

## CURRICULUM OVERVIEW

### SUBJECT: PSHE and RSE

#### **Intent**

Personal, Social, Health and Economic (PSHE) Education forms an integral part of the curriculum and is designed to support the school's aims and ethos, develop knowledge and understanding within the students themselves, as well as the world they are living in. The PSHE curriculum is designed using the PSHE association programme of study as a basis with the addition of the unique set up of our school and the individual needs of the students taken into account when planning and implementing. Each year group will study a range of topics under the main three themes of Health and Wellbeing, Relationships and Sex education (RSE) and Living in the wider world.

This Framework has been further subdivided into six Core Themes using resources the Cre8tive PSHE Curriculum ([www.cre8tiveresources.com](http://www.cre8tiveresources.com)) have developed, which have all been mapped to the PSHE Association and statutory DfE requirements.

These modules form part of a spiral curriculum, delivering content appropriate to each year group:

- Core Theme 1: Rights, Responsibilities & British Values
- Core Theme 2: Celebrating Diversity & Equality
- Core Theme 3: Relationships & Sex Education
- Core Theme 4: Staying Safe Online & Offline
- Core Theme 5: Health & Wellbeing
- Core Theme 6: Life Beyond School

PSHE is delivered once per week for 50 minutes across all Key stages. Lessons are taught by teachers overseen by the PSHE lead with input from other staff and external speakers and companies where appropriate.

PSHE is central to the development of the students at OTS and reflects the school's aims and ethos: re-engagement and raising aspiration, unlocking every child's potential, and recognising and celebrating achievement. The programme of PSHE is designed to help students deal with the difficult moral, social, and health related issues that arise in their lives and in society. The PSHE curriculum also helps students to develop the crucial knowledge, skills and understanding that they need to live confident, happy, healthy, and independent lives as citizens, family members, friends, parents, and workers.

In addition, the curriculum and programmes have the following aims:

- Fulfil our obligations to deliver Relationships and Sex Education (RSE)
- Students will have a clear understanding of appropriate relationships and the laws surrounding these.
  
- Students will cover age-appropriate topics on relationships and sex education to aid the individual to work out a personal morality and value system, respecting cultural, religious and family background.
- Students will understand the importance of inclusivity and respect for diversity in today's modern society, through an understanding of, but not limited to the protected characteristics, such as disabilities, religious beliefs, sexual orientations, and age.
- Students will develop an age-appropriate understanding of physical, mental, sexual, and emotional health and the ways to recognise when adjustments and improvements are needed and how.
- Students will develop confidence in their ability to achieve their aspirations and self-awareness to make informed choices about future life decisions – including careers.
- Factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse
- Students will develop the skills and knowledge to stay safe online, attain a high level of digital literacy, and successfully navigate online and offline activities.
- Students will develop the skills and knowledge to have respect for others and to equip them with the ability to deal with a range of spiritual, moral, cultural and political issues, through articulating themselves sensitively and thoughtfully, their feelings clearly and listening well, along with the ability to empathise and sympathise with the views of others.

The programme will promote student engagement with the fundamental British values; and as part of this will encourage students to have respect for democracy and support for participation in the democratic process, including respect for the basis in which the law is made and applied in England.

The programme aims to allow the individual to make decisions from knowledge, using critical thinking. It also aims to inform the individual about where to get further help and advice if required.

The PSHE curriculum aims to produce students who are equipped with life skills which allow them to be fully participating members of a fast-changing British and global society. Using the Cre8tive 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 RSE (Relationships and Sex Education) elements of the curriculum allow our students to understand appropriate behaviours which will help them to develop and maintain healthy relationships. This is an important aspect of PSHE and compulsory in all secondary schools. Please see Section 7 of the RSE Policy for parental right to withdraw their children certain elements of the RSE curriculum.

**KS3**

Students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

**KS4**

Students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others

**KS5**

By the end of key stage 5, many young people will leave home for the first time and live independently, possibly in distant locations. There is a balance throughout this Programme of Study between preparing students to manage their current lives and laying the foundations for managing future experiences.

This key stage represents the last opportunity to ensure that students have the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career.

**CULTURAL CAPITAL:**

Learning to appreciate our local and extended communities through visits to the cinema, theatres, museums, art galleries and local parties

Reinforcing British values, my surroundings in relation to the extended community, participating in and responding positively to artistic, sporting and cultural opportunities

Participating in and responding positively to artistic, sporting and cultural opportunities

Taking public transport to a sightseeing attraction in London, developing an ability to use language and understand images/icons (e.g. in music, art, literature) which have significance and meaning in a culture

Developing a regard for the heights of human achievement in all cultures and societies

### **LITERACY and NUMERACY:**

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 needs to utilize precise, neutral and non-offensive language to convey the intended meaning.

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 Cre8tive 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 forms, such as pie charts, bars 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

### **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 to individual liberty. Individual liberty is also explored in learning about trade unionism and vaccination.

### **LINKS TO SMSC:**

#### **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

**IT**

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.