



CPSHE CURRICULUM STATEMENT

Intent

'PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.' PSHE Association 2019

The school's vision and educational aims for CPSHE are to provide a coherent programme of Citizenship, Personal, Social, Health and Economic education. This is in line with the school's aim to encourage high aspirations so as to maximise progress and to enable all pupils to experience the joy of success. Our aims for CPSHE also reflect the PSHE Association syllabus which is to equip pupils to live healthy, safe productive, capable, responsible and balanced lives through core themes of 'Health and Wellbeing', 'Living in the Wider World' and 'Sex and Relationships'.

Our intent is to provide an academic CPSHE curriculum that provides opportunities for pupils to reflect on and clarify their own values and attitudes and explore a range of complex and at times conflicting values and attitudes that they will encounter now and in the future. In addition, the CPSHE curriculum is 'spiralled' throughout all years so that it effectively complements, consolidates and enhances pupils' other subjects.

CPSHE should enable pupils to:

- Identify their personal qualities, attitudes, skills, attributes and achievements and what influences these.
- Explore their attitudes, values and beliefs about themselves and develop the skills, language and strategies needed to manage any issues should they encounter them in their lives.
- Apply academic skills such as critical thinking and resilience, to their approach to the study of CPSHE.
- Make links between their learning across school.
- Effectively inform and prepare pupils to enable them to articulate their own views with thought and maturity.

CPSHE aims to help pupils to:

- Promote pupils' spiritual, moral, social and cultural development.
- Equip all pupils with the knowledge and skills they need to stay safe and be able to communicate when they do not feel safe.
- Provide expert independent, up-to-date careers guidance that gives our pupils the best information and opportunities available and helps them progress into further education, training and employment.
- CPSHE makes a significant contribution to pupils' SMSC development, their behaviour and safety and it promotes pupils' wellbeing and this is built into our curriculum plans. CPSHE promotes 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 provokes challenging questions about health and wellbeing, relationships and living in the wider world. The CPSHE staff are able to develop these areas in the lessons and strengthen their attitudes to learning across the curriculum.

We have a clear plan for what pupils should know and be able to do in CPSHE by the end of KS3 and KS4. This is explicit in planning and there is a shared understanding across all those who teach CPSHE. The CPSHE programme supports the pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging. It takes the 'learning opportunities' outlined within the three core themes and helps develop the pupils' concepts, skills and attributes and engage in respectful discussions about these issues.

There is significant contribution in CPSHE, to pupils' SMSC development, their behaviour and safety and it promotes pupils' wellbeing and this is built into the curriculum plans. CPSHE at Broughton promotes 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. The CPSHE staff are able to develop these areas in the lessons and strengthen their attitudes to learning across the curriculum.

At both Key Stage 3 and Key Stage 4, pupils develop a knowledge-rich curriculum where pupils are taught about culture capital. CPSHE provides great opportunities for the pupils to learn in order to be successful in the world of work, in relationships forged through life and as a valued contributor to society as a whole. The needs of all pupils are met through highly effective and responsive teaching.

Parents have the right to withdraw their children from sessions concerned with sex education. If parents wish to exercise this right they should inform the school in writing. We feel strongly that with many of the topics within this area it is important that pupils are made aware of the values and ideals which have a bearing on their decisions. Our aim is to help them, through discussion and information, to formulate their own beliefs and standards, to act consistently according to these, and to develop pupils' spiritual, moral, social and cultural awareness.

Implementation

In Year 7, pupils have a CPSHE lesson for the last 6 lessons each term, delivered by Humanities teachers. In Year 8, the pupils are taught on a rota with Drama and have 1 hour a week. This is taught as one lesson a week for half the year before changing to Drama lessons. In Year 9, the pupils are taught on a rota with Computing and have 1 hour a week. This is taught as one lesson a week for half the year before changing to Computing lessons. Both years 10 and 11 have a combined RE / CPSHE lesson once a week, entitled 'RESPECT'.

Year Group	CPSHE
7	6 hours each term delivered in Humanities lessons
8	1 hour a week for 3 half-terms on a rota with Drama
9	1 hour a week for 3 half-terms on a rota with Computing
10	1 hour a week for 3 half-terms on a rota with RE
11	1 hour a week for 3 half-terms on a rota with RE

In Key Stage 3, curriculum planning and delivery is in line with the PSHE Association guidelines and statutory requirements and builds on the skills, attitudes, values, knowledge and understanding they have acquired during the primary phase. It acknowledges and addresses the changes young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence.







The Key Stage 4 curriculum is delivered as part of a combined RE and CPSHE programme entitled 'RESPECT'. This curriculum is also planned and delivered to extend and rehearse skills, further explore attitudes and values and deepen knowledge and understanding acquired during Key Stage 3. The department has strong links with the PSHE Association and DfE and access to all the subject specific support and up to date guidance available. All CPSHE staff are routinely trained and supported. The subject is very well resourced in terms of curriculum time, staff training, management time and the use of external services and materials.

The intention of CPSHE at Broughton is that the pupils will learn about being confident in addressing the challenges of effective learning and making a full and active contribution to society. They have the opportunity to revisit their learning about 'Health and Wellbeing', 'Relationships' (including SRE) and 'Living in the Wider World', in order to build on and deepen prior knowledge and understanding. The CPSHE education curriculum is imaginative and stimulating and it is skilfully designed, considering local health and social data and the full range of pupils' needs, interests and aspirations. The aspects of the programme relating to business, enterprise and money management link effectively with the National Curriculum Citizenship programme. The programme is comprehensive and coherent and the statutory elements of sex and relationship education (SRE) are fully met.

Key Stage 3 CPSHE Curriculum Plan – Broughton High School			
	Unit 1	Unit 2	Unit 3
Year 7	<u>'This is me!'</u> Transition to Secondary School Positive Relationships Online Safety Building Resilience	<u>'Looking After You'</u> Balancing school, work and leisure Physical and mental health The role of a balanced diet	<u>'Change and Identity'</u> The physical and emotional changes and challenges of puberty Identity and diversity
Year 8	<u>'Looking After You'</u> Making healthy choices Smoking and Vaping Managing peer pressure Prescription drugs	<u>'Cultivating Confidence'</u> Confidence, personal strengths and wellbeing Body image and self-perception Mental and emotional health and healthy coping strategies	<u>'Equality and Discrimination'</u> Prejudice and Discrimination Tolerance and Equality Racism, homophobia, gender inequality and sexism
Year 9	<u>'Choices and Consequences'</u> Drugs, alcohol and the law Gangs and knife crime	<u>'Positive Relationships'</u> Healthy and positive relationships Media portrayal of relationships Consent Contraception	<u>'Moving Forward'</u> Individual project and presentation Research skills Building and presenting an argument

Key Stage 4 RESPECT Curriculum Plan – Broughton High School						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 10	Extremism	'Matters of the Media'	'Is Death the End?'	'Choices and Pathways'	Human Rights	'Sex and Relationships'
Year 11	'Health and Wellbeing'	'Life and Death Issues'	'You and the Wider World'	Study skills		

Subject specific vocabulary is demonstrated in every CPSHE lesson and staff regularly use and encourage pupils to use both tier 2 and tier 3 vocabulary. Etymology of key words is taught to improve pupils' understanding and list of key words for each topic at KS3 and KS4 are found in the knowledge organisers at the beginning of each unit. This is supported by a wide and relevant, variety of case studies, newspaper articles, silent starter reading activities and literacy in CPSHE activities that are embedded in all CPSHE lessons. These are highly effective strategies to promote inclusion and ensure that all pupils engage fully in activities to promote their personal and social development.

Year 7 Unit 2 – 'Looking After You!' Knowledge Organiser	
Key words	
<p>Ground rules – the basic rules or principles for doing something.</p> <p>Emotional Wellbeing – A person's ability to handle their emotions and the varied experiences they encounter in life.</p> <p>Physical Wellbeing – About caring for, and making positive choices about, your body.</p> <p>Resilience – The capacity to withstand or to recover quickly from difficulties; toughness.</p> <p>Immunity – the body's way of protecting itself against infection or illness.</p> <p>Stress – A state of worry or mental tension caused by a difficult situation.</p> <p>Anxiety – A feeling of worry, nervousness, or unease about something with an uncertain outcome.</p> <p>Characteristics – A typical quality or feature.</p> <p>Strategies – A general plan or set of plans intended to achieve something.</p> <p>Mindfulness – a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts and sensations, used as a therapeutic technique.</p>	
Lesson content	
	Lesson 1 – Introduction to Year 7 CPSHE Unit 2 – 'Looking After You!'. This lesson introduces the main aims of the unit and its focus on strong mental, emotional and physical wellbeing. In particular, this lesson looks at the benefits of physical activity and the impact being physically active can have on your life as a whole. You will be challenged to reflect on your own levels of physical activity and to share your ideas about this.
	Lesson 2 – Following the first lesson on physical activity and wellbeing, this lesson looks closely at the importance of effective sleep patterns and a balanced diet. You will be able to make links to your other subjects in school with regard to the importance and impact of good nutrition and you will have the opportunity to consider whether you are sleeping and eating in a way that's good for you!
	Lesson 3 – Following previous lessons which explored aspects of physical wellbeing, this lesson looks more closely at mental and emotional wellbeing. You will need to think about the characteristics of mental and emotional health and explore a range of strategies for boosting these.
	Lessons 4 – In this lesson you will use your learning from Lesson 3 to explore some scenarios and apply your understanding of different strategies to different situations. You will consider what support or advice you might be able to offer if someone you know is struggling mentally or emotionally.
	Lesson 5 – In this lesson we consider the importance of balancing school, work, leisure and online activity. We think about the importance of striking a balance between the different aspects of our lives and how to ensure that we don't become overwhelmed or overstretched.
	Lesson 6 – In this lesson, we finish this unit by considering the importance of taking an increasing responsibility for your own welfare and wellbeing. The unit is also assessed in this lesson and gives you the opportunity to demonstrate your learning and understanding across the different areas we have explored.

Staff in the department make excellent use of mini-whiteboards and assessment, to check progress and learning at the beginning, during and end of every lesson. This then helps to decide whether to progress a theme or revisit certain aspects. Questioning and cold calling are both key tools used throughout the department and pupils feel safe and valued when asking and answering questions and discussing in class. Staff communicate very high expectations, enthusiasm and passion for CPSHE education. They know how well their pupils are achieving, build on their previous knowledge and provide effective feedback to help them further improve.

All CPSHE staff, routinely adopt the whole school approach to DIRT. Pupils are given the opportunity to improve their work based on teacher feedback. There are good examples of this in pupils' exercise books, especially in the end of unit assessments and over-arching questions. Pupils are encouraged to improve their work each lesson by adding new information they have learnt. Staff ensure that pupils have their attainment and progress recognised across all aspects of knowledge and skills development in CPSHE education.

'Looking After You!' Assessment

Question	A	B	C
1) The term 'wellbeing' means...	Being positive and happy all the time.	A state of being healthy, happy and comfortable, both physically and mentally.	Not being ill or catching illnesses.
2) In Preston, what percentage of children aged 5-16 years are physically active?	42.1%	63.2%	23.6%
3) What are the recommendations for children and adolescents aged 6-17 years for physical exercise each day?	60 mins	30 mins	90 mins
4) What is one of the benefits of physical exercise?	Looking more physically attractive	Being better than others in PE	Improving concentration and academic scores
5) How much sleep does someone your age need each night?	8-9 hours	9-12 hours	10-11 hours
6) Sleep boosts your immunity (Your body's ability to fight illness)	True	False	Sometimes
7) Why do we need healthy sleep patterns?	Maintain good mental health	Enhance ability to learn, concentrate and remember	Both A and B are correct
8) How many calories does someone your age need each day?	It's different for boys and girls	2000	3000
9) What has more calories: a Big Mac or an avocado?	Big Mac	Both are equal	Avocado
10) What are the benefits of a healthy diet?	Supports muscles	Strengthens bones	Both A and B are correct
11) Learning new skills is said to boost mental and emotional health.	True	Sometimes	False
12) 'Mindfulness' means...	The ability to focus and concentrate well	Paying more attention to the present moment, including your thoughts and feelings, your body and the world around you.	Paying attention to other people's feelings

Unit Over-arching Question – DIRT!

Q: We have explored some different areas so far in the 'Looking After You!' Unit, including, smoking, vaping, drugs, alcohol and peer pressure. Explain some of these key ideas and why it is important that we learn about them.

- ✓ Showing an understanding of key areas of the unit – smoking, vaping, drugs and alcohol and peer pressure.
- ✓ Showing an understanding of consequences of lifestyle choices.
- ✓ Articulating a mature and balanced personal response to key topics.
- ✓ Fully developing and explaining ideas.
- ✓ Supporting views with information from across the unit.
- ✓ Structuring writing effectively – introduce writing, make a series of developed points and reach a clear conclusion.
- ✓ Producing technically accurate writing, including writing in full sentences and structuring in clear and developed paragraphs.

Impact

The curriculum is deliberately planned to enable pupils to revisit core themes and deepen understanding. Retrieval of relevant prior learning at the start of core theme aims to embed these concepts. In order to help recall this information, 'low stakes testing' is used in the form of recall quizzes and diagnostic tests, which does not just help measure progress and understanding, it develops progress and understanding. Subject specific terminology is taught and modelled by CPSHE staff. Pupils are expected to use this terminology in both oral and written answers. Knowledge organisers contain vocabulary lists to help deepen the knowledge and understanding of key terminology.

Pupils are assessed through multiple choice diagnostic testing, spoken presentations and unit over-arching questions which are built into each unit of work and challenge all abilities throughout Key Stage 3. This identifies gaps and misunderstandings in knowledge. This allows to compare where a pupil is at the end of a unit against where they were at the beginning. The benchmark against which progress is measured is the pupil's own starting point, not the performance of others.

Recent pupil voice suggests that the curriculum is enjoyed by pupils, pupils learn a lot in their lessons and the topics covered in CPSHE education are relevant to pupils of their age. We have also further expanded by including more assemblies and extra-curricular activities and further focus on National Days, such as Mental Health Awareness week are now embedded into the whole school assembly rota and in CPSHE lessons. The programme for personal wellbeing is very highly regarded by pupils and enables them to lead safe and healthy lives.