisions. Saving, spending and budgeting our money | Diversity, prejudice and bullying including cyber bullying. British values, identity and personal values |
| Year 8 | Misuse and managing peer influence. Assessing the risks of drug and alcohol abuse and addiction | Rights and responsibilities in the community. Tacking age and disability discrimination. Digital literacy, online safety | Introduction to sexuality and consent. Sexting, sexual orientation and transgenderism | Mental Health and emotional wellbeing including body image. Managing change and loss Digital resilience | Careers and life choices. Evaluating value for money in services. Risks and consequences making financial decisions | Tackling racism and religious discrimination, promoting human rights. Sexism & gender based discrimination |
| Year 9 | Peer pressure, assertiveness and gang crime | Understanding careers and future aspirations. Identifying learning strengths and setting goals as part of the GCSE option process | Healthy relationships and consent. Contraception, risks of STIs, sexting and inappropriate images, teenage pregnancy | Mental health and illness, tackling stigma – Anna Freud lessons. Understanding different mental illnesses, OCD, Bipolar | Employability skills, e.g. interviews, confidence, interpersonal skills | Managing conflict at home and the dangers of running away from home. Conflict resolution & changes, e.g. divorce. Tackling homophobia, transphobia and sexism |
| Year 10 | Transition to KS4. Mental health and ill health, tackling stigma | Understanding the causes and effect of debt. Understanding the risks associated with gambling | Tackling relationship myths and expectations. Managing romantic relationships challenges including break ups. Consent, victim blaming, sexual harassment/assault, impacts of pornography | Exploring the influences of role models. Evaluating social and emotional risks of drug use | Preparation for work experience. Evaluation of work experience and readiness for work | British values, human rights and community cohesions. Challenging extremism and radicalisation, hate crime |
| Year 11 | Promoting self-esteem and coping with stress, importance of sleep. Learning and revision skills to maximise potential | Understanding the college and application process and plans beyond school. Skills for employment and career progression | Personal values and assertive communication in relationship. Unwanted attention, sexual harassment and stalking | Understanding different families and parenting. Managing change and grief, bereavement. Tackling domestic abuse and forced marriages, FGM | Taking responsibility of health choices | |

(Please see on the separate attachment)

*Explain how it shows 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, |
|---|---|---|
| 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. 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**.** | 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. | 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 |

*How does your curriculum build 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.

*What are you doing in your curriculum to prepare 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.*

<u>How our curriculum supports all students</u>

*How has your curriculum been tailored to meet the needs of SEND K students? What scaffolding is in place?*

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**

*How has your curriculum been tailored to meet 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

*How does your curriculum support PP students? How have you embedded key things they may not have experienced (cultural capital) within your plans?*

PSHE Departmentally Agreed Pupil Premium Strategies: 24th February 2020

| Department of PSHE | | |
| --- | --- | --- |
| Strategy details | Intended outcomes | Resources needed (from current dept budget) |
| **KS3 and KS4**<br>Age appropriate Topics : Heath and well being<br>Relationships<br>Living in the wider world all address their needs | • To build character and self-awareness and understanding<br>• To help them understand and appreciate a positive mind set rather than a fixed mind set | • KS3- reflection booklet, end of every unit<br>• Staff resource-referrals, praise<br>• External visitors (coping/living in the wider world<br>• Positive notices |

*How does your curriculum 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

*Which subjects does yours connect with?*

*Linked to all subjects*

*Which topics, and in which year groups?*

*All year groups and subjects*

*How have you amended your curriculum so that the teaching of knowledge/skills is sequenced in a way that is best for all?*

*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*

*How does your curriculum plan highlight to teachers where the cross-curricular links are so that they can be referred to in class?*

*This will be done when we match themes in other subjects*