

## **PSHE Curriculum Intension**

### **The Vision for all our students**

PSHE education gives students the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. Personal, Social, Health and Economic (PSHE) education is a school subject through which students develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

These skills and attributes help students to stay healthy, safe and prepare them for life and work in modern Britain. PSHE education helps students to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

PSHE education helps students to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps students to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

In 2015, the UK Youth Parliament made 'A Curriculum which prepares us for Life' a top priority, based on a consultation of almost a million young people. This was the third year in a row that PSHE education has been voted a priority by young people.

PSHE makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of students". Schools must "promote the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepare students at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep students safe.

A growing body of research shows that students who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps students to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers.

We believe that parents welcome a partnership between home and school which supports their children's personal and social development, and helps to deal with issues of increasing complexity such as those related to mental health and staying safe, both online and offline. It is therefore important that parents are involved in our delivery of PSHE.

### **Rationale**

Students at King Edward VI follow the PSHE Association suggested programme of study. This is a rolling programme of various topics based on the 3 main issues of Health & Wellbeing; RSE (Relationships and sex education) and Living in the wider world. RSE lessons also comply with the DFE RSE Framework. The Life Matters curriculum is planned lesson by lesson by the PSHE coordinators and then delivered by the form tutors (the most important people in the team). The curriculum is reviewed annually at King Edward VI. This is done with the help and support of various outside agencies.

There is a standalone lesson of 50 minutes each week and this is called Life Matters as we feel this better conveys the PSHE message to our students. As well as this single lesson we also organise and deliver various workshops and drop down days across the academic year. Some of which are planned and delivered 'in house' but we also, where budget allows, ask in outside agencies such as drugs awareness, mindfulness and yoga sessions.

In year 7, students complete transition lessons to help them settle into their new school; they have lessons on health and wellbeing such as diet and exercise as well as an introduction to school council. Health issues such as puberty; road safety; alcohol and smoking issues are also taught later in the year. They also have their first RSE lessons which focus on friendships, safe relationships, family self-esteem and online safety. Living in the wider world topics begin with an introduction to careers education (the school uses the Unifrog platform to help its delivery of CEIAG) as well as British values and extremism awareness. Year 7 students will also have introductory lesson on money issues such as budgeting and bank accounts.

In year 8, the Life Matters programme builds on the foundations of many Y7 topics. There are further lessons on road safety, drugs and alcohol, self-esteem lessons focus on positive body images and dealing with peer pressure in such situations. There are also lessons on dealing with loss. RSE lessons in Y8 focus on respect within relationships, issues linked to alcohol and sex, more online safety advice is given and there are lesson on racist and religious bullying. There are also extra lessons on dealing with peer pressure in relationships. Living in the wider world lessons focus on more careers education as well as investigating rights and responsibilities. Further money lessons are delivered. Students also begin to make options choices at the end of Y8 and these are also supported in the Life Matters programme.

In year 9, the students look again at diet and self-image in the healthy living topics as well as having lessons on gangs, more drugs awareness, which includes county lines issues and CSE awareness (Child Sexual Exploitation). RSE lessons focus on dealing with conflict in different types of relationships, LGBTQ+ issues, such as homophobia and transphobia, and they also look at gender issues. Later in the year, Y9 students will also have lessons on sex and consent, what contraception options are available and where to access these, as well as what STI's are and how to deal with them responsibly. They will also look at issues linked to pregnancy.

In year 10, students look at what makes a good role model and begin to investigate mental health and how to have a healthy one. They also complete first aid top up sessions on CPR and have more lessons on drug awareness as part of their Health & Wellbeing. In RSE they look at dealing with break ups, pornography & sexual images, forced marriage, domestic abuse, as well as more lessons on consent and rape. Living in the wider world topics focus more on careers education including work experience options for student's, employability skills, volunteering and fundraising and also beginning to look at apprenticeship options in more detail.

In year 11, students have lessons on stress and mindfulness as well as different revision techniques as part of their lessons on Health & Wellbeing. They also have lessons on healthy choices as well as final lessons of self-esteem. RSE lessons focus on grooming, sex, teenage pregnancy, parenting skills, domestic abuse and date rape issues. Living in the wider world lessons look at issues surrounding debt and gambling.

## **SMSC**

PSHE meets SMSC aspects by:

### **Spiritual development:**

- Students reflect up on their own beliefs and perspectives on various topics within PSHE
- Knowledge of different faiths and values considered in persecution topics
- Students are encouraged to learn about themselves and it is hoped this creates fascination
- Students are expected to use their imagination to empathise with different characters and create projections about their aims and wishes for their futures. Various methods of creativity are used for this
- Students are encouraged to reflect on their experiences all the time

### **Moral Development:**

- Life Matters gives students the skills to make informed decisions about the difference between right and wrong and to readily apply this understanding in their own lives

- Students are taught to recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- Students are taught to understanding of the consequences of their behaviour and actions
- Students are encouraged to debate different views about moral and ethical issues and encouraged to develop an understanding of the viewpoints of others on various issues.

#### **Social Development:**

- Social skills in different contexts are investigated, for example friendship issues; working with people you don't necessarily like. Working with people who are different to you; including those from different religious, ethnic and socio-economic backgrounds
- Promotion of participation in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to deal with and resolve conflicts effectively
- Discussion and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

#### **Cultural Development:**

- Developing an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Defining the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Improving student knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Creating an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

#### **British Values**

King Edward VI High supports and delivers a firm commitment to developing and upholding British Values. British Values are promoted throughout the PSHE programme of study. Students will learn about British Values through assemblies aimed at actively promoting these values, as well as standalone lessons in the PSHE curriculum and drop down days. The curriculum aim to help students explore what the values are and why they are significant to modern Britain.

#### **Democracy**

We have our own Student Council made of up of elected Form reps, as well as an elected Head Boy and Head Girl. Students are taught in a variety of ways including tutor time, assemblies and specific content about the importance of democracy.

#### **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the school or the country, are consistently reinforced throughout all aspects of academy life. Students and parents are taught the value and reasons behind our rules, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

#### **Individual Liberty**

Students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for students to make choices safely, through provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our online safety and peer pressure lessons.

#### **Mutual respect and tolerance of those of different faiths and beliefs**

King Edward's places immense importance on promoting diversity with the student and staff body. This is done through specific Life matters lessons such as those on racist and religious bullying as well as assemblies on diversity and faith.

## **Concept of cultural capital**

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. Cultural capital promotes social mobility and success in our stratified society. Cultural capital gives a student power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give students the desire to aspire and achieve social mobility whatever their starting point.

This is done through PSHE teaching in a number of ways:

- CEIAG lessons including use of the Unifrog platform
- Aspirational projects such as working with Higher Horizons
- Drugs awareness sessions – empowering students to make the right choices
- Dealing with mental health issues in a positive manner
- Help with revision
- Awareness of legal process and how the law works
- Awareness of local, regional and national issues and help in investigating these issues further to make informed and researched decisions e.g. fake news
- How to access various parts of the NHS
- Investigation into British Values
- Explanation of how enterprise works and how to become part of it
- Completion of work experience
- Development of understanding of money

## **Cross-curricular opportunities, literacy and numeracy**

PSHE at KEVI ensures that all students have the opportunity to develop the highest levels of literacy. High levels of literacy help provide the foundations for students to become life-long learners and socially responsible members of society.

We seek to develop our students' skills and help them to engage with reading and writing. In addition to reading and writing, we also believe that literacy helps develop effective speaking and listening skills and enables students to use language in order to become independent learners, thinkers and communicators.

We do this by a range of strategies (this is not an exhaustive list):

- Keyword recognition activities
- Paragraph prompts
- Display key words so all can see them.
- Model sentences and answers to show the meanings of words.
- Mind maps
- Rephrase a question and simplify the language if necessary.
- Use audio learning strategies e.g. podcasts.
- Close activities help develop vocabulary.
- Use visual images to support language.
- Collate advantages and disadvantages in a table using key terms and then use connectives to construct sentences.
- Invisible questions: students given answers and they construct possible questions.
- Exporting language
- Bias
- Writing for purpose
- Skimming and scanning
- Source evaluation

Numeracy like Literacy has great importance within PSHE; high levels of numeracy help provide the foundations for students to become life-long learners and socially responsible members of society. We seek to develop our students' skills and help them to engage with figures and quantities. In addition to basic maths. This is done by:

- Estimation and rounding
  - Budgeting to the nearest GBP
- Number and number processes
  - Use of dates when looking at evolution of laws in the UK
- Fractions, decimal fractions and percentages
  - Percentage populations
- Money
  - Bank accounts interest
  - Gambling
  - Debt
  - Budgeting
  - Wages – NI and pensions
- Time
  - Concept of how values and democracy has changed over time
- Measurement
  - Discussions about impact of political decisions
  - Discussions about impact of social decisions
  - Discussions about impact of economic decisions
- Data and analysis
  - Graphs
  - Tables
  - sources
- Ideas of chance and uncertainty
  - Discussions about impact
  - Discussions about key events

Other cross curricular links include science when investigating the effects of drugs on people. Links to RE in terms of teaching about dealing with loss, diversity and justice. There are links between History and British Values as well as racism and extremism. There are links to Geography when discussing work experience. There are links to English in terms of topics that are used for content delivery e.g Romeo and Juliet (issues of relationships). Building cohesion, teamwork and a positive classroom atmosphere where a variety of interaction (individual work – small group work – large group work – interaction with staff). Links to P.E. include health, healthy eating, exercise and diet. Links with science include Sex and relationships, health. Please note this is example and not an exhaustive list.

### **Careers**

As part of the Life Matters programme, careers is extensively covered. Please see separate Careers Programme as it is delivered in Life Matters sessions.

### **Rating success in PSHE**

A meaningful PSHE curriculum is the key to our students becoming confident, tolerant and well-rounded adults.

- Students are equipped with skills to deal with and make informed decisions in life
- From exposure to a range of global issues and problems, students will build up tolerance and a sense of responsibility of being a global citizen.
- From engagement with a variety of sources, students can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.