

PSHE Intent, Implementation, Impact Statement

"Preparing students for current and future challenges in life" - I have come in order that you might have life – life in all its fullness

The PSHE Intent, compliments the whole school curriculum intent

At Slough and Eton, we work towards a simple mantra; *Work Hard, Be Nice, No Excuses*. This embodies what we expect of students on a daily basis. In the same way that Jesus related to people from all backgrounds, beliefs and lifestyles, Slough and Eton is a Church of England community, which is inclusive and seeks to treat all people as Jesus did. We will always promote the central message that all are valuable and should be enabled to live life in all its fullness. We aim to develop students' skills linked to the school characteristics of **Communication, Honesty, Respect, Initiative, Success and Tolerance**.

As part of a whole-school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society. PSHE education equips students 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 students 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 students 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 students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Curriculum Implementation.

The curriculum complies with the statutory guidance for Relationships and Sex Education. The delivered curriculum (scheme of work) reflects the needs of our students and is tailored to meet specific needs. In addition to this, there are also opportunities to make cross curricular links. As a whole school, PSHE is an important part of Collective Worship, where students' spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. The curriculum is split into three core themes of: Health and Wellbeing, Relationships and Living in the Wider World. The children will meet these themes throughout the course of the year and the themes are built upon as the students move through school.

Through the programme of study, the students should have a good balance of these overarching concepts:

- Identity
- Relationships and Sex education
- A healthy, balanced lifestyle,
- Identification of risk and safety
- Diversity and equality
- Rights, responsibilities and consent

Change and resilience

- Power
- Career

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 students' experience of PSHE meaningful, taking account of their ability and special educational need

I have come in order that you might have life – life in all its fullness

Wider Curriculum

S&E focus on developing a 'Growth Mindset' in our students will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising students for their efforts, and using language to encourage students to change their way of thinking.

PSHE, including SMSC and BV, is an integral part of the whole school curriculum, and is therefore often taught within another subject area. Visitors such as medical organisations, Internet Safety experts complement our PSHE curriculum to offer additional learning.

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

PSHE supports students to develop the skills and attributes they need to succeed. It is ambitious and appropriate career pathways for all. This is designed based on age-appropriate information and skills acquisition. It supplements the work of the careers officer at school. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

We support students in making the best subject choices for them in the following areas:

- **Living in the Wider World**
- Choices and pathways
- Work and career
- Learning skills
- Work and career
- Employment rights and responsibilities

The curriculum prepares students for the next stage of their education looking 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.

PSHE meets the local needs of our students. And the curriculum is specifically tailored to meet our cohort's needs? 2/3 boys, 70%+ EAL, high SEND K, low cultural capital...

Our school's context is boy heavy, due to the amount of girl only schools in the area .70+% EAL, High SEND K, Low literacy/oracy

- 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. Oracy is developed through group and paired discussions We ensure Relationships Education, RSE and Health Education is accessible for all students. Ensuring high quality teaching that is differentiated and personalised will be to ensure accessibility. The curriculum is also mindful of the preparing for adulthood outcomes¹as set out in the SEND code of practice, when teaching these subjects to those with SEND.
- The curriculum designed is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. The curriculum ensures that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law
- Professional judgement and personal knowledge of the pupils informs best practice for all students

The PSHE curriculum has been tailored to meet the needs of all students, but with a very high EAL cohort, we teach 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 students 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 students. Successful collaborative group work empowers each student 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 stereotype.

High quality teaching is consistently practiced as part of whole school approach in implementing the S&E teaching and learning framework

Challenge

Challenge for all students. This is demonstrated in their written work and in challenging questions

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

Modelling

- 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 using the oracy guidelines

The curriculum planning follows - the vertical 'warp' that goes through the years of your curriculum? - Guided by the national framework and using the PSHE association documents

The strands of knowledge follow the key strands of the national curriculum. **This has been sequenced horizontally ('weft') through each year group where 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**

There are three big ideas that show a coherence and development of skills and knowledge over time

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 2: Living in the Wider World

CORE THEME Learning opportunities in Health and Wellbeing

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.

| 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 Consent Contraception and parenthood Bullying, abuse and discrimination Social influences | Positive relationships Relationship values Forming and maintaining respectful relationships Consent Contraception and parenthood Bullying, abuse and discrimination Social influences | Relationship values Forming and maintaining respectful relationships 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 |

Impact

At Slough and Eton, our aim is for our students to leave as successful citizens and therefore our curriculum journey's will endeavour to impact our students in the following ways:

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 and to be aware of all the organizations that can support them if they struggle through signposting in lessons that mirror the school's policy

S&E students will:

be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life

be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society

appreciate difference and diversity

recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty

be able to understand and manage their emotions

be able to look after their mental health and well-being

be able to develop positive, healthy relationship with their peers both now and in the future.

understand the physical aspects involved in RSE at an age-appropriate level

have respect for themselves and others.

have a positive self esteem

Links for Parents/Carers

PSHE curriculum for all Key Stages, Click on this link

<https://resources.finalsite.net/images/v1694778041/sebmatcom/uck69fg45f6vwjahyih8/SEPSHE2023-24Programme1.pdf>

PSHE Relationship and Sex Education link

<https://resources.finalsite.net/images/v1694778046/sebmatcom/yiehv2eucxyex36n0bzf/RSE23-24DLO1.pdf>