



## **PSHE Curriculum Intent 2022**

### **Intent**

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 at a time of rapid change. 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'-The PSHE association.

At Oldbury Wells School our intent is to help prepare students to take their next steps in the wider world. This is enabled through a complete Personal Social Health Economic Education (PSHEe) curriculum. The syllabus is centred around students building respect, tolerance and understanding for themselves and others. This is achieved by explaining to the young people the information they need to help them develop healthy and nurturing relationships of all kinds whilst empowering them to identify unhealthy relationships.

Students are encouraged 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. This is done through the use of case studies which provide students with complex real life examples which occasionally cause a debate between students with opposing viewpoints. Ground rules are established by the class and facilitated by the teacher at the beginning of the year to ensure these discussions are managed in an appropriate and sensitive way.

The PSHEe curriculum will also look at British Values and encourage students to celebrate our diverse community by providing education around how different people and encouraging mutual respect and tolerance. Students the values of democracy, and how extremist views challenge that, the role of the law, particularly focussing on young offenders. Students will be encouraged to use and develop their critical thinking skills. Students will also be informed about what the law says around key areas such as marriage, substance misuse, consent, pornography, FGM and online behaviours.

Throughout the curriculum there is a reference to mental health as at Oldbury Wells School it is understood that mental wellbeing is as important as physical health. Years 7-11 and sixth form on alternate years, will have this as their focus in some form for the first half term of the Autumn term there are units that are centred around this theme. However, by using case studies students are regularly talking about people and are encouraged to think about how they may feel. Students are also signposted to where they can find additional support either in school or out of school through organisations and charities. This idea is further enhanced through assemblies and by our form tutors, heads of year, pastoral support team, school councillor, school nurse.

The PSHEe curriculum also focuses on careers which is delivered through 'unifrog' to ensure that information provided is up-to-date and gives our pupils the best information and opportunities available to progress into further-education, training and employment.

The lessons are deliberately planned to use the correct terminology and students are expected to mirror that in both lessons and assessments. Each student builds a glossary in the back of their PSHEe book to support students which is added to every lesson with the key terms.

The PSHEe curriculum will be enhanced by other subjects for example in food technology students study healthy and balanced diets. In Science students will investigate many areas such as puberty, vaccinations, and cancers. This allows PSHEe lessons to be centred around the spiritual, moral, social, and cultural impacts of these and learning and can be more discussion based.



Where possible outside speakers will be utilised to deliver knowledge in a passionate and experienced experts to hopefully inspire students to understand the content. It will also allow for more sensitive subjects to be presented by experts who are experiences in delivering this content.

The curriculum overview shows where different themes are covered. The audit demonstrates where the statutory guidelines are met.

### **Impact**

Students in Years 7-11 from both the school council and LGBTQ+ club played a key role in developing the curriculum, they were asked to provide ideas for objectives of lessons and also helped with deciding on which year group should have each focus to make sure that it was age appropriate and relevant. Students have also developed other ways that PSHE is delivered such as assemblies, after feedback from school council we now regularly have LGBTQ+ and SEND as a focus for assemblies, where possible these are aligned with national days such as pride month.

Students are given a roadmap for every unit which is stuck in their books. At the end of each lesson the students reflect on which of the learning goals they have met, this is then indicated on the road map. This allows for students and teachers to monitor their progress in a holistic way.

Pupils are assessed at 5 points throughout the year, to identify gaps and misunderstanding in knowledge. These are 'low stakes' assessments that students complete as home learning. The students complete a pre and post topic assessment to gauge how much knowledge they have accumulated throughout the unit. This allows for students to focus on progress and to be compared against their own bench mark and not others. This information is then used to support with the planning and delivery of lessons in the future for both that year group and future years.

### **Covid Curriculum**

During lockdown, remote learning and the initial period back at school, the focus of PSHE lessons for all year groups was mental health. The students looked at ways to discuss their mental health and strategies to try if they were struggling. Students were also signposted to where they could go to access additional support. Any concerns raised were then passed on to the pastoral support team.

Due to Year 11 being at such a crucial time in their development additional time was put in place. A questionnaire was sent out to all students regarding which topics they felt would be beneficial to develop, predominantly RSE topics were raised. The PSHE lessons on the curriculum, preparation for examinations, were then moved to be covered in form time by tutors and the highlighted topics were covered in PSHE lessons. Some groups also benefitted from having two gynaecologists in to discuss fertility, reproductive and sexual health.