

## Subject: PSHE

### Subject Leader

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### National Curriculum

From September 2020 the Department of education has introduced compulsory Relationships, Sex and health education (RSHE) for secondary schools in England. Educating pupils about relationships and sex education gives them the skills and attributes required to be able to develop healthy and nurturing relationships along with the necessary education to make choices regarding sex. The term relationship in this context is not limited to intimate relationships; it will cover friendship and work relationships – Relationships that they are likely to form throughout their lives. RSE enables pupils to explore emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The ultimate goal being that they are able to manage their online, offline, academic, personal and social lives in a positive and effective manner. This in turn will enable pupils to make mature and informed choices throughout their lives.

PSHE at The Kingsmead School is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to thrive as individuals, family members and members of society. PSHE education equips students to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions between the different stages of their education, positive learning and career choices and in achieving economic well-being. The PSHE education programme makes significant contributions to student's spiritual, moral, social and cultural development, their behaviour, safety, and the school's statutory responsibility to promote students' well-being.

Overarching concepts are identity, relationships, balanced lifestyles, managing risk, diversity and equality, rights, responsibilities and consent, change, resilience and preparation for adult life. This Programme of Study sets out learning opportunities for key stage 3 and 4, based on three core themes:

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

At the Kingsmead School, we are committed to our student's progression from year 11 and offer a specialised and tailored programme to ensure all students have the opportunity to explore post 16 placements and enable them transition into this successfully. Year 11 see's students cover topics such as making informed career choices, applying for jobs, courses, practices, and behaviour in the workplace. In addition to this, we provide post 16 mentors, college and provider visits, mock interview days, CV writing workshops and interview support.

### Curriculum Intent

The Kingsmead School are committed to the personal and social development of all of our young people. Emotional wellbeing and health are of utmost importance in the development of themselves and school life, this programme is designed to give students the confidence and skills to progress not only in school but also in other areas of their life and beyond year 11.

PSHE also contributes to personal development by helping students to build confidence, resilience and self-esteem and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Our careers programme is Informed by the most recent statutory guidance on careers education, advice and guidance and also working in close reference to the Gatsby Benchmark criteria, the department is committed to help prepare students for their transition (and beyond) into their further education and the world of work. PSHCE is

classed as a core subject at the Kingsmead School; as we believe these lessons are just as important to our young people and helps support their progression, not only in their lives but also in other subject areas.

At the Kingsmead school, we understand the importance of educating pupils about sex, relationships and their health and for them to make responsible and informed decisions in their life. The teaching of RSHE can help prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social. Cultural, mental and physical development of pupils in not only school but also the wider community.

We have an obligation to provide pupils with a high quality, evidenced and age appropriate teaching of the subject with flexibility to meet all learners' needs.

By the end of Key stage 4 there are number of outcomes that our RSE curriculum will be able to demonstrate in respect to pupils knowledge and understanding, these are summarised below: These key concepts and learning objectives will be taught through activities exploring these three elements:

### Improving knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy

. Improved knowledge and understanding will provide students with grounding to –

### Exploring attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

### Developing personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

	<b>Autumn 1</b> Health & wellbeing	<b>Autumn 2</b> Relationships	<b>Spring 1</b> Living in the wider world	<b>Spring 2</b> Health & wellbeing	<b>Summer 1</b> Relationships	<b>Summer 2</b> Living in the wider world
<b>Year 7</b>	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Developing skill and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
<b>Year 8</b>	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
<b>Year 9</b>	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Setting goals</b> Learning strengths, career options and goal setting	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
<b>Year 10</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>World of Work</b> Students investigate career development through employer encounters including careers talk's workplace visits.
<b>Year 11</b>	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	