

## Curriculum Intent

**Our intent is to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives, whilst continuing to develop their social, moral and cultural self. PSHE aims to provide students with a sound understanding of risk, with the knowledge and skills necessary to make safe and informed decisions. This in turn, will give them the tools to be well rounded healthy young adults.**

The Department for Education (DfE) makes it clear that PSHE is an 'important and necessary' part of children's education. PSHE is taught through three themes set out by the PSHE association being; Living in the Wider world; Relationships and Health and Wellbeing. PSHE aims to give students the knowledge, skills and understanding to lead confident, healthy and independent lives. Case studies are used throughout PSHE to give students an opportunity to apply knowledge learnt.

**Think Like An Engineer:** We believe strongly in our curriculum pedagogy "**Think Like An Engineer**". The stages of this are as follows: Identify/Research/Plan/Create and Evaluate. The icons for the 5 stages of Think Like an Engineer appear on our lesson slides when appropriate. Some examples of how we embed this pedagogy in our subject is as follows:

Identify: During a DIN, or part of a research task.

Research: When asked to research an aspect of the curriculum for example when reading around a specific topic.

Plan: When students need to plan written pieces or assessment tasks

Create: When students are creating, often using their plans, for example creating a map; infographics or information leaflets.

Evaluate: Every lesson as part of the review and when discussing real life scenarios

## **SEND/Resilience pathway: (How is your curriculum adapted to support SEND students?)**

**SEND narrative-** The resilience pathway within PSHE encourages and nurtures all students with SEND needs, and allows them to build confidence and grow. Each lesson is adapted through outcome and supporting resources as well as the teacher's knowledge and understanding of the learners' needs. This ensures that all students of different abilities can fulfil their potential while setting them a challenging curriculum. Lessons are planned to 'teach to the top' with scaffolding and differentiation of tasks to those that may need it. Strategies include: coloured paper; differentiated worksheets; sentence starters; gap fills; wordbanks; larger text; simplified factual reading as well as challenge tasks using higher order thinking skills for the most able, including evaluation debate plenaries or creating their own case studies to demonstrate understanding. Oracy skills are developed across the key stages that involves the students learning to confidently articulate their opinions, listen attentively to their peers, gain cultural capital in relation to current affairs and issues of significant relevance.

**Within our curriculum at all key stages the following areas of literacy and numeracy are focussed on:**

### **Literacy:**

- Keywords - Subject specific words and explanations are referred to during the lessons, along with subject knowledge organisers
- SPAG - students' work is marked according to the marking policy, and SPAG corrections made in green pen.
- Oracy - through activating prior knowledge, prediction, questioning, cold calling and reading extracts aloud, students practise oracy thus enabling them to articulate their learning.
- WAGOLL - WAGOLL's are shown to students to encourage their thought processes. They enable students to

see exactly what is required for their tasks.

This will enable them to access the curriculum and successfully apply the functions of our 'Think Like and Engineer' pedagogy and apply the skills needed for a successful career in STEAM.

**Numeracy:-** Within our KS3 and KS4 curriculum students will be required to complete tasks that involve some numeracy work, including, how to budget, timelines and dates.

## **Key Stage 3 Curriculum**

This subject builds upon what students have studied in Key Stage 2 in PSHE (Personal, Social, Health and Economic education). Students will cover all of the Statutory RSHE (Relationships, Sex, and Health Education) guidance set out in 2020, along side other statutory requirements including British Values, with a focus on developing an awareness and exploration of key aspects of adulthood. Between the years 7 and 9 PSHE needs to address the changes young people will experience as they move into adolescence and gain increasing independence. Students must learn to manage diverse relationships, their online lives, as the changes which their bodies are experiencing.

### **Year 7**

**Living in the Wider World:** This theme covers everything you need to be a well rounded young adult. It includes, economic well being, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

**Sequencing:**

Year 7 begins with an introduction to PSHE and leads onto basic budgeting skills including different types of bank accounts, and financial products available as they enter adulthood. Relationships are a crucial aspect of a PSHE classroom. Therefore, this topic provides an opportunity for the group to bond and trust one another before moving on to more in depth topics.

Living in the Wider World is delivered once again as the last topic of year seven, and includes lessons on self-esteem and aspirations. It is also delivered at the end of the year to give students an opportunity to reflect on how they have developed personally during their first year of secondary school.

**Relationships:** This theme aims to give students the information you need to help you develop healthy, nurturing relationships. It should show you what a healthy relationship looks like, including what consent is and how to look after your sexual health. This will help you understand the positive effects that good relationships have on your mental wellbeing, identify when relationships are not right and how this can be managed.

**Sequencing:**

The relationships unit requires a developed and embedded positive relationship between class teacher and students before topics of such a nature can be delivered, hence being delivered for unit two of year seven. This unit includes lessons regarding different family relationships, how to be a good friend and safe and positive relationships, with the aim to develop an awareness of what a healthy relationship may look like, with a focus on family and platonic friendships.

**Health and wellbeing.** This theme focuses on all aspects of health including physical health and wellbeing, with the aim to gain an understanding of the link between mental and physical health, as well as providing you with the knowledge to make informed decisions on how to develop into a healthy young person.

**Sequencing:** Health and Wellbeing is delivered in topic three and four for year seven. Unit three focuses on physical health, for example, 'how can I keep healthy?' and consequences of energy drinks on the body. Unit four links into physical health and builds on the knowledge from unit three by educating students about issues such as the physical changes to the body during puberty. In addition, unit four covers topics such as FGM, and so the class need to have a positive relationship established with their teacher before teaching such a sensitive lesson.

## Year 8

### **Relationships:**

Year eight 'relationships' theme focuses on exploration of relationships with others to develop healthy, nurturing relationships, with a particular focus on the British Values, tolerance and mutual respect, and sexual health including consent and types of contraception.

### **Sequencing:**

This is the only year group that begins with the topic relationships. This is because of the importance of students understanding the importance of tolerance and mutual respect in our diverse society. As educators we know that young people are potential misconceptions through social media and the internet, therefore it is crucial that these types of lessons are delivered as early into year eight as possible. Exploration of consent and sexual health follows for unit two, with an introduction to different types of contraception and the legalities around sexting along with an awareness on how domestic conflict may look in a relationship. This is delivered as unit two because it is vital that relationships are embedded and students feel comfortable and secure with the teacher delivering these units.

### **Health and wellbeing:**

Unit three and four of year eight covers Health and Wellbeing with a focus on mental health and physical health including pregnancy and smoking.

### **Sequencing:**

Unit three focuses on the self, including self confidence and self awareness. This provides an opportunity to explore looking after their mental health and builds upon the awareness developed in year seven. It can also be linked into unit one of year eight where some lessons focus on extremism and radicalisation. Unit four leads on from unit two with lessons such as teenage pregnancy, being a good fit to follow consent and contraception. Unit four also develops an awareness of addiction and cancer awareness after having learnt the knowledge about drug classification and the dangers of smoking in year seven.

### **Living in the Wider World**

This unit revisits, links and builds on unit one and unit three from year 8 by developing a deeper understanding of discrimination including homophobia and how to avoid online groomers.

### **Sequencing:**

The knowledge secured from the previous units including tolerance and self awareness is necessary for students to appreciate the impact of prejudice and discrimination. If this unit was delivered earlier in the year then there may be a risk of gaps in knowledge and misconceptions.

## Year 9

### **Living in the Wider World**

This theme continues to focus on the world around students with an aim of having an understanding of human rights and how other people are treated.

### **Sequencing:**

The knowledge from the last unit in year 8, which introduced discrimination and the nine Protected Characteristics, builds a suitable foundation for this first unit in year 9, which includes lessons, such as genocide, human trafficking and treatment of young offenders. By delivering this unit first, also gives an opportunity for classroom relationships to be developed if there has been a set change or a change teacher.

### **Relationships- ourselves and others**

This unit linked to mental health and explores how someone's mental health can impact on physical health, with lessons such as eating disorders, self harm and abusive relationships

### **Sequencing**

Unit two builds from year eight, when the students looked at capacity to consent and how this may link to their mental health. This unit of learning is delivered in the middle of the year to allow for relationships to be established as class, before moving onto topics that may result in disclosures; for example peer pressure and Child Sexual Exploitation.

Lessons provide signposting and access to additional services that students can access if needed, such as NSPCC, Barnardo's, Young Minds, so equipping them with knowledge to get help if needed as they develop into young adults. These lessons also introduce laws around these sensitive issues, so young people are made aware of when others are asking them to engage in criminal activity.

### **Health and Wellbeing**

Within this unit there is crossover and builds on previous learning in the 'relationships' theme with regard to mental health including lessons on self harm and alcohol awareness.

### **Sequencing**

Unit three builds directly from unit two, and includes lessons such as self harm and alcohol awareness. The introduction to the link of how mental health impacts physical health from unit two, can be built upon here, through the consideration of why young people may turn to alcohol, drugs or self harm. As in unit two, lessons include signposting to services as well as deepening understanding of the impact of mental health and decision making, which has consequences on physical health. Lessons continue to educate year 9 students on the law around drugs and alcohol usage.

The last unit in year 9 continues with the theme of health and wellbeing and focuses on stress, managing emotions and how to conduct themselves in a manner which will allow them to succeed. Without the previous learning in year 9 where students have an opportunity to explore the impact of unhealthy choices, such as alcohol or unhealthy relationships, students may not be able to recognise the importance of developing a growth mindset for managing stress. This unit also prepares students for key stage four learning that they face in year 10, with lessons such as growth mindset and behaving to achieve.

## **Key Stage 4 Curriculum**

During Key Stage 4, students will further explore and deepen their understanding gained at Key Stage 3. Students will cover all of the Statutory RSHE 2020 guidance for Key Stage 4 and will extend the skills and knowledge into years 10 and 11. Here, there will be a greater emphasis on independent life as they take on more responsibility for themselves and others. This includes equipping students with signposting to support services, which will promote independence as well as considering the wellbeing of others. Students need to be prepared for the challenges and responsibilities of life and our Key Stage 4 curriculum supports them to do this with success.

## **Year 10**

### **Living in the Wider World**

This unit focuses on how decisions you face in life may impact your future and includes learning about how to have tattoos and piercings with low risk level and law around it, along with the risks associated with binge drinking amongst other issues a young person may face.

### **Sequencing**

There are some lessons and units in year 10 that have the potential to be sensitive and thought provoking. Therefore, this unit is next placed at the beginning of the year to allow for positive relationships to be built with their PSHE teacher. For the majority of students, there will be a set change moving into key stage four as a result of their option choices, and so a new teacher is likely. It is vital that a positive, respectful and safe environment is created at the beginning of year 10 and this unit will allow for this to happen.

The second module of Living in the Wider World is delivered for unit three, where students explore and focus on the law and crime. Lessons include anti-social behaviour, gangs and county lines and extremism. This is not appropriate for unit two as students need to have a deeper understanding of mental health and well being before exploring how this may impact someone's decision making when taking risks or how vulnerable a person is.

### **Mental Health and Wellbeing**

Within this unit students will learn about a number of different issues that a young person may face including bereavement, grief and the impact of social media on self esteem. Most lessons include signposting of services for where they can access support for themselves and others.

## **Sequencing**

This unit is best placed in unit two for a number of reasons. The first is that there needs to be a positive and purposeful relationship developed between the teacher and the class, with established classroom ground rules in a trusting environment. In addition, knowledge learnt in lessons such as managing social anxiety and how social media can impact self esteem, is required before learning unit three, with lessons such as how vulnerability is linked to extremism and why young people can be targeted by gangs, when the lesson on county lines is delivered.

## **Relationships**

The theme of relationships falls for unit four and five of year 10 and includes lessons such as conflict management, harassment and stalking and importance of community cohesion. British Values and Protected Characteristics are also explicitly referred to and taught during lessons about overt and covert racism, sexism and gender prejudice and the criminal justice system, to name a few.

## **Sequencing**

These last two units are best suited at the end of the year because many lessons can be linked back to previous learning in Year 10. For example, conflict management strategies require previous learning on social anxiety, as well as the importance of community cohesion builds on learning from having an overview on the impact of anti social behaviour and overt and covert racism. Laws around marriages, revenge porn and what constitutes harassment and stalking is covered within these two units in preparation for some students to turn the consensual age of 16 early in the Autumn term.

## **Year 11**

### **Living in the Wider World**

This unit focuses on the world around them and how their actions impact the environment. Lessons include sustainability; pollution and plastics and globalisation, whilst exploring what they could do as individuals to reduce

### **Sequencing**

This unit is best placed at the start of year 11 to allow for a 'settling period' if there is a change of teacher, before moving onto lessons that cover explicit British Values with lessons such as multiculturalism and right wing extremism as well as a lesson on the dark web. If placed any later in the year 11 sequencing students may be exposed to risk on the internet unnecessarily due to the amount of hours that young people access the internet and social media at this age.

### **Health and wellbeing**

This theme runs as two units. Lessons include fertility and reproductive health, obesity and body positivity and personal safety. The two units educate students on how to take care of themselves whilst raising awareness on how their choices may impact others.

### **Sequencing**

As students enter the phase before their summer examinations it is important for them to have an understanding of how to keep themselves healthy. For example, perseverance and procrastination, along with the importance of sleep is best placed before the exams, to ensure students can embed any strategies they will learn before beginning any of their final exams.

### **Relationships**

This is the final unit of year 11 and falls just before the beginning of the summer examinations. This unit covers lessons such as types of relationships, relationship break ups and the law around consent, rape and sexual abuse..This final unit supports and prepares students for consensual relationships.

### **Sequencing**

This theme is best placed at the end of year 11 for two main reasons. The nature of some of the lessons within this unit requires an established, positive relationship with the teacher, along with the notion that students need to have an understanding of the law linked with sexual behaviour. Many students are at the consensual age of 16 by the time they enter the exam season, therefore need this aspect of relationship education at this point. If this was delivered any earlier it could be perceived as premature education as well as concerns over the level of maturity and understanding, hence waiting to deliver this at the end of the year 11. Students will be able to build on learning from the previous health and wellbeing unit, for example knowledge gained from the reproductive health lessons.

**Year 12**

**Year 13**