

Subject curriculum intent-PSHE

Why is your curriculum shaped the way it is?

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice' and in Croft Community school, all students are entitled to a progressive and comprehensive PSHE curriculum programme which takes into account the individual needs of all students from Early Years to KS4. The PSHE curriculum at Croft Community School compliments the ethos of the whole school as well as being intrinsic and evident throughout all aspects of the school and of school life. The PSHE curriculum is shaped in a way that introduces students to certain aspects of health, relationships, citizenship, identity, local, national and global community action at an appropriate level for our students and the themes are presented in a meaningful way. The themes, topics and subjects within the curriculum are shaped in a way that will develop skills and attributes such as resilience, self-esteem, risk management, team working and critical thinking. The PSHE curriculum meets the holistic needs of our students as well as preparing them for adulthood. It promotes the spiritual, moral, cultural, social, physical and mental development of pupils in order to prepare them for future responsibilities and experiences. The curriculum has been shaped in a way that meets the statutory guidance for RSE and Health Education and the RSE curriculum enables pupils to explore the complexity of the relationships they will have both now and throughout their lives. The curriculum is progressive in nature, often individualised and as well as being meaningful for all students, the PSHE curriculum helps staff recognise a need for intervention or further 1:1 work.

What values have guided your decisions about the curriculum you have in place? How does your curriculum reflect your school's context?

The PSHE curriculum at Key Stage 1 and 2 reflects some of the key personal goals we want our pupils to succeed in, to enquire, to develop their resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability. PSHE has strong links to SMSC, British Values, the School Values and the UN Convention for the Rights of the Child. The PSHE curriculum promotes fundamental British Values. Throughout PSHE lessons, students are taught rule of law, what is right and wrong, how to behave and the correct behaviour essential for their safety and wellbeing. PSHE offers opportunities for students to be taught how to earn trust and respect, are supported to develop a strong sense of morality. PSHE allows students to develop their self-knowledge, self-esteem and self-confidence. Mutual respect is expected and there are a lot of opportunities within the curriculum to develop an awareness of bullying and the need to value and respect others. Students are also taught how to keep themselves safe. They learn about different beliefs, cultures and values, prejudice and discrimination.

The school values are embedded within the teaching of PSHE. The teaching of a positive mind-set occurs frequently in the teaching of PSHE where pupils are encouraged to build social and emotional resilience and emotional intelligence.

Students are frequently challenged within PSHE lessons where expectations are high. Students are provided with learning outcomes and expectations of the progress they should make during each topic related to the progression outcomes. Students are set outcomes

they need to achieve and these are recorded accordingly. The students are encouraged to attain the highest qualification possible for them, from ASDAN certification to Level 2 Awards. Regardless of the needs of each individual, all students within Croft access PSHE and with some reasonable adaptations, they engage in all aspects of the curriculum.

Positive behaviour and social skills are promoted in PSHE. Students develop team work and communication skills through group work and debate and are encouraged to be respectful of others opinions, abilities and views.

What are the objectives for your curriculum? What do you want pupils to be able to know and do by the time they leave?

PSHE doesn't just exist within the curriculum. The wide range of activities and experiences that are offered beyond the curriculum in which students contribute to the life of the school and local, national and global community are key parts of PSHE. The holistic development of the student is at the heart of the PSHE curriculum. The PSHE curriculum prepares students at Croft for adulthood, develop self-esteem and confidence, form good relationships with others in their communities, be positive and active members of a democratic society, understand humanity, diversity and differences, understand what constitutes a healthy lifestyles and understand how to play an active role as citizens.

How does your curriculum plan set out the sequence and structure of how it's going to be implemented?

Long term plans for PSHE across the school ensure that the curriculum is broad, balanced and meaningful. Students in KS1 and 2 will learn a number of skills based around themes such as healthy lifestyles, bullying and friendship, staying safe, online safety, emotions, relationships, friendships, trust and the environment.

The curriculum at Key Stage 3 has key learning themes; identity, community, relationship and sex education, health, environment, citizenship, enterprise. KS3 follow the ASDAN Key Steps book in order to achieve Bronze, Silver or Gold certificate by the end of year 9. The new statutory guidance for RSE and health education has been incorporated into the curriculum as well as providing clear opportunities to link with SMSC, British Values, Cultural Capital and the School Values. The key themes and activities within these themes are carefully chosen and delivered at appropriate times to appropriate classes.

The KS4 curriculum follows the AQA PSHE specification and students access a wide range of topics throughout the 2 years; Drugs Education, RSE, Personal Safety, Emotional Wellbeing, Healthy Lifestyles and Personal Finance.

All lessons are taught by specialised teachers, knowledgeable in their subject areas. Visitors to the school such as the police, nurses, community mental health team, drugs and alcohol workers further enhance the curriculum, ensuring that it is meaningful and varied.

Activities are planned according to student's skills, knowledge and abilities as well as their previous learning and experiences. A range of teaching strategies are used within PSHE and

pupils are supported in applying the skills they are learning in real life situations such as resolving conflict. This work is carried on as Interventions where necessary in the Bridge.

A spiral programme will revisit themes, gradually extending thinking, expanding knowledge and developing skills, rather than providing a series of 'one-off' topic.

Throughout the school, PSHE is addressed on a daily basis as questions and incidents arise. PSHE is addressed pastoral time with emotional intelligence, Rights Respecting School and Education for a Connected World sessions.

Students have 1 hour per week of PSHE lessons and throughout the year, we celebrate and use enrichment and key days or weeks such as Mental Health Awareness, Fairtrade Fortnight, Sport Relief etc. to enhance our PSHE curriculum.

Assemblies will provide extra opportunities to enhance pupils' spiritual, moral, social and cultural development, promote our school's values and celebrate achievement.

How is your curriculum differentiated to meet the diverse needs of pupils at Croft?

The teaching of PSHE is differentiated to the needs of the pupils. The lessons are differentiated in order to meet the progression statements. The students are assessed on key areas within PSHE; personal development, living in the wider world, health and wellbeing, relationships, health and self-care and lifestyles. The school assessment system is used to correctly and accurately baseline students and plan and teach lessons to meet their needs. Learning is therefore differentiated accordingly. The PSHE curriculum is very much personalised within Croft and the long term and medium term plans reviewed and adapted accordingly. The long term plans are differentiated according to the cohort of students and then the medium term plans differentiated according to need.

The KS3 curriculum allows for students to be awarded a Bronze, Silver or Gold ASDAN accreditation. The KS4 curriculum allows for students to gain an AQA Entry Level 1, 2, 3, Level 1 or 2 Award or Certificate.