

## **PSHE INTENT**

The aim of the PSHE curriculum is to produce students who are equipped with life skills which will allow them to be fully participating members of a fast-changing British and global society. Using the Creative PSHE curriculum, our students will develop a sense of self-worth and confidence to be the best version of themselves. They will mature into individuals who can think independently and critically and have the knowledge to make informed choices around their physical, mental, sexual, emotional and economic wellbeing.

The spiral nature of the curriculum allows them to revisit areas and explore them at an age appropriate level, and provides our students with opportunities to reflect on and clarify their own values and attitudes, allowing them to engage in a meaningful way with a world where values and attitudes may be complex and at times in direct conflict with their own.

The RSE elements of the curriculum allows our students to understand appropriate behaviours which will help them to develop and maintain healthy relationships. Problem solving this is an important aspect of PSHE. This may be in the form of working collaboratively in a group or pair to produce possible responses to scenarios which students might encounter in life, or reflecting on how they will use their acquired knowledge to make positive choices in their own lives as they move through school.

## **PSHE DIFFERENTIATION**

In PSHE, we have high learning expectations for all students. It is essential that all our students are challenged to think deeply about the different aspects of PSHE and their rights and responsibilities in respect of being caring, thoughtful and productive individuals. A range of strategies will be used to achieve appropriate levels of differentiation. Students may be given thinking time before being asked questions, sometimes with the opportunity to share their ideas in discussion with a partner or in a small group to improve understanding.

All students will be asked to contribute to lessons, though due to the sensitive nature of some areas of the curriculum there will be an awareness on the part of the teacher that a student may not wish to share a response with a larger group of their fellow students, and therefore it may at times be appropriate to allow for collecting anonymised responses to share.

Consistent referencing back to earlier learning and linking this to wider society and the modern world will assist students in making sense of how the knowledge and skills they acquire in PSHE apply to real life. Questions will be asked at an appropriate level of challenge for individual students, and where appropriate, students will be encouraged to develop further independent research into different aspects of a particular topic.

Students with additional needs can also be further supported through scaffolded activities provided in the student work booklets for every unit.

## **LITERACY & NUMERACY IN PSHE**

A shared understanding of particular vocabulary is important in PSHE. A high level of skill in communication is essential when presenting an opinion or point of view, and an understanding that such communication need to utilize precise, neutral and non-offensive language in order to convey intended meaning clearly. Evidence supporting a particular position should be presented in the same way, and topic specific vocabulary used where appropriate.

In respect of literacy in PSHE you will find every lesson in the curriculum will introduce students to new terminology and this will be highlighted on the first slide of every lesson and will be recorded in the SOW.

### **Expectations for students following the Creative PSHE Curriculum will be as follows;**

- Be able to present an opinion or point of view which is clear in meaning
- Use subject specific vocabulary in an appropriate context
- Present evidence to support a particular opinion which uses precise, neutral and non-offensive language
- Be able to understand numeral data presented in graphic form, such as pie charts, bar and other types of graphs
- Be able to calculate percentages and work percentages backwards into original amounts
- Be able to analyse simple statistical information and decide if it meets a standard for statistical significance

### **Cross-curricular links**

#### **Spiritual**

- Exploring beliefs and experiences
- Respecting faiths, feelings and values
- Enjoying learning about oneself, others and the surrounding world
- Using imagination and creativity
- Reflecting on own values and beliefs

#### **Moral**

- Recognising different ideas of right and wrong, and how these sit with personal moral compasses
- Respecting the law
- Understanding the consequences of actions and behaviours
- Exploring moral and ethical issues
- Offering reasoned viewpoints in concise, neutral and non-offensive language

#### **Social**

- Engaging with Fundamental British Values
- Working collaboratively with others
- Linking learning to wider society

#### **Cultural**

- Appreciating the role of culture in shaping individual values and opinions
- Understanding, accepting, respecting and celebrating diversity

### **Fundamental British Values**

The unit contained within the themes of Celebrating Diversity and Equality and Rights, Responsibilities and British Values explores all the fundamental British values with a particular focus on democracy. .

Celebrating Diversity and Equality underlines respecting differences through mutual respect, tolerance of those with different beliefs and the right of individual liberty. Individual liberty is also explore in learning about trade unionism and vaccination.

## **Other Subject areas links**

### **Science**

At Key Stage 3 and 4, it includes teaching about reproduction in humans. For example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS. Stem cell research and associated ethical considerations.

### **Business Studies**

Entrepreneurship, Consumer and employment rights, Trade unions and industrial action and the impact on the economy

### **Sports**

Healthy eating, using stress to optimize performance. Health education can complement what is taught through PE by developing core knowledge and broader understanding that enables people to lead healthy, active lives.

### **Computing.**

E-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully, and securely, how to keep personal information private, and where to go for help and support.

### **Resources**

The PPTs for lesson are provided by Cre8tive. These resources are aimed to be a starting point for your planning. Please save a copy of the PPT to your own files and amend them according to the needs of your class and complete the tasks that work best for them.

	Autumn Term 1.1	Autumn Term 1.2	Spring Term 2.1	Spring Term 2.2	Summer Term 3.1	Summer Term 3.2
<b>Year 7</b>	Managing Change Unit [LBS]	Puberty and Body Development Unit [H&W]	Friendships, Respect & Relationships Unit [RSE]	Staying Safe Online & Offline Unit [SOO]	Celebrating Differences Unit [CDE]	Politics and Parliament (RBV)
<b>Year 8</b>	Dangerous Society Online & Offline [SOO]	Physical Health and Mental Wellbeing Unit [H&W]	Dangerous Society Online & Offline [SOO]	Physical Health and Mental Wellbeing Unit [H&W]	Dangerous Society Online & Offline [SOO]	Physical Health and Mental Wellbeing Unit [H&W]
<b>Year 9</b>	Combating Extremism & Terrorism Unit (RBV)	Essential Life Skills Unit [LBS]	Legal & Illegal Drugs Unit [SOO]	Body Confidence Unit [H&W]	Sex, the law & Consent Unit [RSE]	Contraception and STI's Unit [RSE]
<b>Year 10</b>	Rights and Responsibilities Unit [LBS]	Mental Health and Wellbeing Unit [H&W]	Violence, Crimes & Seeking Safety Unit [SOO]	Exploring British Values (RBV)	Exploring Relationships and Sex Education [RSE]	Your future and beyond Unit [LBS]
<b>Year 11</b>	Your future and beyond Unit [LBS]	Adult Health & Looking after Yourself [H&W]	Sexual Health [RSE]	Exam prep	EXAM LEAVE	EXAM LEAVE

### CORE SPIRAL THEMES KEY

1. Rights, Responsibilities & British Values [RBV]

2. Celebrating Diversity & Equality [CDE]

3. Relationships & Sex Education [RSE]

4. Staying Safe Online & Offline [SOO]

5. Health & Wellbeing [H&W]

6. Life Beyond School [LBS]