



## **PSHE Curriculum**

### **Statement of Intent, Implementation, Impact**

'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 PSHE Department at Broughton High School aims to provide a coherent programme of personal, health, social, citizenship and careers education. As a department we aim to encourage high aspirations so as to maximise progress and to enable all pupils to experience the joy of success. Our aims for PSHE 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, relationships and living in the wider world.

Our intent is to provide an academic PSHE curriculum that provides opportunities for pupils to reflect on and clarify their own values and attitudes and explore complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

#### **PSHE aims to help pupils to:**

- Identify their personal qualities, attitudes, skills, attributes and achievements and what influences these.
- Explore their attitudes, values and beliefs about them 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 PSHE.
- 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.

There is a significant contribution in PSHE, to pupils' SMSC development, their behaviour and safety and it promotes pupils' wellbeing and this is built into our curriculum plans. PSHE 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.

In addition, amendments have been made at both KS3 and KS4 to develop a knowledge-rich curriculum where pupils are taught about cultural capital. PSHE provides great opportunities for the pupils to learn in order to be successful in the world of work, in relationships forged throughout life and as a valued contributor to society as a whole. These tools consist of knowledge gained, behaviours learned and skills mastered and it is our job to ensure that all learners have the opportunity to develop these attributes through their school experience.

Programmes of study, for PSHE have a clear plan for what pupils should know and be able to do in PSHE by the end of KS3 and KS4. This is explicit in planning and there is a shared understanding across all those who teach PSHE. The PSHE 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.

## **Implementation**

In Year 7, pupils have a PSHE lesson 1 hour a week and is delivered to each class by the same teacher. In Year 8 the pupils are taught PSHE on a rota with Drama and have 0.5 hours a week. This is taught as one lesson a week for half the year and then swap and are taught Drama. In Year 9 the pupils are taught PSHE on a rota with Business and have 0.5 hours a week. This is taught as one lesson a week for half the year and then swap and are taught Business. Both KS4 years have a combined RE/PSHE (Respect) lesson once a week, where the alternate each half term resulting in PSHE having 0.5 hours a week. (see appendix for curriculum plans and schemes of work.)

The three core themes are covered in our KS3 and KS4 curriculum. The intention 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 but will have opportunities to revisit their learning about Health and wellbeing, Relationships and Living in the wider world in order to build on and deepen prior knowledge and understanding.

In Key Stage 3 , curriculum planning and delivery is in line with the PSHE Association guidelines and builds on the skills, attitudes, values, knowledge and understanding the have acquired during the primary phase. It acknowledges and addresses the changes young people are experiences, 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 PSHE programme entitled 'RESPECT'. This curriculum is also planned and delivered to extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3.

The department has strong links with the professional association for PSHE and accesses all the subject specific support and up to date guidance available. All PSHE teachers are routinely supported through relevant in-school training and access to a suite of suitable and relevant resources. The quality of teaching and learning in PSHE creates a positive environment which is safe and interest and excites pupils to be inquisitive, ask questions and listen to others. The curriculum is engaging and varied using case studies and research that is relevant to our pupils and our school setting. We have amended the schemes of work at both KS3 and KS4 to include the new Relationships Education, Relationships and Sex Education (RSE) and Health Education' to follow statutory guidelines. This ensures that the pupils are very well-equipped for the next stage of their education or employment.

Subject-specific vocabulary is demonstrated in every PSHE lesson and teachers 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 lists of key words for topics at KS3 and KS4 are found at the front of each unit booklet. This is supported by a wide variety of case studies, newspaper articles, silent starter reading activities that are embedded in PSHE lessons.

Teachers in the department make excellent use of mini-whiteboards and extended mind maps in the booklets, to check understanding at the beginning, during and at the end of the lessons. This then helps decide whether to progress a theme or revisit certain aspects. Questioning is a key tool used throughout the department and pupils feel safe and valued when answering and discussing in class.

All teachers 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 the pupil booklets, but especially in the extended mind maps and end of unit assessments. Pupils are encouraged to improve their work each lesson by adding new information they have learnt onto their extended mind maps.

## **Impact**

Recent pupil voice from year 7-11, suggests that the curriculum is enjoyed by pupils, pupils learn a lot in their lessons and the topics covered in PSHE are relevant to pupils of their age. We have listened to the feedback regarding the variety of different activities and more assemblies with the focus on national days such as Mental Health Awareness week are now embedded into the whole school assembly rota (see appendix) and in PSHE lessons.

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 diagnostic tests, which does not just help measure understanding, it also develops understanding. Tier 2 and tier 3 subject specific vocabulary is taught and modelled by PSHE teachers. Pupils are expected to use this vocabulary 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 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.

## **Covid Curriculum**

During lockdown and remote learning, the focus on PSHE lessons in KS3 and KS4 was mainly mental health, support, guidance and strategies for coping at home. These lessons were valuable to both pupils and staff and the wellbeing of our pupils. Alongside this progress tutor meetings were scheduled to meet each member of the group to ensure pupils were safe, supported and answer any questions that was needed. Useful websites and support groups were also added to the school website for both pupils and parents/carers to access. Any concerns raised either in the PSHE lessons or progress tutor meeting were forwarded on to the Progress Leader.

In order to help Year 11 pupils with college applications/employment PSHE teachers revisited lessons to ensure pupils were fully prepared for their next step into education or employment. The feedback from these lessons was positive from pupils, saying it helped them feel more prepared and understood the processes involved better. Due to this, the living in the wider world unit in Year 11, will be revisited later in the year to ensure a greater understanding and importance of the world after Broughton High School.

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