

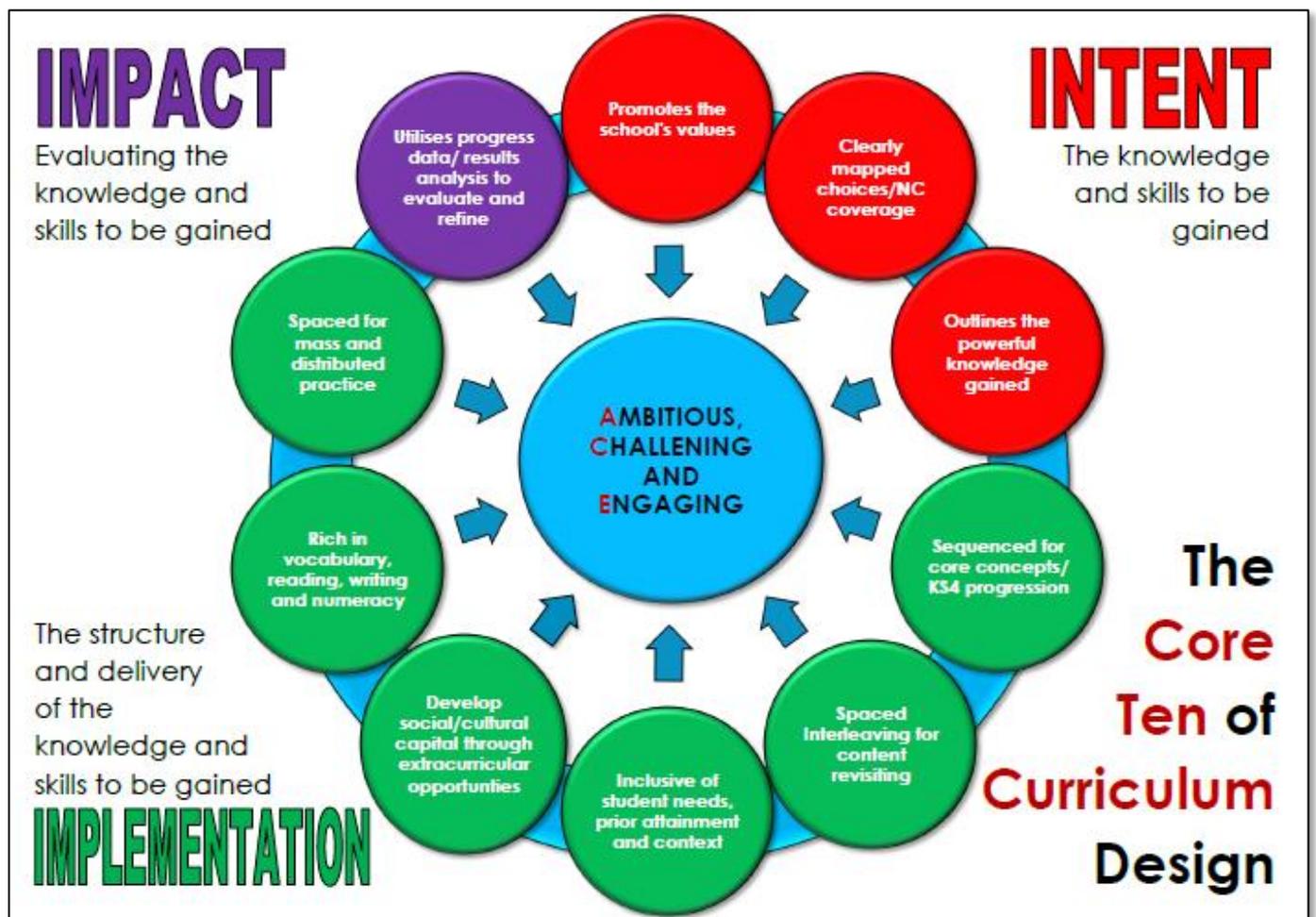
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 3

Subject: PSHE

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Why PSHE is important: Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS3)

**Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.
How are you trying to accomplish this, with this Programme of Study (PoS)?**

DEFINITION: Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

PSHE education gives pupils 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 pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life. PSHE education helps pupils 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 pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Living in the wider world - PSHE education helps pupils 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 pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Health and wellbeing - Pupils 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 pupils 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

SRE - Recognises the risks and issues children experience today. The focus of sex and relationships education must be to equip children and young people to make safe choices, navigate the online world with a critical eye and help them to understand where to go for support.

Lessons have been deemed as age appropriate by the PSHE association, and created along side the outside agency EC Resources, Cre8tive Education and other groups who have worked with the PSHE association to meet the requirement's of the new 2020 framework.

Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

Our program will offer a holistic PSHE learning journey spanning the pupils' secondary school career, with a progressive, spiral curriculum that addresses real needs in a rapidly changing world. This program will use a mindful approach to PSHE, bringing together Personal, Social, Health Education, emotional literacy, social skills, mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

KS3 Curriculum Choices – what topics are taught and does it ensure breadth and depth, as well as meet the legal requirements of the National Curriculum (NC)? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Unit/Topic	Health and Wellbeing - Transition and Safety	Living in the wider world – Developing skills and aspirations	Relationships – Diversity, prejudice and bullying	Health and Wellbeing – Health and puberty	Relationships - Building relationships	Living in the wider world – financial decision making
	KS3 NC covered –	Transition to secondary school and personal safety in and outside school, including first aid	Careers, teamwork and enterprise skills, and raising aspirations	Diversity, prejudice, and bullying	Healthy routines, influences on health, puberty, unwanted contact, and FGM	Self-worth, romance and friendships (including online) and relationship boundaries	Saving, borrowing, budgeting and making financial choices

Sequencing: British values are taught throughout lessons such as RE – if curriculum time does not allow lessons such as prejudice and racism can be removed from the SOW as are covered as a general theme in other subjects such as RE and ethical shopping is covered in Geography. It is important for students to understand about aspirations and resilience at the start as a building block to life at secondary school. Health and Wellbeing will be delivered by specialist teachers (allocated to PSHE) – and so has been allocated 2 half terms – I have put this before SRE because it provide a foundation for the SRE lessons. Some lessons have been remove e.g puberty because it is taught in Science so doesn't need to be duplicated.

SRE is taught in Term 3/5 where students have a greater level of maturity than at the start of the year. This is an important unit which needs to be covered in full to meet 2020 Government requirements therefore I have allocated 2 half terms – if needed this can run into the final term – which can be integrated easier into tutor time/ a drop down day if necessary. In Year 7 the focus is more on general relationships than sex and relationships.

I have placed living in the wider world – careers finance and money in term 6. This could be as a drop down day if needed to accommodate more time needed for Health and wellbeing and SRE.

Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

Powerful knowledge	<p><u>Living in the wider World – Transition and Safety</u> - Knowing how to achieve aspirations and leaving our comfort zone, overcoming barriers, importance of resilience, improving personal situations, the impact racism has on the human race, how to stay safe on social media, importance of social corporate responsibility</p> <p><u>Health and Wellbeing</u> - Recognising depression and retaining mental health, managing anger in different situations is important. Understanding how to stay healthy, consequences of eating food groups out of proportion, understanding food labels, consequences of unhealthy living including the dangers of energy drinks, the importance of committing to a healthy lifestyle, dangers of drug use</p> <p><u>SRE</u> - Maintaining friendships and ending toxic ones, how family roles have changed over time, different types of family, appropriate relationships, bullying/ banter, preventing bullying. FGM.</p> <p><u>Living in the wider world – Money and finance</u> - Managing money effectively, a knowledge of interest rates, being able to choose financial products (and evaluate the suitability) is an important life skill</p>
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Why is it important to know?

Living in the wider World – Transition and Safety - So that as adults students are tolerant of people from other cultures. To enable students to understand the importance of social responsibility

Health and Wellbeing - So that as adults students have the knowledge to make sensible and informed choices to enable them to have a healthy body and mind. To be able to make informed choices in relation to drug use.

SRE - It is important to be able to know what is a healthy relationship/ friendships. Understanding about different types of families make students tolerant to those that are different to their own. Being able to be assertive when banter goes too far. To understand why FGM often goes unreported.

Living in the wider world – Money and finance - So that as adults students can manage a budget for their household and make choices in relation to financial products and services.

	Unit/Topic	Health and Wellbeing - Drugs and alcohol	Living in the wider world – Community and careers	Relationships – Discrimination	Health and Wellbeing – Emotional wellbeing	Relationships - Identity and relationships	Living in the wider world – digital literacy
8	KS3 NC covered	Alcohol and drug misuse and pressures relating to drug use	Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks

Sequencing: The sequence of topics is the same each year. Each unit lines up with each year group. This allows the flexibility to move staff if someone is more skilled or has specific expertise. Each common theme builds on what has been taught in the previous year e.g. in Year 7 students learnt how to keep social media accounts safe in Y8 this builds to include online grooming, in Year 7 students learnt about prejudice focusing on racism, in year 8 we build on this to include media. The level of challenge of each theme increases with increased maturity. Each lesson has been deemed by the PSHE association as being age appropriate. By placing SRE in term 5 it also gives parents the opportunity to withdraw.

Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

**Powerful
knowledge**

Health and Wellbeing – Drugs and alcohol. Medicinal and reactional drugs, about the over-consumption of energy drinks, the relationship between habit and dependence, how to use over the counter and prescription medications safely, how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes, how to manage influences in relation to substance use, how to recognise and promote positive social norms and attitudes

Living in the Wider World – Community and careers - Equality of opportunity in life and work, how to challenge stereotypes and discrimination in relation to work and pay, about employment, self-employment and voluntary work, how to set aspirational goals for future careers and challenge expectations that limit choices

SRE – Discrimination - How to manage influences on beliefs and decisions, about group-think and persuasion, how to develop self-worth and confidence, about gender identity, transphobia and gender-based discrimination, how to recognise and challenge homophobia and biphobia, how to recognise and challenge racism and religious discrimination

Health and Wellbeing – Emotional wellbeing - About attitudes towards mental health, how to challenge myths and stigma, about daily wellbeing, how to manage emotions, how to develop digital resilience, about unhealthy coping strategies (e.g. self-harm and eating disorders) about healthy coping strategies

SRE - Identity and relationships - The qualities of positive, healthy relationships, how to demonstrate positive behaviours in healthy relationships, about gender identity and sexual orientation, about forming new partnerships and developing relationships, about the law in relation to consent, that the legal and moral duty is with the seeker of consent, how to effectively communicate about consent in relationships, about the risks of 'sexting' and how to manage requests or pressure to send an image, about basic forms of contraception, e.g. condom and pill

Living in the wider world – digital literacy - About online communication, how to use social networking sites safely, how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation, how to respond and seek support in cases of online grooming, how to recognise biased or misleading information online, how to critically assess different media sources, how to distinguish between content which is publicly and privately shared, about age restrictions when accessing different forms of media and how to make responsible decisions, how to protect financial security online, how to assess and manage risks in relation to gambling and chance-based transactions

Why is it important to know?

Health and Wellbeing - It is important for students to be able to make informed choices in regards to legal and illegal consumption of drugs including alcohol, cannabis and tobacco. Students are taught about body image and the impact of the media on self esteem – links to eating disorders. The link between domestic violence and running away from home – important because students need to know choices they have and what support is available.

SRE - As adults it is important to understand how prejudice and discrimination affects different groups of people. We want students to grow into tolerant adults who will challenge racism and discrimination in all forms. Students need to have a firm understanding of consent in different situations, Safe sex will be covered at an age appropriate level and re-visited in Y10 as part of RE. Some students become sexually active before this point so it is important that we provide them with information to make sensible choices Students need to know how to stay safe online – this includes grooming, sexting and how pornography can be harmful to relationships.

Living the in the wider world - Target setting is important to help students set targets and practice self discipline in preparation for KS4 including work experience, it is important for students to learn about different enterprise skills which will support jobs applications, interviews and in workplace the future. Digital literacy is a life skill, which students need to build and understand its dangers as well as potentials. In the next post in this series, I will explore emotional development.

9	Unit/Topic	Health and Wellbeing - Peer influence, substance use and gangs	Living in the wider world – Setting goals	Relationships – Respectful relationships	Health and Wellbeing – Healthy lifestyle	Relationships - Intimate relationships	Living in the wider world – Employability skills
	KS3 NC covered	Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Learning strengths, career options and goal setting as part of the GCSE options process	Families and parenting, healthy relationships, conflict resolution, and relationship changes	Diet, exercise, lifestyle balance and healthy choices, and first aid	Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability and online presence

Sequencing: Term 1: shorter unit – some elements can be delivered as assemblies e.g. knife crime to reduce curriculum time needed, some elements will be delivered as part of other subjects e.g sustainability can be delivered as part of Geography. Again level of challenge is dependent on year group e.g. in year 8 students studied domestic violence and running away from home in year 9 the focus is on abusive relationships. Term 5 living in the wider world – support students in thinking about work experience over the break – as previous this could be delivered as a drop down day or workshops e.g. Barclays Bank offer workshops to students. As previously most curriculum time will be dedicated to mental health and wellbeing and SRE.

Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

**Powerful
knowledge**

Health and wellbeing - How to distinguish between healthy and unhealthy friendships, how to assess risk and manage influences, including online, about 'group think' and how it affects behaviour, how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively, to manage risk in relation to gangs, about the legal and physical risks of carrying a knife, about positive social norms in relation to drug and alcohol use, about legal and health risks in relation to drug and alcohol use, including addiction and dependence

Living in the wider world – setting goals - About transferable skills, abilities and interests, how to demonstrate strengths, about different types of employment and career pathways, how to manage feelings relating to future employment, how to work towards aspirations and set meaningful, realistic goals for the future, about GCSE and post-16 options, skills for decision making

Relationships – Respectful relationships - about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering, about positive relationships in the home and ways to reduce homelessness amongst young people, about conflict and its causes in different contexts, e.g. with family and friends, conflict resolution strategies, how to manage relationship and family changes, including relationship breakdown, separation and divorce, how to access support services

Health and wellbeing – Health lifestyles - About the relationship between physical and mental health, about balancing work, leisure, exercise and sleep, how to make informed healthy eating choices, how to manage influences on body image, to make independent health choices, to take increased responsibility for physical health, including testicular self-examination

Relationships – Intimate relationships - About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex, about myths and misconceptions relating to consent, about the continuous right to withdraw consent and capacity to consent, about STIs, effective use of condoms and negotiating safer sex, about the consequences of unprotected sex, including pregnancy, how the portrayal of relationships in the media and pornography might affect expectations, how to assess and manage risks of sending, sharing or passing on sexual images, how to secure personal information online

Living in the wider world – Employability skills - about young people's employment rights and responsibilities, skills for enterprise and employability, how to give and act upon constructive feedback, how to manage their 'personal brand' online, habits and strategies to support progress, how to identify and access support for concerns relating to life online

Why is it important to know?	<p>Health and Wellbeing – It is important that students can identify differences between healthy and unhealthy relationships so that they can make informed choices to support their personal wellbeing including the benefits of learning how to use assertive forms of communication – this will benefit both within their friendship group but also after the have left school.</p> <p>SRE - It is important that students understand about positive relationships in the home, about conflict and its causes in different contexts, e.g. with family and friends, conflict resolution strategies, how to manage relationship and family changes, including relationship breakdown, separation and divorce, how to access support services. It is important that students have a good understanding of safe sex so they can make informed choices in the future. The majority of the SRE topic for Y9 – Sex and Relationships is taught via non exam RE.</p> <p>Living in the Wider World - Target setting is important to help students set targets and practice self discipline in preparation for KS4 including work experience, it is important for students to learn about different enterprise skills which will support jobs applications, interviews and in workplace the future. Study need to have a basic knowledge of their employment rights post 16.</p>
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National Curriculum content missing from this PoS and why?	Content taught in addition to the National Curriculum and why?
SOW are in line with 2020 government statutory requirements for PSHE/ SRE and British Values. PSHE is mapped alongside the PSHE association guidance to ensure we are meeting all of the requirements.	

How does the Curriculum Intent meet the ACE curriculum design?	
Ambitious	The new PSHE/ SRE curriculum is in line with the new government framework aimed at creating a broad PSHE/SRE curriculum developing knowledge and skills from KS2 and enabling students to move onto KS5.
Challenging	Lessons are designed to stimulate discussion across a broad range of PSHE topics. Themes are designed to increase in challenge between Y7-9 increasing in depth or subject content.
Engaging	Lessons use a combination of discussion, literacy and film based tasks to stimulate engagement.

What are the current strengths of the Curriculum Intent?

SOW are in line with new government framework in preparation for 2020. Evidence booklets and assessments are being created to show demonstrate what is being taught across sessions and to assess prior knowledge.

- What specific actions have to be taken in response to the above? Please consider:**
- KS3 Curriculum content changes;
 - Powerful knowledge changes;
 - Modifications to ensure an ACE curriculum design;
 - CPD for teachers in your subject area;
 - Additional research you have to consider as part of this review.

Work in progress- All unit will be in place by September 2020. CLF and EMS (supporting with KS3/4 SRE) have and will continue attending training sessions to support the delivery and development of PSHE and SRE to meet the new guidelines.