



# PSHCE Curriculum

## Statement of Intent, Implementation, & Impact

(Version 1.5 – updated 14/09/2022)

“PSHE education is a school curriculum subject in England that helps children and young people stay healthy, safe and prepared for life – and work – in modern Britain.”


PSHE Association (2022)

Personal, Social, Health, & Citizenship Education (PSHCE) at The King Alfred School – an Academy (TKASA) aims to provide a coherent program for all students throughout their journey with us. As a multidisciplinary team of tutors, teachers, and support staff, we aim to encourage high aspirations not just in our own academic subjects and specialisms, but for the student as a whole.

## The PSHCE Big Picture (2022/23)

Main Themes						
Year Group	Health & Wellbeing	Living in the Wider World	Relationships	Health & Wellbeing	Relationships	Living in the Wider World
7	Transition & Safety	Developing Skills & Aspirations	Diversity	Health & Puberty	Building Relationships	Financial Decision Making
8	Drugs & Alcohol	Community & Careers	Discrimination	Emotional Wellbeing	Identity & Relationships	Digital Literacy
9	Peer influence, substance use, and gangs	Setting Goals	Respectful Relationships	Health Lifestyle	Addressing Extremism & Radicalisation	Employability Skills
10	Mental Health	Financial Decision Making	Healthy Relationships	Exploring Influence	Intimate Relationships	Work Experience
11	Building for the Future	Next Steps	Communication in Relationships	Independence	The Wider World	
12	Achieving Balance	Job Applications	Diverse Society	Positive Relationships	Independence	Financial Decisions
13	UCAS & Next Steps	Achieving Balance (2022 only)	Sexual Health Services	Discounts, Savings, Accounts	Relationship Changes	

Note: the colour coding for each year group changes every academic year. Y7-11 cycle through red, to blue, carrying their colour through to 6<sup>th</sup> form. The current Year 12 will carry the pink colour until the end of their journey at TKASA in Year 13, and the 2023/24 cohort for Year 12 will receive the outgoing Y13's purple colour.



Our aims for PSHCE reflect and are strongly guided by the PSHE Association syllabus, which is to equip our students to live healthy, safe, productive, and balanced lives throughout the three core strands of health & wellbeing, relationships, and living in the wider world.

A difference between our delivery of the PSHE Association syllabus is the distinction of citizenship within the curriculum, to ensure that awareness is raised of careers, financial wellbeing, and British morals and values.

As of September 2022, the KS5 PSHCE program was brought back into alignment with the rest of TKASA, and this follows the three core themes throughout the PSHCE programme.

This document aims to detail the intent, implementation, & impact of PSHCE across the whole of TKASA. This is not to be considered a final document, but more as a document to be updated in line with the needs of the students, the school, and the wider community. This is version 1.5, released 14<sup>th</sup> September 2022. Previous versions are removed to reduce confusion. A change log may be found in the appendix.

## Intent

PSHCE at TKASA aims to help students to:

- Develop strategies to promote their own and others physical and mental wellbeing
- Promote their spiritual, moral, social, and cultural development – with a focus on British Values and Citizenship
- Identify and develop their personal qualities, attitudes, skills, attributes, and achievements
- Provide expert, up-to-date careers guidance that gives them the best information and opportunities available, and helps their progression into further education, training, and/or employment.
- Develop understanding of relationships between friends, family, and others – how to stay safe, express consent, and be able to communicate when they do not feel safe.

PSHCE at TKASA makes a significant contribution to student's social, moral, spiritual and cultural (SMSC) development, which in turn contributes to their behaviour, safety, and wellbeing. PSHCE promotes students' personal development by helping them to build their confidence, resilience, and self-esteem. Risk identification and management, along with how to make informed decisions, helps our students to make their own choices for their future – whether that is for their chosen career or general life decisions, taking into consideration the issues and requirements found locally in Somerset.

The curriculum is well aligned with the TKASA values: helping students to believe in their ability to challenge themselves and explore powerful knowledge, belong to a community of learners (and the wider world!) that supports each other and is kind to one another and to be proud of achievements and the progress they make.

## Implementation

Our PSHCE program has been developed with the intent of following the three main themes suggested by the PSHE Association – **health & wellbeing**, **relationships**, and **living in the wider world**. These themes run vertically throughout Key Stage 3 and Key Stage 4, so all students will be learning about a health & wellbeing topic. Some topics are revisited with more detail as the curriculum progresses, further embedding the Science of Learning strategies used within TKASA.

These themes are delivered via 1 hour PSHCE lesson per fortnight, delivered by the same teacher for years 7-10. In Year 11, the tutor team consists of subject specialists and Heads of Department – in order to provide the morning tutor time intervention/support program.

The Year 11 program has a slightly reduced program due to the examination season in the school's final term of the academic year.


Year 12 and 13 program has been realigned with the rest of the TKASA themes from 2022/23 onwards and is delivered during the 30 minute tutor time on a weekly basis. The Year 13 program is slightly out of step with the rest of the school due to the impending UCAS deadlines in October (for Oxbridge, Medicine, Dentistry, Veterinary Science etc) and January applications for university.

Lessons for PSHCE are planned using resources from the PSHE Association, as well as some that are written by in-house experts in their respective fields – such as Religious Studies.

All lessons follow The Priory Learning Trust's LEARN lesson plan format:

- **Link** to prior learning, other curriculum areas (specifically careers, RS, citizenship etc), and the wider world
- **Establish** – a slide or two to introduce new ideas and vocabulary
- **Achieve** – the majority of the lesson takes up this area, with discussion, questions, multimedia resources, and any appropriate guest speakers
- **Review** – a final plenary reviewing the learning from this lesson, putting into practice the knowledge gained
- **Next time** – a pointer towards where the learning will go next, whether that's the next lesson in the current strand, or an entirely new strand.

Subject-specific vocabulary is demonstrated in every PSHCE lesson supported by a wide variety of case studies, newspaper articles, silent starter reading activities that are embedded in lessons.



In the Somerset area, County Lines and Harmful Sexual Behaviours are unfortunately a very common occurrence. With this in mind, our curriculum focuses on tackling organised crime, challenging extremist views, and encouraging and developing safe relationships – whether they are intimate relationships or not.

Class teachers are encouraged to modify their resources to fit the specific needs of their classes and to use a range of responsive teaching (also described as assessment for learning) strategies that they see fit within the scope of the lesson.

Students are encouraged to make improvements to their work with teacher and peer guidance using **purple pens**.

## Impact

Recent student voice from year 10, suggests that the curriculum is enjoyed by students, students learn a lot in their lessons and the topics covered in PSHCE are relevant to students of their age. Feedback from staff delivering the sessions is also very positive.

The curriculum is deliberately planned to enable students to revisit core themes and deepen understanding. Retrieval of relevant prior learning at the start of core theme aims to embed these concepts. Tier 2 and tier 3 subject specific vocabulary is taught and modelled by PSHCE teachers. Students are expected to use this vocabulary in both oral and written answers.

Under the new assessment framework, currently in development, students will be assessed through multiple choice diagnostic testing which will be built into each unit of work and challenge all abilities throughout the Key Stages. The rationale for this is to identify gaps and misunderstanding in knowledge. This will allow teachers to compare where a student is at the end of a unit against where they were at the beginning. The benchmark against which progress will be measured is the student's own starting point, not the performance of others.

## Appendix: Change Log

Version	Update
1.0	No update, first release of this document.
1.1	Updated school logo on page 1 Updated to reflect statutory guidance for SRE (2020)
1.2	Updated to reflect overhaul of PSHCE Curriculum to bring in line with guidance from PSHE Association
1.3	Updated to include plan for assessment framework and recent student and staff voice comments.
1.4	Updated to clarify statements and reduce unnecessary wording Linkage of PSHCE Curriculum to that of TKASA as a whole.
1.5	Updated to include the reinstated Year 11 program Updated to reintegrate the 6 <sup>th</sup> form program into the core three themes