

PSHCE

Curriculum Intent: PSHCE is about equipping students to manage and be confident in the other 16 hours of the day when they are not in school, preparing for their academic next steps, be that GCSE's, A-Levels, Apprenticeships or the world of work. The curriculum ensures that students can interact with wider society and the diverse groups within it, whilst also keeping themselves safe and healthy. The PSHCE curriculum is inclusive and accessible to all students regardless of their academic ability or additional needs. Students learn about a variety of issues which go beyond the statutory requirements and has many cross curricular links and linked closely to the safeguarding, wellbeing and personal development education our students receive.

How the curriculum fits in to the College's FABRIC

Focused:

PSHCE has an ever-evolving content, looking at the issues that arise in society which affect and impact our students. Student voice is essential in this to make sure that we are covering issues that the students feel are important to them as well as covering our statutory requirements. There are opportunities within each unit of work for students to give feedback to help develop and update the content of the unit. Units of work are reviewed and evaluated each year to ensure the most up to date information is being used and taught. The curriculum also aims to develop students' oracy, critical thinking and self-empowerment which develop over the course of the 5-year curriculum.

Appropriate:

The PSHCE curriculum is designed in a spiral format which recaps and revisits issues and ideas from year 7 through to year 11 at age-appropriate stages. Most of the assessment in PSHCE is done through formative methods such as targeted questioning, in class discussions and structured opinion pieces, however there is summative assessment in the form of progress checks for each unit to check understanding of the knowledge base as well as skills. Feedback from these progress checks is linked to the 5 core skills objectives to help show students how they can improve moving forward without giving a grade/level as this is not appropriate for PSHCE.

Broad and balanced:

The PSHCE curriculum is a spiral curriculum that goes beyond the statutory requirements of the national curriculum. We include financial literacy, citizenship and careers education as part of our curriculum design, sometimes explicitly as a focus of a unit of work and sometimes more subtly in the content that is covered. The nature of PSHCE is to be inclusive and diverse, but as a department we ensure that the language used in lessons and taught to students continues to be inclusive.

Rigorous:

Students are regularly challenged to reconsider their preconceived ideas, opinions, and knowledge through the development of critical thinking skills. Regular retrieval practice is built into the schemes of work through questioning, activities, and discussion. Using a spiral curriculum, we can revisit and remind students of prior learning. Clearly scaffolded and modelled activities allow for all students to engage both verbally using ABC-Q and in written format using ARE paragraphs. Teachers of PSHCE are encouraged to take part in various CPD course which are shared with the department to enhance their understanding of the issues being discussed and their confidence in

delivery to ensure quality first teaching at all levels. Teachers are given the freedom to adapt their teaching to the class they are teaching and explore the questions and topics that arise in the process of the lesson.

Integrated:

Each year covers units in all areas of the PSHCE program in a spiral design, meaning that each year will recap on the prior knowledge before building upon it. Each unit provides a foundation for a future unit however it is recapped each time, to ensure any new students are caught up. Each unit builds on the prior knowledge in an age-appropriate way as well as taking into account wider societal issues that have arisen.

Coherent:

The PSHCE curriculum is designed and written with clear learning objectives for each learning phase to ensure both the teacher and students understand what it is they will need to know for each unit. The objectives are set out as statements and link with knowledge organisers for each unit.

How we assess learning	Key Vocabulary
<ul style="list-style-type: none"> In lessons, teachers use a range of formative assessment methods and verbal feedback to check students understanding including cold calling, recall quizzes, contributions in class discussions, peer and individual work in class. Teachers give feedback to address misconceptions. Each unit contains two or three progress checks, these consist of 10 knowledge questions to assess students understanding of the content covered as well as an opinion question to demonstrate both paragraph writing and critical thinking. This progress check will also include student voice feedback which will use the Head, Heart, Bin, Bag format. 	<ul style="list-style-type: none"> The key tier 3 vocabulary is identified at the start of each learning phase and is included in the students' workbooks and Teachers Notes. Definition of specialist terminology are included on the knowledge organisers. Retrieval tasks and activities built into the schemes of learning include opportunities for students to utilise the specialist terms, such as use of crosswords, points paragraphs, and quizzes.
Enrichment	Careers Education prepares our students to make informed choices about their futures
<ul style="list-style-type: none"> A range of guest speakers are invited into school to supplement the units being taught, for example, Safer Schools, Domestic Abuse and the Matthew Project Collapsed curriculum and enrichment days have a PSHCE focus. 	<ul style="list-style-type: none"> Each unit of work is linked to possible career paths that this unit will support. skills linked to different careers are highlighted and taught. Close links with Careers Advisor.

Our curriculum is underpinned by our values and are expressed through our curriculum

Pride: The department has high expectations for all students and is proud to offer explicit PSHCE lessons to our students. Therefore, students are encouraged to take pride in all aspects of their work. The rigorous curriculum content indicates the high expectations the department has for all students and the pride taken in curriculum development. Workbooks have been created to a high standard to support learning, and students are encouraged to take pride in their written work.

Passion: PSHCE encourages students to be passionate about issues and debates which they are interested in.

Positivity: Students are taught to respond to their work and make improvements as they learn the curriculum. Oracy is embedded into the curriculum so that all students can participate. Efforts are made to minimise anxiety related to public speaking or discussion of sensitive issue by providing a safe environment in the classroom.