

Subject: PSHE

Curriculum Staff:



How does PSHE develop:	
Respect	Promotes how different cultures, gender, sex, religions, class and identities can live together harmoniously in the UK.
Courage	It helps the students to recognise their importance in the local community, the country and the globe and encourages them to be open to recognising and taking advantage of opportunities open to them.
Community	Pupils are taught how to be respectful, kind members of their communities: tolerance, acceptance and kindness are intrinsic elements of the PSHE programme.
Wisdom	PSHE studies helps students to develop the ability to think critically about issues and gain a broader view on topics that can be controversial such as LGBTQ+. Sexual identity and gender identity.

Key Stage 3 - Intention Statement

Intention Overview: PSHE at ASA is less of a traditional skills based subject and is designed to enable pupils to build up emotional, mental, physical and cultural knowledge and skills to successfully navigate the world outside of the classroom.

Pupils are exposed to cultures and groups that they may not have come across in their day to day lives: LGBTQ+ people, different belief systems, cultural differences and political variations.

Pupils are encouraged to explore, discuss and question their place in the world on an individual level but also on a global level: where do they fit in?

Pupils will use a huge variety of skills that inform each and other topic they will study in school and skills that are vital to living a fulfilled life outside of school.

Key Stage 4 - Intention Statement:

Intention Overview: PSHE at ASA is less of a traditional skills based subject and is designed to enable pupils to build up emotional, mental, physical and cultural knowledge and skills to successfully navigate the world outside of the classroom.

Pupils are exposed to cultures and groups that they may not have come across in their day to day lives: LGBTQ+ people, different belief systems, cultural differences and political variations.

Pupils are encouraged to explore, discuss and question their place in the world on an individual level but also on a global level: where do they fit in?

Pupils will use a huge variety of skills that inform each and other topic they will study in school and skills that are vital to living a fulfilled life outside of school.

Students develop the qualities and attributes they need to thrive as individuals, family members and members of society. Students are equipped to live healthy, safe, productive, capable, responsible and balanced lives.

Students are supported in building their confidence, resilience and self-esteem, and in identifying and managing risk, and making informed choices, students learn to work in groups, delegate, manage conflict.

Students are encouraged to be enterprising and the programme supports them in making effective transitions, career choices and in achieving economic wellbeing as well as providing students with the skills and understanding to prepare them to play an active part in society as responsible citizens. Students are able to clarify their own values and attitudes and explore the conflicting range of values and attitudes they encounter, including a range of faiths, religions, genders, and sexual identities (SMSC). Links are made from students' KS3/KS4 learning in R.E, Citizenship, Biology, P.E, English, Maths as well as various other KS5 programmes of study.

Curriculum Knowledge

The intrinsic themes of the subject of PSHE are those that create and make up British Values and SMSC within ASA.

'Being Me In My World'

- Community (SMSC)
- Roots (SMSC)

- Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation
- Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening
- Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self identity, abuse and coercion, coercive control
- Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk
- Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality

'Celebrating Difference'

- Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes
- Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, race and religion, prejudice, LGBT+ bullying
- Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping
- Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control

'Dreams and Goals'

- Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid
- Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues
- Personal strengths, health goals, SMART planning, links between body image and mental health, nonfinancial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.
- Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals
- Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.

'Healthy Me'

- Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices
- Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation
- Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support
- Improving health, sexual health, blood-borne infections, self examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells
- Managing anxiety and stress, exam pressure, concentration strategies, work life balance, sexual health, hygiene, self examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe

'Relationships'

- Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting
- Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support
- Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services

- Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumourmongering, abuse in teenage relationships. Legislation, support and advice
- Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, “coming out” challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support

‘Changing Me’

- Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
- Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
- Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes
- Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.

Essential Skills to Develop

Subject Specific Skills

- resilience,
- problem solving,
- decision making,
- debating,
- negotiation,
- ability to self-reflect & set goals,
- self- motivation,
- regulation management,
- developing self-worth/respect/esteem,
- developing aspirations,
- self-organisation,
- presentation skills,
- time-management, social & assertiveness skills,
- recalling and applying knowledge creatively & in new situations
- formulating questions,
- making decisions,
- assessing the validity & reliability of information,
- analysis of information,
- literacy and reading comprehension skills,
- revision and recall,
- verbal communication and contribution skills, empathy,
- independence,
- source interpretations skills,
- ability to explain and argue point of view with clarity,
- comparison and synthesising skills

Supportive Learning Skills and Attributes

Pupils have the opportunity every lesson to share their own experiences, thoughts and feelings regarding Literacy is focused on throughout the course in class tasks, homework and practice exam questions. Literacy addressed in FAR marking and within each lesson teachers have a bank of key words for pupils to self correct spellings. Pupils are encouraged to use the SPaG page in their planners to self correct SPaG.

Cultural Capital (opportunities and experiences)	
<ul style="list-style-type: none">● Pupils are exposed to the inner working of UK/EU law something that they will not see in other lessons in KS3 and 4● Pupils explore the impact of the UN/NATO/WTO and the Commonwealth	

Implementation:

- The Programme of Study is an off the shelf PSHE programme using a company called Jigsaw. This is used across all Primary schools in Hull therefore ensuring a consistent and familiar PSHE programme for pupils and parents.
- KS3 have a dedicated PSHE lesson once a fortnight and KS4 have one drop down day per half term with a full day off timetable and dedicated to PSHE.
- PSHE is also supplemented with local and regional expert organisations coming into the academy to deliver subject specific sessions for pupils.

Measuring Impact:

- Teacher marking and DIRT improvements. Consistency and impact through session drop-ins, QA, and data analysis.