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Abstract

Students are carefully provided with feedback on their learning to enable them to improve.   
They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

Curriculum – PSHE

Intent, Curriculum Map & Curriculum



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# Whole School INTENT

**Southchurch students embrace learning opportunities.**

# INTENT, IMPLEMENTATION & IMPACT

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| Intent:   * Our PSHE curriculum acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence, through contributing to society in their adulthood. It teaches the knowledge and skills which equip them for the opportunities and challenges of life, including decision making and finding their own personal views and attitudes on a range of different issues that are continuously contemporary. |
| **Implementation**  • Sequencing of the curriculum into themes  • Adaptive teaching (to take into account what is happening in the area that needs to be addressed)  • Extending opportunities for extracurricular and professional speakers |
| **Impact**  • All students will be equipped to make a positive contribution to society |

# KS2 Links and Intent

* [**KS2 PSHE/RSE National Curriculum Topics**](https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks2-l/units)
* The PSHE curriculum at Southchurch is designed to develop and build upon knowledge students are given at KS2. For example, continuing the theme of keeping safe under the topic of RSE, which is taught across years 7-11.
* In year 7, students learn about friendships and relationships, including the change between primary and secondary friendships and what is means to be a good friend within the relationship. Therefore, we are continuing to explore the topic at KS2 ‘all around me’ but focusing on the adjustment to secondary school life.
* The PSHE curriculum is now under three main themes across the year groups, to ensure consistency for students and lessons. This means that every year, students build upon the knowledge that they have gained at KS2, and have a better understanding and can contribute more in lessons.
* Local primary schools such as Fairways cover the same and similar topics, filtered down to suit the age of students. Such as going through class rules and responsibilities under the heading of behaviour and also the statutory requirement of keeping safe, which links to our curriculum at Southchurch.
* Primary schools in the area cover our first theme of relationships as part of their KS2 curriculum and we build upon this at KS3 and KS4 with our thematic topic of Relationships, which builds and develops on the content each group due to their age and what is appropriate.
* At KS2, primary schools are including the topic of Growing Up and developments in the body, which prepares the students for our KS3 topic of adolescent change and builds upon what they are already learning.

# CURRICULUM MAP

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| **Year Group** | **Half-term 1** | **Half-term 2** | **Half-term 3** | **Half-term 4** | **Half-term 5** | **Half-term 6** |
| **Theme One: Relationships** | | **Theme Two: Healthy Living** | | **Theme Three: Independence** | |
| **Year 7** | **Relationships and Friendships**  Introduction to changing friendships in transition and how to remain positive  *Contingency Lesson:*  *Peer on Peer abuse in schools*  *Teasing and Banter depending on HOY trends* | | **Adolescent Change**  Introduction to changing bodies throughout puberty and modifications to shapes throughout the years  *Contingency Lesson:*  *Issues surrounding dealing with difficult talk about periods with males* | | **Money Matters**  Introduction for managing money effectively  Students will learn skills of how to cope with income and outgoings  *Contingency Lesson:*  *Jobs and Wages depending on Trends and Views* | |
| **Year 8** | **Relationships and Families**  Exploration of different family types and issues in modern day society  *Contingency Lesson:*  *How to deal with change due to spilt families depending on information sent by HOY* | | **Mental Health and Well Being**  Exploration of different negative emotions and different techniques to manage and control behaviours  *Contingency Lesson:*  *Legality of Group Chats* | | **Wise Decisions**  Exploration of problems and dangers within contemporary views, looking into trends and how this affects future choices  *Contingency Lesson:*  *Viewing trends to see if dangerous dares are current and applying the safety aspect* | |
| **Year 9** | **Sexual Health**  Introduction of sexual relations in a relationship.  Exploration of negative effects within a mature sexual relationship and how to support making decisions  *Contingency Lesson:*  *Case Study on non-consensual image sharing and impacts both emotionally and legally (Georgia Harrison and Stephen Bear)* | | **First Aid**  Introduction to medical emergencies and procedures  *Contingency Lesson:*  *Allergies/Asthma/Diabetics depending on the increase in medical conditions in school and support that can be given* | | **Sexism and Misogyny**  Students will explore the language and stereotypes that have been built into society and how to change and challenge this into being more positive and celebratory  *Contingency Lesson:*  *Current online influencers opinions and trends towards women* | |
| **Year 10** | **Intimate Relationships**  Students will explore the benefits and dangers in a mature relationship.  Students will understand the difficulties in young relationships and how to manage problems better  *Contingency Lesson:*  *Views and impacts on teenage pregnancy from young people* | | **Being Safe in the Wider World**  Exploration of different dangers within society and the signs to spot  Students to have the opportunity to discuss their opinions and standpoints on difficulties addressed beyond school  *Contingency Lesson:*  *Current trends across Southend/Essex of exploitation of young people* | | **Criminal Justice System**  Exploration of how the criminal justice system works and what topics are connected to support each other  Students will have the opportunity to go through the youth justice system in order to apply these to peer groups  *Contingency Lesson:*  *Depending on questioning about youth crime, add in additional lesson about current case studies and impact of their lives* | |
| **Year 11** | **Celebrating Real Love**  Exploration of positive love stories throughout the years and students will celebrate success with knowing the attributes included  *Contingency Lesson:*  *Understanding what ‘the one’ may look like* | | **Reality vs Media Views**  Students will have the opportunity to experience the view of real life and social media  Students will give opinions and views based on what they already experienced from both platforms  *Contingency Lesson:*  *Young people’s views on how it impacts teenage relationships* | | **Life in the Wider World**  Students will learn how to independently cope away from home and how to support themselves financially and emotionally  *Contingency Lesson:*  *Year 11 curiosity of mortgages vs rent debates and what is better do to* | |

# KS3 Links and Intent

* [**Key Stage 3 National Curriculum Topics**](https://www.thenational.academy/teachers/programmes/rshe-pshe-secondary-ks3-l/units)
* The KS3 PSHE curriculum at Southchurch is designed to develop and grow students' knowledge of a wide range of topics that help them become an effective and successful individual. The content includes three main themes, which are embedded upon each group, which support the students developing their knowledge and application across the Key Stages.
* At the start of year 7, students learn about friendships and relationships to settle them better into secondary school life, helping them understand friendships are changing and what to look for in a good friend. This has shown to support the pastoral team in reducing the number of incidents under this heading.
* During Year 7, the themes develop onto RSE and they are learning about the changing body. We teach the lessons in this sequence to cover a wide range of information, so students gain more in-depth knowledge. This will help the students recognises their changes that will happen and have a better understanding of the processes and support out there.
* At the end of year 7, students take part in an Active Citizenship project, which gets them involved in making a positive change within the school. Students conduct research on a topic and present their findings back to the class, which will go to student council meetings. All students' voices are heard and considered, and they will all evaluate their success of their journey. This supports the engagement, as the discussions and findings help the students contribute to the school's day-to-day life.
* In Year 8, students develop on each theme and gain a better understanding of relationships in Term One, which supports the growth and change of students from entering Secondary school to becoming more settled. This investigates family life and supports the changing family homes which are more relevant in Southend areas, which helps to address this issue and build tolerance.
* Other themes in Year 8 are explored and built upon, which are Media Manipulation and Money Matters. Students are informed and explore how the media can negatively impact a person’s life and what support is put in place. Students at the end of year 8 start to look into how to manage money and the different factors that could affect the income and outcome of the households.
* By Year 9, students should have developed a clear understanding of the rights and responsibilities in society, and what to look out for that they need to be careful of. Students explore what decisions they should make to be a better individual and contribute towards society. These schemes for learning also provide essential information to support their own personal growth and information that they can apply to their decisions.
* We want students to understand the main themes across the year groups and how they are built upon in KS4. For example, relationships will cover intimate relationships and how their knowledge will support from KS3 and built upwards.
* Our formative assessment at KS3 are knowledge quizzes and case study questions, to apply their knowledge to real life situations to better prepare them for life beyond school.

# KS4 Links and Intent

* [Key Stage 4 National Curriculum Topics](https://www.thenational.academy/teachers/programmes/rshe-pshe-secondary-ks4-l/units)
* [GSCE Citizenship Specification](https://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100/specification-at-a-glance)
* Southchurch does not offer a qualification in PSHE at Key Stage 4 but builds upon the knowledge at KS3 and supports them for life beyond Secondary school. However, GSCE citizenship topics are linked to the PSHE curriculum in order to develop more mature and in-depth conversations in lessons which supports their higher education.
* In the KS4 Curriculum, the main themes are still followed to ensure consistency and information is embedded each year. These lessons are discussed-based focused to make sure all voices are heard and misconceptions are addressed.
* Year 10 starts with Intimate Relationships, as it has shown that this is when relationships start to develop and what to expect when they get into a more mature relationship. This explores a range of headings to cover the entire topic such as, sexual harassment, consent and pregnancy, which informs the students of the key signs to look for and how to help in different scenarios.
* Year 10 continues with Being Safe and Criminal Activity, which both topics explore the rights that young people have in society and how to challenge stereotypes and different viewpoints.
* In Year 11, more mature topics and lessons are looked at to support their future relationships and decisions outside of school life. They look into Celebrating Real Love and the stories that we should be idolizing over what they have typically gone through or viewed in the media. The theme of love links to the GCSE English Curriculum, in relation to Romeo and Juliet which is supporting the knowledge of the students for their future exams.
* Year 11’s will continue to explore the views of the media and compare this to the reality views and everyday life. Recent and ongoing documentaries are also tackling this problem, which supports learning in the lesson as tis links to more current affairs for this age group.

**KS5 Links**

[A-Levels (PSHE linked topics)](https://www.aqa.org.uk/subjects)

* Key Stage 5 PHSE is not offered, but other A-Levels have similar topics and links too where students can choose to study, such as Psychology, Law and Sociology.

# END OF COURSE EXPECTATIONS

The aims and objectives of the PSHE are to enable students to:

* Build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase
* Addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence.
* Teaches the knowledge and skills which will equip them for the opportunities and challenges of life.
* Learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.
* 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.

# NATIONAL CURRICULUM LINKS

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| **Purpose of Study**  The PSHE is a necessary part of all pupils’ education and is an important part of student’s lives. PSHE is not an assessed subject but has a high expectation to cover a range of different topics to address any issues that are raised. Teachers are best placed to understand the needs of their pupils and adapt and support where needed to get the best outcome. Our programme is tailored to reflect the needs of their pupils, and this programme will equip pupils with a good understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Students should seek to use PSHE to build, where appropriate, on the statutory content outlined in the national curriculum amongst other topics to support their overall experience at secondary school. |
| **Aims of Study**  The national curriculum for PSHE aims to ensure that all pupils:   * Know and understand consent at all stages of relationships, along with understanding what a positive relationship is, what contributes to this and what support is out there * Understand what factors are needed to be safe in the wider world, what to look out for and avoid and what are the more appropriate choices to make to support your lifestyle and outlook * Know the human rights as a UK citizen for all aspects including the criminal justice system and the treatment of the police * Understand how the media is constantly changing and the impact this has on people’s lives, both positively and negatively and how the perception on people have changed and altered * Gain different perspectives and viewpoints of different religions, what traditions and beliefs they have and how to be tolerant and expecting within the society they live in * Know how to manage money in terms of the salary and the outgoings that people have, linking this to the cost-of-living crisis and drawing their own conclusions as to how this affected different households * Know what is takes to become independent and how to contribute positively to society * Can make informed opinions and contribute to questions and debates |

# PERSONAL DEVELOPMENT CURRICULUM

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| **Aims**  The PSHE curriculum is designed to support and promote the vision of Southchurch High School, “A community of Opportunity, Learning and Aspiration”. The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars;   * **Equality and Diversity** * **Cultural Capital** * **Community and Wellbeing** * **Careers and Employability** * **Character Development.** |
| **Character Development:** All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.   * **Community of Opportunity** – All students are supported and encouraged to perform Infront of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported to engage equally and freely share their ideas and opinions. * **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including; clubs, trips and visits and workshops. * **Aspiration** – Students are encouraged to develop their love of design through careers talks, trips and external speakers. They take every opportunity within lesson to learn and take control over their own personal development. |
| **Equality & Diversity:** The PSHE curriculum aims to develop an understanding and appreciation of how people of different faiths, convictions, ability, gender, heritage and ethnicity have impacted our world. Some key examples are:   * Identifying the different beliefs and traditions in a wide range of religions to create tolerance and acceptance of others * The big questions of Does God Exist, which supports students in thinking about their own beliefs and understanding others' opinions and viewpoints * The influence and impact of different places of worship and their support to the community * The effects and influence of religious leaders and how they affect society * Understanding conflict over religions and the impact of the people * How arranged and forced marriages are different and the effects on the women involved * Understanding FGM and the severe impacts on the body |
| **Wellbeing & Community** – The PSHE curriculum recognises the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience.   * All students in Term Three focus on independence as the core theme, which allows students to develop each year the skills needed to be a well-rounded individual * Kindness is demonstrated and celebrated. Pupils are expected to care for each other and themselves. * Teachers provide KCSS (kind, courteous, smart, successful) cards to students to praise them for demonstrating the above attributes. |
| **Cultural Capital** – The PSHE curriculum supports the school’s vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.   * **Trips & Visits that are being considered for next year:** * Places of worship * **British Values:** * **Individual Liberty**: Students are encouraged to express themselves and form opinions in PSHE lessons due to the topics being in discussion. Moreover, we ask students to reflect an evaluate misconceptions they may have about the topics and how they would support this in future lessons. * **Mutual Respect**: Students are respectful when listening to the opinions and views of other students, including debates. * **The Rule of Law:** The classroom rules enable all students to develop their skills in an environment where equipment and each other’s feelings are respected. The classroom rules ensure students are all responsible for the learning environment and are discussed and agreed on by each class. * **Tolerance:** Students are tolerant of the opinions and creative ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs in the styles we study. * **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other’s work and celebrate each other’s successes. All students are granted autonomy and have the opportunity to make choices on how to develop their own creativity. |
| **Careers & Employability –** The PSHE curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the PSHE curriculum, our students are supported to develop the following skills;   * Communication * Confidence * Promoting high self-esteem. * Teamwork and Leadership * Listening and Responding * Creativity * Critical thinking and problem solving * Time management * Research * Structured debates   **Events**   * Outside speakers on consent for single sex and separate year groups for age-appropriate content |

# SMSC CURRICULUM LINKS

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| **Spiritual development**  Through the topics we study, students learn about a variety of different faiths and their belief systems and are taught how to research these in depth. We explore the impact of conflict from disagreements over religions and cultural practises which are embedded. Students are encouraged to respect others' beliefs and cultures regardless of difference. Pupils are encouraged to develop their thinking skills and explore the wider natural world around them. They are taught to reflect upon what they see and develop ideas and solutions to problems which are both workable and innovative. |
| **Moral development**  Pupils are faced with moral decisions throughout the PSHE curriculum, through the topics that are covered. Students are encouraged to understand and accept the different viewpoints of others and understand when they are wrong and the consequences as a result of their actions. Within the classroom and the wider community, the pupils are expected to show respect to others and take responsibility for their own actions and for those around them. |
| **Social development**  Pupils are asked to share their thoughts and feelings with others in PSHE lessons. Students are also asked to share these with the rest of the class to form the basis for  discussions and debate in the classroom. This promotes oracy skills and builds students’ confidence to express themselves. |
| **Cultural development**  Pupils are taught that their PSHE work, and opinions should be sensitive to the needs and beliefs of others to ensure they do not cause offence, which is structure and advised in lessons. Pupils must consider how their actions and opinions can impact the world around them. Students are encouraged to understand that culture encompasses different aspects of people's lives and that diversity should be celebrated where applicable. |

# Equality, Diversity and Inclusivity Links

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| **Aims**  Within the different topics on the PSHE curriculum, we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. This is embedded throughout the curriculum and have included topics to ensure that issues are addressed, and students feel included.  During lessons, we ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them. |