

# SANDFIELD PSHE CURRICULUM STATEMENT

## INTENT:

### What is the curriculum aim for PSHE and Citizenship (Life Skills)?

We aim to deliver a PSHE curriculum which is accessible to all and that will develop learning and result in the acquisition of knowledge and skills which enable pupils to access the wider curriculum and to prepare them to be global citizens now and in their future roles within a global community. Personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. British Values are promoted through the overarching aims and objectives of PSHE by supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

#### Intention 1: -

To develop pupils' self-awareness, positive self-esteem and confidence to enable them to:-

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own and others' abilities

#### Intention 2 (See RSE Policy and Scheme of Work)

- To build a PSHE curriculum that demonstrate appropriate subject knowledge, skills and understanding to fulfil the duties of the Relations Education (RE), Relationship and Sex Education (RSE) and Health Education (HE). whereby schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life. As a result, pupils will know how to be safe and to understand and develop healthy relationships both now and in their future lives.
- To design, and resource, an RSE programme of work within the PSHE National Curriculum which enables pupils to explore the complexity of the relationships they will have both now and throughout their lives.

## IMPLEMENTATION

At Sandfield, we have written our curriculum to meet not only the Government guidelines but the needs of our pupils. Our teachers use our Year Group Life Skills Curriculum Overview which will equip pupils with a sound understanding of risk and resilience and with the knowledge and skills necessary to make safe and informed decisions. The school curriculum focuses on three core learning themes: health and wellbeing, relationships and living in the wider world. It also incorporates the RSE policy and SOW and identifies links to British Values, Cultural Capital and SMSC.

**We aim to do this by having a clear programme of work in line with the National Curriculum that includes: -**

- Drugs Education (substance misuse, tobacco)
- Risk Taking /Safety
- Child Protection
- Diversity and Equality
- Emotional Health

- Mental Health and Well Being
- Coping Strategies
- Food and Nutrition (Healthy Eating)
- Healthy relationships/bullying
- Puberty/Growing up (Sex Education)
- Financial Education
- British Values
- Democracy
- Citizenship (Rights, Responsibilities)
- Physical Activity
- E-Safety
- Careers

## **PLANNING and DELIVERY**

The curriculum is split into three core themes of: Health and Wellbeing, Relationships and Living in the Wider World. The children will meet these themes throughout the course of the year and the themes are built upon as the children move through school. Whole school, Key Stage and class assemblies always make a link to PSHE, British Values and SMSC.

- **In Key Stage 3 and KS4**, pupils follow a 2-year Life Skills (PSHE) and Citizenship rolling programme of study in which they learn about healthy, appropriate relationships and how to stay safe, including online and from cyberbullying, preparation for life Post-16 including how to fill in application forms and interview skills, (employability), necessary for future education or work.
- **Year 10/11 (KS4)**: - These pupils are entered for AQA units in various aspects of personal and social development when appropriate and ASDAN.
- **6<sup>th</sup> Form**: - Revisit whole topic areas including relationships, contraception, sexually transmitted diseases (if appropriate) and personal hygiene, according to the student's ability. Accessed in: - ASDAN Towards Independence and ASDAN PSD (Personal Social Education) entry 1,2,3.
- **6<sup>th</sup> Form also follow a programme of Work Experience** e.g. Sandy Park Café and Supported Internship.
- Lessons will involve a lot of discussion work and sharing ideas around various case studies and examples, eg videos and short clips and displays (PSHE, British Values, Gatsby Bench Mark and SMSC) throughout school reinforce the PSHE curriculum enabling children to make links.
- All pupils are given a voice and have the opportunity to represent their class at the School Council Meetings and apply for Young Mayor.

Lessons are taught as: -

- Discreet lessons
- Through other subjects e.g. Science – sexual health, food technology – diet & nutrition.
- Whole school events
- Educational visits
- Targeted activities e.g. Transition/careers projects, bullying, bereavement, mental health
- Assemblies e.g. Relationships- valuing friendships, bullying, mindfulness

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

The curriculum is developed to: -

- Show relevance by cross-curricular links -Science, R.E, P.E (see link below).
- To provide high quality pupil centred teaching using a range of teaching and learning styles, with individual attention to the pupils needs and EHCPs' whenever possible.
- To be flexible enough to modify and incorporate the new recommendations of teaching RSE in National Curriculum (Feb 2019).
- Provide Long term (2 year rolling programme) planning based on National Curriculum.
- Provide Medium term planning which takes place every half term.
- Provide Short term lesson plans which show learning objectives and expected outcomes.
- Show pupil progress via teacher assessments which are then recorded on Evidence for learning (SILSAF)

- Parents are informed of the content of the RSE programme of work through home/school communication and planned information sessions, and further support / clarification will be given if required.
- Currently in the process of consulting Governing Body, Parents, Teachers and Pupils with regards to updating RSE for teaching from September 2020.

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

Assessment is used as a diagnostic tool to inform future planning and intervention. Assessment takes many forms to cover the assessment objectives of the followed syllabi (SILSAF and ASDAN). Peer and self-assessment is encouraged in the form of quizzes, concept maps and interactive electronic games. Teachers and pupils work together, using self-assessment and peer assessment as well as teacher feedback, to determine pupils' strengths and development needs. Evidence is then recorded on Evidence for learning which then generates a report to parents. Feedback is also given during Annual review meetings with parents.

### **IMPACT: - What do we hope that pupils will achieve?**

Pupils will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

- Pupils will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.
- A majority of pupils will achieve age related expectations across the wider curriculum in addition to the core subjects.
- Pupils will know more and remember more about PSHE, and RSE.
- Pupils will recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Pupils will develop positive and healthy relationship with their peers both now and in the future.
- Pupils will understand the physical aspects involved in RSE at an age appropriate level.
- Pupils will have respect for themselves and others.
- Pupils will have positive body images.
- Pupils will keep themselves and others safe and be aware of the risks involved with abuse, radicalisation and exploitation etc.
- Pupils will develop an understanding of and their responsibility for their health and also risk factors associated with unhealthy choices, drink and drugs.
- Pupils will be able to make positive contributions to society and their workplace in later life
- Pupils will develop resilience in our pupils and confidence to try new experiences in life.
- Pupils will improve their speaking and listening skills by learning to respect other people
- Pupils will become increasingly independent, building confidence in practical skills and greater depth of understanding in each topic.
- Pupils make a positive contribution to the learning of others through the development of their team-working and practical skills.
- Pupils will use key knowledge, language (vocabulary) and meanings to understand PSHE and to use across the curriculum.

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

- Cultural diversity and identity: Ethical debates cover a range of issues
- Physically and mentally healthy lifestyles: Healthy eating, drugs, diet and healthy relationships all feature in the curriculum.
- Careers and enterprise: Skills relevant to the world of work are highlighted in our plans and linked to the Gatsby Bench Mark.

## **Links to Other Subjects**

- PSHE skills should be embedded throughout the curriculum.
- In English, pupils practice their speaking and listening skills and will debate a variety of issues.
- In Maths, pupils will look at finances which links to the world of work elements of PSHE
- In History, pupils evaluate the actions of historical figures and a variety of events and their significance
- In Science, there are a number of ethical issues to be discussed such as cloning, sexual health and the impact of drugs and alcohol on the body.
- In Art, pupils will evaluate the significance of the work of different artists throughout time.

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

The Life Skills provision will assist our school to:

- relate positively to the neighbourhood and local community
- raise standards of achievement by pupils who are more secure, motivated, confident and independent learners
- help promote equal opportunities for all
- improve the health of our pupils and staff

Through the Life Skills provision at Sandfield, Society gains:

- healthier and more active young people
- young people who are confident that they can participate in community affairs

## **MONITORING AND REVIEW**

Life Skills (PSHE) will be monitored and review by: -

- Curriculum meetings
- Meeting with Head Teacher
- Presentation to Governors