

	Intent	Implementation	Impact
<p><b>KS3 and 4 Curriculum</b></p>	<p><b>PSHE aims to:</b>                      PSHE education is a 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.</p> <p>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)</p> <p><b>The curriculum builds on prior learning at KS2 by:</b>                      Following the PSHE Association Programme of study and RSE Guidelines</p> <p><b>The curriculum develops knowledge and skills :</b>                      Such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).                      The curriculum is sensitive to the needs of all students, including SEND and other vulnerable groups. It differentiates for ability, behaviour and emotional variants.</p> <p><b>The curriculum aims to challenge students by:</b>                      Exposing them to alternative viewpoints                      Connecting work to real life scenarios and role playing and rehearsing responses to these situations and where to go for help.</p> <p><b>PSHE aims to prepare students for future careers by:</b>                      Following a discreet Careers programme throughout KS3 and 4                      A Careers education which focuses on learning the skills needed to navigate the 21st century employment market. such as:-                      Understanding stereotyping and being able to combat it;                      Recognising and playing to their strengths and being able to develop those skills in which they are less strong;                      Developing understanding of the way that the employment market works today, including AI sifting of candidates and the different types of interviews/selection processes they may encounter;                      Allowing them to work collaboratively with their peers.                      Encouraging them to learn about others.                      Developing literacy and critical analysis</p>	<p><b>Curriculum structure:</b>                      Students receive 2 x 50 minute lessons a fortnight. They are in mixed ability classes in Year 7 and 8 and set classes in Year 9 and are taught by teachers who receive regular CPD throughout the year during PSHE meetings. Year 10 and 11 receive PSHE through the tutor time programme and this is supported by discreet PSHE lessons within PB.</p> <p><b>Curriculum sequencing :</b>                      Students follow a spiraling curriculum around three main themes: <b>Health and Wellbeing, Relationships and Living In The Wider World</b>  <b>The curriculum focuses on the following concepts:</b></p> <ol style="list-style-type: none"> <li>1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)</li> <li>2. Relationships (including different types and in different settings, including online)</li> <li>3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)</li> <li>4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)</li> <li>5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)</li> <li>6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)</li> <li>7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)</li> <li>8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)</li> <li>9. Career (including employability and economic understanding)</li> </ol>	<p>Assessment is an integral part of the teaching and learning in all subjects, including PSHE education. However, the personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.</p> <p>The model of assessment we use during a lesson, module, or series of lessons, carries out an initial activity that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module.</p> <p>This is then reviewed through an assessment three times over the year where students show their knowledge of key terminology, facts and alternative viewpoints on an issue. Students also remind themselves of signposting opportunities and where to go for help. There is also a pupil voice element of the final assessments where students can have their say which feeds into the planning for the following year.</p> <p>Pupil voices regularly used to review the curriculum, focusing on specific areas. For example 86% of students felt the wellbeing activities enabled them to talk about emotions accurately and sensitively using appropriate vocabulary.</p> <p>SHEU data shows we are comparable or better than local and national data in many areas such as diet, smoking, drugs and alcohol, internet safety, physical activity, RSE, travel, bullying and wellbeing.</p> <p>Staff training throughout the year ensures staff know how to signpost to various organisations, such as the school nurse, Off the Record, Project 28, the careers advisor and relevant online resources. This ensures that our training and delivery of key content responds to issues young people are facing currently and allows the curriculum to adapt to meet the needs of our students.</p> <p>We are often praised for our good practice as a school by these agencies.</p>