

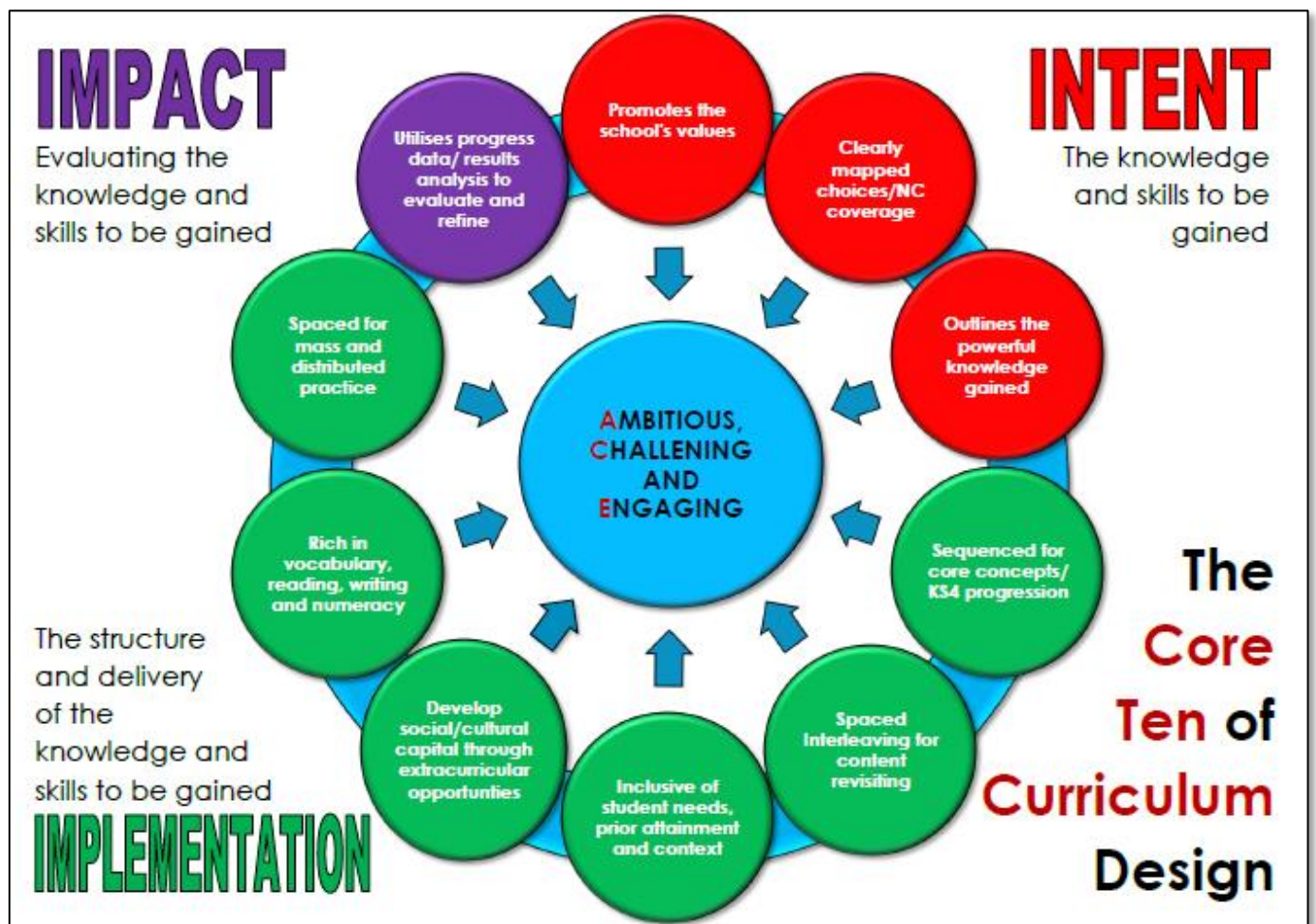
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 4

Subject: PSHE

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THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS4)

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 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.

KS4 Specification Choices – what topics are taught and does it ensure breadth and depth, as well as meet the requirements of the exam specification? (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
10	Unit/Topic	Health and Wellbeing	Living in the wider world	SRE	Health and Wellbeing	SRE	Living in the wider world
	Specification/ Assessment Objective	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making - The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships - Relationships and sex expectations, myths, pleasure * and challenges, including the impact of the media and pornography *	Exploring influence - The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation - Communities, belonging and challenging extremism	Employability skills Employability and online presence

Sequencing – To be completed

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 – Mental Health – How to manage challenges during adolescence, how to reframe negative thinking, strategies to promote mental health and emotional wellbeing, about the signs of emotional or mental ill-health, how to access support and treatment, about the portrayal of mental health in the media, how to challenge stigma, stereotypes and misinformation.

Living in the Wider World – Financial Decision Making – How to effectively budget and evaluate savings options, how to prevent and manage debt, including understanding credit rating and pay day lending, how data is generated, collected and shared, and the influence of targeted advertising, how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling, strategies for managing influences related to gambling, including online, about the relationship between gambling and debt, about the law and illegal financial activities, including fraud and cybercrime, how to manage risk in relation to financial activities

SRE – Healthy Relationships – About relationship values and the role of pleasure in relationships, about myths, assumptions, misconceptions and social norms about sex, gender and relationships, about the opportunities and risks of forming and conducting relationships online, how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours, about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent, how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support, how to recognise and challenge victim blaming, about asexuality, abstinence and celibacy

Health and Wellbeing – Exploring influence – About positive and negative role models, how to evaluate the influence of role models and become a positive role model for peers, about the media's impact on perceptions of gang culture, about the impact of drugs and alcohol on individuals, personal safety, families and wider communities, how drugs and alcohol affect decision making, how to keep self and others safe in situations that involve substance use, how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime, exit strategies for pressurised or dangerous situations, how to seek help for substance use and addiction

SRE – Addressing extremism and radicalisation – About communities, inclusion, respect and belonging, about the Equality Act, diversity and values, about how social media may distort, mis-represent or target information in order to influence beliefs and opinions, how to manage conflicting views and misleading information, how to safely challenge discrimination, including online, how to recognise and respond to extremism and radicalisation

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 it is important to know	<p>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.</p> <p>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.</p> <p>Living in the wider world – finance and employability skills - So that as adults students can manage a budget for their household and make choices in relation to financial products and services. To provide students with the knowledge they require for the world of work.</p>					
	Unit/Topic	Health and Wellbeing	Living in the wider world	SRE	Health and Wellbeing	SRE	T6/NA
11	Specification/ Assessment Objective	<p>Building for the future Self-efficacy, stress management, and future opportunities</p>	<p>Next steps Application processes, and skills for further education, employment and career progression</p>	<p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Independence Responsible health choices, and safety in independent contexts</p>	<p>Families Different families and parental responsibilities, pregnancy, marriage and forced marriage* and changing relationships</p>	
Sequencing – To be written							
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)							

<p>Powerful Knowledge</p>	<p>Health and wellbeing – Building for the future - How to manage the judgement of others and challenge stereotyping, how to balance ambition and unrealistic expectations, how to develop self-efficacy, including motivation, perseverance and resilience, how to maintain a healthy self-concept, about the nature, causes and effects of stress, stress management strategies, including maintaining healthy sleep habits, about positive and safe ways to create content online and the opportunities this offers, how to balance time online</p> <p>Living in the Wider World – Next Steps - How to use feedback constructively when planning for the future, how to set and achieve SMART targets, effective revision techniques and strategies, about options post-16 and career pathways, about application processes, including writing CVs, personal statements and interview technique, how to maximise employability, including managing online presence and taking opportunities to broaden experience, about rights, responsibilities and challenges in relation to working part time whilst studying, how to manage work/life balance</p> <p>SRE – Communication in relationships - About core values and emotions, about gender identity, gender expression and sexual orientation, how to communicate assertively, how to communicate wants and needs, how to handle unwanted attention, including online, how to challenge harassment and stalking, including online</p> <p>Health and Wellbeing – Independence - how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) emergency first aid skills, how to assess emergency and non-emergency situations and contact appropriate services, about the links between lifestyle and some cancers, about the importance of screening and how to perform self examination, about vaccinations and immunisations, about registering with and accessing doctors, sexual health clinics, opticians and other health services, how to manage influences and risks relating to cosmetic and aesthetic body alterations, about blood, organ and stem cell donation</p> <p>SRE – Families - About different types of families and changing family structures, how to evaluate readiness for parenthood and positive parenting qualities, about fertility, including how it varies and changes, about pregnancy, birth and miscarriage, about unplanned pregnancy options, including abortion, about adoption and fostering, how to manage change, loss, grief and bereavement, about 'honour based' violence and forced marriage and how to safely access support</p>
<p>Why it is important to know</p>	<p>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.</p> <p>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.</p> <p>Living in the wider world – finance and employability skills - So that as adults students can manage a budget for their household and make choices in relation to financial products and services. To provide students will the knowledge their require for the world of work.</p>

Exam specification content missing from this PoS and why?		Content taught in addition to the exam specification and why?
At present all statutory criteria has been planned in – however timetabling restraints might not make this possible in practice. At present KS4 does not have a timetabled PSHE lesson and teaching in tutor time will be challenging to meet all of the criteria.		NA – time will not allow. However some non statutory criteria will be taught throughout subjects, delivered through gatherings or workshops.
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/KS3 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 Y7-11 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?		
<p>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. Curriculum is mapped against PSHE association codes, BV framework and links in with Gatsby Benchmarks. Mapping documents will cover each of these.</p> <p>Curriculum takes into account statutory and non statutory framework covered in other subject areas to allow for streamlining of PSHE lessons. HOF were been contacted to complete an audit against statutory and non statutory framework (by individual criteria), from this a list of 35 lessons titles per year group were created against the PSHE association recommended themes. Curriculum has now been narrowed down to accommodate timetable based on feedback from HOF. I have taken into account feedback from Moral Studies (RE), Business and ICT, English (and Film Studies), DT and PE who all teach elements of the statutory and non statutory course. Using this feedback I have developed a long, medium and short term plan for each unit removing any duplication of lesson content unless the element is spiralled for example self esteem will run through several topics. Moral Studies will take several stands in addition to what is currently taught as one hour per two weeks is allocated to them and there is some common crossover.</p>		
What specific actions have to be taken in response to the above? Please consider:		
<ul style="list-style-type: none"> • KS4 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. 		
<p>Important * = Not appropriate to be taught in tutor time slot. CLF suggestion KS4 SRE delivered as a drop down day. Choose 5 lessons in each year group that would not be appropriate to be delivered in tutor time. Would need x 10 teachers per day to deliver/ outside speakers.</p> <p>Staff training to support new framework EMS to support on SRE element – she will looking possible workshops, guest speakers etc</p>		

Long term planning to ensure most efficient way of delivering PSHE is delivered

Once staffing is known CLF can research training to support needs of staff. There is lots available at present.

Several actions still need to be carried out:

Surveys created for parents, students and staff to support delivery

PSHE and SRE Policies need to be updated and finalised

Website needs updating with relevant materials

First Aid element needs to be finalised – information has been sent to SLT for discussion

Once enrichment days are confirmed I will put together a plan.