

# Traded Ks3

## PSHE

KS3 Traded Pathway has given significant thought to the PSHE/RSHE curriculum elements that are salient to our cohort of children and all aspects consciously selected are derived from the PSHE association and guidance on RSHE in line with the national curriculum and statutory requirements. (See Raedwald Policy for further information). The pathway model (dependant on length of time students are with Raedwald) comprises of one x 45 min session per week and takes place in mixed year groups and is monitored and reviewed regularly by the staff and governing body. All PSHE teaching takes place will take place in a safe learning environment and is underpinned by our school ethos and values.

Each class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme. RSE lessons in KS3 will include teaching about puberty and managing change, healthy relationships, including friendships and intimate relationships; introduction to contraception and sexually transmitted infections; becoming more independent; keeping safe and consent; developing self-esteem and confidence. We will be covering aspects of online safety, relationship, and sex education (RSE), prejudice and respect (tolerance and respect with a focus on LGBTQ+), contextual safeguarding, and child exploitation.

Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world.

All parents, schools and pupils are given specific advice to the topics that may be covered within the 19-week programme of study through admissions and induction. Parents are invited to consult with the school on our planned topics. We promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

Whilst this model is designed to be delivered over the 19 weeks, there is flexibility to adapt and extend certain topics to ensure that we are meeting the social, cultural, environmental, and contextual safeguarding needs of our pupils. See below for the full range of topics available.

### Online Safety (Topics available)

**Objective: understand their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online: to communicate safely online; recognising bullying in all its forms and strategies for challenging bullying, including online**

Social networking	Know: Who can help with problems online Do: Interact appropriately with others online.
Online friendships	Know: The characteristics of good friendships Do: Interact appropriately with others online.
Sharing photos and videos	Know: How to manage their online presence and the concept of consent. Do: Interact appropriately with others online.
Gaming	Know: How to manage their online presence and where to go for help Do: Interact appropriately with others online.

### Relationship and Sex education (Topics available)

**Objective: to understand about the physical changes that occur during puberty, including periods and wet dreams about menstrual wellbeing and strategies to manage it; Developing decision making, risk management and support-seeking skills**

Puberty and managing change	Know: about the impact of puberty on emotional wellbeing and self- concept Do: Describe the physical and emotional changes that occur during puberty, identifying ways of managing these changes and explain where to seek advice and support
Introduction to contraception	Know: about contraception and how to access advice and support in relation to sexual health Do: Understand and demonstrate how health is affected by choices
Sexually transmitted infections	Know: how to make informed decisions about sexual health and how to reduce chances of transmission Do: access reliable advice and support about sexually transmitted infections

### Tolerance and Respect LBGTQ+ (Topics available)

**Objective: to understand the importance of equality and diversity and how to celebrate these**

Topic 1 - prejudice	Know: Different types of prejudicial behaviour. Do: Explain the impact of prejudicial behaviour on individuals and communities.
Topic 2 - individuality	Know: about sexual orientation, gender identity and diversity in sexual attraction Do: Explore the benefits of an inclusive society in supporting others to live their lives in the way that they want to.
Topic 3 - identity	Know: about sexual orientation, gender identity and diversity in sexual attraction Do: Explore the benefits of an inclusive society in supporting others to live their lives in the way that they want to.

### Contextual Safeguarding (exploitation)

**Objective: to understand coercive and controlling behaviours in the context of the law and can access strategies to manage these and/or support for themselves or others**

Topic 1 - sexual exploitation	Know: what is grooming in the context of sexual exploitation Do: Be able to access support for yourselves or others
-------------------------------	--

Topic 2 - Gangs

Do: Be able to identify contributing factors and access support for yourselves or others

Do: Be able to identify factors that may contribute to recruitment and access support for yourselves or others

Topic 3 - Radicalisation

Know: Explain what is meant by the term's extremism, terrorism, and radicalisation

Do: Understand factors that contribute to the formation of extremist ideologies and suggest ways in which these can be reduced.

**Other topics that can be selected where appropriate**

**Objective: to understand a variety factor of that affect our health and well being**

Topic 1 - self esteem

Know: How self-esteem is constructed and affected.

Do: Recognise personal strengths and be positive about them.

Topic 2 - life events

Know: How life events and circumstances can impact on our self-esteem.

Do: Describe yourself in positive terms.

Topic 3 - mental health

Know: Key characteristics of mental and emotional well-being.

Do: Suggest healthy strategies for managing positive mental and emotional well-being.

Topic 4 Addiction and drug awareness

Know: What is addiction?

Do: identify a range of factors that may impact addiction

### Assessment

Traded pathway assesses and measure progress on objectives taught through a RAG rating system. Learning objectives are RAG rated each lesson by the pupil and the adult supporting their learning. Each unit of work is reviewed and the pupil's progress towards objectives covered and records current attainment on learning objectives. This data is used to inform planning of learning for the next unit of work.

### **Paragraph 4: [Subject] and the wider curriculum**

The very nature of the PSHE curriculum leads into wider curriculum areas due to the subject content. In essence the topics discussed feed into the wider curriculum as cultivate the value of debate, discussion and wider oracy work. Students will discuss and share their views, write up opposing ideas and learn to think critically which can be applied curriculum wide.

Reading is an essential part of this subject. As part of many lessons students will read case studies and articles and critically evaluate these as part of their learning.

This subject supports students by introducing them to or developing their knowledge of vital life issues. The skills learned in this subject filter across their life experiences and can be vital in their knowledge of spotting danger and keeping safe. From a curriculum perspective this lesson teaches students to debate, analyse, evaluate and summarise their views.