

## PSHE Curriculum Intent

### Intent

#### **What is the curriculum aim /vision in this subject?**

- We are aiming to create well rounded young people who are well prepared for the world around them and to contribute to the society we live in.
- We hope that all pupils can contribute and learn from lessons
- We hope all pupils will be given the knowledge and skills to remain healthy and safe throughout their lives

#### **We aim to do this by?**

- Stimulating an interest in, and deeper understanding of the society in which we live.
- Providing an engaging and stimulating curriculum that is relevant to the lives of pupils.
- Encouraging a culture of questioning and feeding the natural inquisitiveness of students.
- Speaking and listening skills are developed by taking part in discussion and debate
- Providing the best possible standard of teaching and opportunities for learning.

#### **What do ACE students gain from this?**

- The tools to keep themselves and others safe and to be aware of the risks involved with abuse, radicalisation and exploitation etc.
  - Skills to have a healthy lifestyle
  - We hope to teach pupils how to establish and maintain good friendships and appropriate relationships with those around them
  - We hope that pupils will be able to make positive contributions to society and their workplace in later life
  - We hope to teach skills that will prepare students for post-16 provision
  - We hope to develop resilience in our pupils and confidence to try new experiences in life.
  - We hope that pupils will improve their speaking and listening skills by learning to respect other people

#### **How have we planned this?**

- Guided by the national curriculum where possible (new curriculum to start September 2020) and focused on key knowledge and skills to allow for deeper learning on a part time timetable.
- We plan to deliver a 3 year KS3 and 2 year KS4 to ensure a wide variety of curriculum content coverage. However, we only have two year groups in Key Stage 3 (a mixed Year 7 and 8 class and a separate Year 9). This means that some individuals are only with us for two years of Key Stage 3 although entry to ACE varies from pupil to pupil.
- Cross curricular (link to subjects we don't cover) (link to cultural capital)

- Sequencing- The objectives are sequenced in order to build on prior understanding from Key Stage 2, with progression onto Key Stage 3 and 4.
- We aim to build on KS2 prior knowledge and skills and provide building blocks to access KS4 curriculum, allowing students to achieve their potential and move on successfully to post-16 provision.
- Planning takes into account lack of attendance at school prior to referral. In addition, consideration is given to their individual medical conditions and ability to attend all lessons at ACE.
- Every attempt is made to provide a breadth of curriculum coverage whilst still providing opportunities for in-depth learning.

### **Integration and Transition**

- Students can start in ACE at any point from Year 7 to 11 and each pupil will have missed some time (from weeks up to over a year) in their mainstream setting. Therefore we make it our aim to ensure the students' needs are put first and deliver lessons that are as personal as possible. Within PSHE, this is broadening pupil horizons to ideas and ways of life they may not have considered or encountered before.
- Lessons are flexible around the needs of pupils and those who attend as attendance can be inconsistent both individually and as a class.
  - -School data of prior achievements, what gaps are in their learning or attendance, do pupils have any additional needs?
  - -expectations
  - -Conversations
  - -pupil passport
  - -settling in time
  - -opportunities to identify strengths and areas of development
  - -constructive feedback

### **IMPLEMENTATION:**

#### **How does learning develop over the five years?**

- At ACE the curriculum is age appropriate and topics are selected based on what is relevant and appropriate for each age group. Topics are built on from Year 7 (for the small number we have) and looked at in more depth as they become older and have a greater level of maturity.
- In Year 10, we look at topics in further depth that have been covered in Key Stage 3.
- In Year 11, we look at post-16 providers, application forms, CV writing and interview skills in preparation for their transition.

#### **What principles have guided our decision making in developing this curriculum? What is distinctive about our curriculum?**

- Many of our pupils have had prior experiences in their lives linked to the topics we look at eg. alcohol and drug use (either themselves or from friends or family), bullying

or poor mental health. As teachers we need to be sensitive towards experiences of pupils, and yet include topics that will ensure we can keep pupils safe and healthy.

- As many of our pupils can struggle with their mental health, we aim to encourage strategies to help promote positive mental health and resilience strategies.

### **How is the timetabled curriculum supplemented or enriched by other approaches to learning?**

- Engaging lessons which students enjoy and want to participate in. VAK learning to include all types of learners.
- We hope to encourage more visitors to school to help topics “come to life”
- This can be explored further through School Council and School Parliament membership

### **In what ways does our curriculum help to develop...?**

- Cultural diversity and identity: Knowledge and understanding of ethics and morals and applying them to different situations such as good citizenship and relationship skills. We also look at discrimination and prejudice against different groups in society.
- Physically and mentally healthy lifestyles: We look in both key stages at what we can do to achieve a healthy lifestyle, both physically and mentally.
- Community participation: Teaching aspects of the curriculum allows us to draw on the community such as the work of charities and helping others.
- Careers and enterprise: All of the skills taught throughout the curriculum allow for students to gain skills necessary for their future careers. Critical thinking and reasoning skills can be applied to life experiences and further education.
- Creativity and critical thinking: PSHE actively encourages the development of essential life skills such as debating, reasoning, supporting, researching and communicating

## **IMPACT**

### **What forms do assessment take? What is the purpose of assessment?**

- There are no formal written assessments in PSHE in any year group.
- Teacher assessment is informal and judgement based. Teaching can include leading questions to lead to deeper thought and reflection in pupils during discussions.
- During feedback in classwork teaching will try to include further questions to encourage more reflection time

### **How do we know if we have a successful curriculum?**

- Regular attendance
- Engagement in lessons from all pupils (demonstrated by participation in activities and listening to others)
- Work scrutiny, moderation, lesson observations and learning walks
- Teacher evaluation of curriculum to meet the needs of our pupils (which may be emotional based on life experiences).
- Successful transition.