

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 able to live happy and healthy lives.
- We aim for all pupils to contribute to and learn from lessons, being able to apply the lessons they learn into their lives now and in the future.
- We aim to provide pupils with the understanding of what a healthy relationship looks like (with family, friends and a partner) so they feel better equipped to seek support for themselves or others if they are unhappy. Pupils will be taught within their RSE lessons how to look after their sexual health and are confident that they understand contraceptive options available to them, what consent looks like and how to access sexual health services.
- We aim for all pupils to be given the knowledge and skills to remain healthy and safe throughout their lives in all aspects (eg physically, mentally etc). They will be given the knowledge and understanding to look after different aspects of their physical and mental health, including the impact of sleep, exercise and diet on a person's wellbeing and strategies to help mental health.
- We teach pupils about their rights including their protected characteristics and how they have the right not to be discriminated against because of their race, religion, gender etc. We encourage pupils to challenge discriminatory behaviour both in real life and online and hope to teach different means of doing this.
- We aim to give pupils information to be financially informed to prepare for adult life. This will include knowledge of how to manage their money and the consequences for poor financial decision making. We also aim to prepare them for life Post 16 and the world of work.

We aim to do this by?

- Stimulating an interest in, and deeper understanding of the society in which we live.
- Creating a safe atmosphere where pupils are aware of the expectations of the lesson so everybody feels safe. We remind pupils of the ground rules to help keep them safe and comfortable throughout.
- Rather than using personal examples from the pupils, lessons are heavily scenario led meaning we can discuss what has been read without potentially upsetting those in the room personally. We can also consider the examples more freely now in discussion and potential consequences for characters involved.
- 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 in all aspects: with diet, exercise, managing stress etc
- We aim to teach pupils how to establish and maintain good friendships and appropriate relationships with those around them and online
- We aim for pupils who will be able to make positive contributions to society and their workplace in later life
- We aim to teach skills that will prepare students for post-16 provision
- We aim to develop resilience in our pupils and confidence to try new experiences in life.
- We aim for pupils to 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 started September 2020) and focused on key knowledge and skills to allow for deeper learning on a part time timetable.
- We plan to deliver a three year KS3 and two 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.
- 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. In lessons with new or older pupils, we do not assume they have certain prior knowledge and always assess what they have accessed before so lessons are pitched appropriately. An example could be that it is not assumed that pupils in Y11 can name a variety of

contraceptive options and so this needs to be checked before considering the advantages and disadvantages.

- Content in Key Stage 4 is built on what has been taught in Key Stage 3 and we follow a spiral curriculum. Transition into Key Stage 4 and a more mature content is made easier by building on what has come before and so the basics of a topic are familiar.
- 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) lower Key Stage 3 and looked at in more depth as they become older and have a greater level of maturity.
- Careers education needs to be taught throughout Key Stage 3 and 4 so pupils are given a range of information about a range of options available to them.
- 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.
- Year 11 pupils will also consider topics about independence and further preparing for adult life, eg how to access healthcare and how to maintain healthy relationships.

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 all pupils safe and healthy. We recognise the importance of keeping pupils safe and purposefully avoiding sensitive topics could potentially endanger others. Therefore we still teach topics that can be upsetting such as bereavement and abusive relationships, but pupils are given the option to have time out if that is necessary.
- 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. Pupils are also given support strategies to consider to help them identify what works well for themselves.

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. Pupils are taught using a variety of approaches so they can become actively involved in their learning.
- We make use of discussions to share ideas and consider points of view different to our own
- Scenarios are often used so pupil can consider their own viewpoints and ideas in relation to people they do not know. These scenarios try to include people from different backgrounds and against traditional stereotypes so they can be more relatable to all and also encourage deeper thought.
- We hope to encourage more visitors to school to help topics “come to life” and also include participation in online sessions to access national opportunities eg careers and work lessons.
- 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. In PSHE we look at prejudice, diversity and discrimination from lower Key Stage 3 up through Key Stage 4. When looking at relationships, we consider relationships in all forms consistently so pupils who are part of the LGBTQ community can feel represented in what we learn and to broaden the understanding of other pupils. Pupils are taught about the Equality Act (2010) and are aware of the protected characteristics and their own rights in public and in the workplace in relation to those. Whilst including positive British values, pupils also consider that other people can be from racial and religious backgrounds that are different to their own and that we should value celebrate that. Pupils are explicitly taught that racism, homophobia etc are never acceptable including online.
- **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. One of the three themes in PSHE is about health. In Key Stage 3 and 4 pupils consider what can have a positive impact on physical health including sleep, diet and exercise. In both key stages we also look at mental health and how we can support it as well as seek support when it is needed. The link between physical and mental health is also made so pupils understand that they are linked.
- **Community participation**: Teaching aspects of the curriculum allows us to draw on the community such as the work of charities and helping others. Pupils are

encouraged to work together in pairs or small groups on different activities so they develop the skills needed to work with 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. Another of the three themes in PSHE is looking at the world of work. Pupils are exposed to a range of careers throughout their time in Ace including activities for National Careers Week in all their lessons so they are exposed to careers that are linked to the subjects they are studying. Pupils are also taught skills to prepare for the world of work and how to apply for jobs, interview skills etc. In Year 11 pupils have sessions from external providers about apprenticeships and the different opportunities available to them. Pupils are also made aware of their rights and responsibilities in the workplace.
- **Creativity and critical thinking**: PSHE actively encourages the development of essential life skills such as debating, reasoning, supporting, researching and communicating. Pupils are challenged to justify their ideas but then also why somebody might think differently to them and why.

IMPACT

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

- There are no formal written assessments in PSHE in any year group.
- Pupils are encouraged to do a baseline mindmap at the start of a topic and then revisit this at the end to see if they can add any further understanding to their original ideas to demonstrate progress
- 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.
- Assessment in PSHE is to show a deeper understanding of the world we live in and that the lessons have allowed this for pupils.

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 to Post 16
- Impact on real life eg relationships

- Pupils have been able to apply their knowledge and understanding to themselves and friends and family members. Pupils are able to find support for themselves or others when needed

Strategies to support progress for gaps in learning

Available data is collated from the home school for new pupils this identifies the amount of time they have been absent from education. In addition, a Pupil Passport is completed at Ace to identify the support needed for each pupil. This is taken into account by class teachers when integrating new pupils and will be followed up by an assessment within the first six weeks. Teachers put in place appropriate interventions where needed.

Strategies to support pupils with low attendance

For some pupils whose health significantly affects their attendance, appropriate interventions are put in place to support their progress. These will include:

- LSA support
- Differentiated work
- SEN support
- Catch up work
- Work with a partner if this makes them feel comfortable
- Short term, some pupils can complete tasks in time out so they do not have to share ideas with the class if this is a barrier for them.