

Raedwald Academy Trust

KS3 & KS4 PSHE Curriculum

Policy



Origins of the Curriculum

Personal, Social, Health and Economic (PSHE) education is a crucial subject that enables pupils to develop the essential knowledge, skills, and attributes needed to successfully manage their lives both now and in the future. It supports children and young people in staying healthy and safe, while preparing them to fully embrace life and their future careers. When delivered effectively, PSHE education enhances students' academic potential.

The PSHE curriculum for Key Stages 3 and 4 is **derived from the National Curriculum and the PSHE Association**. It is thoughtfully structured to address the developmental needs of students as they transition from primary to secondary education. The comprehensive curriculum integrates, but is not limited to, statutory content covering key areas such as economic wellbeing, careers and enterprise education, and personal safety, including the assessment and management of risk.

Most aspects of PSHE education became statutory for all schools from September 2020, as mandated by the Children and Social Work Act 2017. This statutory requirement encompasses Relationships Education at Key Stages 1 and 2, Relationships and Sex Education (RSE) at Key Stages 3 and 4, and Health Education across both primary and secondary education phases.

In June 2019, the Department for Education published statutory guidance outlining the mandatory content schools must cover within Relationships Education, Relationships and Sex Education (RSE), and Health Education from September 2020. However, this guidance does not encompass all the elements schools should cover within a comprehensive PSHE programme. As such, our PSHE Programme of Study ensures a **coherent and progressive development of knowledge and skills**, revisiting key concepts in greater depth to promote personal growth and informed decision-making.

Specifically designed for Alternative Provision at Key Stages 3 and 4, the curriculum emphasises practical strategies for managing challenging or sensitive situations. Pupils learn to identify risks and warning signs, resist pressures, make informed decisions, and develop clear exit plans for unsafe circumstances. Importantly, the language and teaching materials affirm that pupils are never responsible or to blame for the harm they may encounter. Instead, the focus is on empowering them with knowledge, confidence, and the ability to seek support, reinforcing their right to safety, protection, and respect.

This thoughtful approach aims to build resilience, self-awareness, and self-advocacy, preparing pupils to navigate life's complexities with confidence and safety. Parkside's PSHE programme aims to be directly relevant, relatable, and applicable, supporting students comprehensively across all areas of their lives.

This policy outlines the full-time curriculum offer; however, further refinements and adaptations may be made for pupils accessing the provision through fractional or short-term placements, so that the curriculum remains relevant, manageable, and purposeful. * *Where pupils curriculum is co-constructed or provided by their home schools or may be omitted from their fractional offer entirely.*

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Pathways	Roll Status (full time/fractional)
KS4 Haven Plus Double PEX (up to 2 years)	Single Roll
KS4 Haven Plus CiC (up to 2 years)	Dual Roll – fractional placement
Haven Highly Complex year9/KS4 (up to 2 years)	Dual Roll – fractional placement
KS3 Haven (6-24 weeks)	Dual Roll – fractional placement
KS4 Haven (6-24 weeks)	Dual Roll – fractional placement
Assessment Centre Pathway (6 weeks)	Dual Roll – fractional placement

Content and sequencing

At key stage 3, students build on the knowledge and understanding, skills, attributes, and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence, and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Learning opportunities at Key Stages 3 and 4 are structured around three core themes:

CORE THEME 1: HEALTH AND WELLBEING	CORE THEME 2: RELATIONSHIPS	CORE THEME 3: LIVING IN THE WIDER WORLD
Self-concept Mental health and emotional wellbeing Healthy Lifestyles Health-related decisions Drugs, alcohol, and tobacco Managing risk and personal safety Puberty and sexual health Sexual health and identity	Positive relationships Relationship values Forming and maintaining respectful relationships Consent Contraception and parenthood Bullying, abuse, and discrimination social influences	Learning skills Choices and pathways Work and career Employment rights and responsibilities financial choices Media literacy and digital resilience

Statutory content. By the end of secondary school: Pupils should know:

Topic	Sub-topic	KS3	KS4
Families	Different types of committed stable relationships.	R1, R36	R1, R4
	How relationships contribute to happiness and raising children.	H2, R36	R2, R4, R25
	Legal status and significance of marriage.	—	R4, R10
	Importance of free entry into marriage.	R6	R4, R10, R33

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	Characteristics and legal status of other long-term relationships.	R1	R1, R4
	Roles and responsibilities of parents, characteristics of successful parenting.	R35, R36	R25
	How to judge trustworthiness and recognize unsafe relationships, and how to seek help.	R2, R6, R23, R37, R38, R46, L23, L27	R2, R17, R23, L24, L27
Respectful relationships	Characteristics of positive friendships (trust, respect, honesty, consent, boundaries).	R2, R10, R13, R14, R16, R19, R21	R1, R12, R13
	Practical steps to support respectful relationships.	R13, R14, R41, R42	R30, R31, R34, R36
	Impact of stereotypes and prejudice.	R7, R8, R39, R40, L10	L5
	Expectation of respect in school and society.	R2, R14	R1, R10, L29
	Bullying types, impact, bystander responsibility, and how to get help.	R14, R23, R38, R40	R7, R34

	Criminal behaviours in relationships (violence, coercive control).	R2, R25, R37	R28, R29, R30
	Sexual harassment and sexual violence as unacceptable.	R37	R16, R29, L15
	Legal rights on equality and uniqueness.	R40, R41, L10	R5, R6, L15
Online and media	Rights, responsibilities, and behaviour online.	R13, R14, L20, L22	R15, R16, L11, L12, L22, L23
	Risks of sharing material online and permanence.	H30, R17, R21, R37, L20, L21	H22, R14, R22, L25
	Not to share personal/compromising material.	R29, R30, L21	R22, L23, L25
	Where to get support for online issues.	R17, R30, R37, L27	R14, R17, L23
	Impact of harmful content.	H3, R7, R8, L25	H3, R8
	Pornography's distorted portrayal and its effects.	R8	R8
	Sharing/viewing indecent images is a criminal offence.	R30	R22
	How data is generated, shared, and used online.	L20, L21	L22, L23, L25, L26
Being safe	Concepts and laws around consent, exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, FGM.	H22, R6, R24, R25, R27, R37	H23, R16, R18, R19, R28, R29, R30, R31, R32, R33, R37
	Communicating and recognising consent, including withdrawal of consent.	R24, R26, R27	R18, R20, R21, R22
Intimate and sexual relationships	Characteristics of healthy intimate relationships (respect, consent, trust, loyalty).	R2, R10, R14, R24, R31	R1, R2, R18
	Impact of choices on physical, emotional, mental, sexual, and reproductive health.	H2, H36, R13, R18, R33	H2, H6, H26, H27, R24
	Facts about reproductive health, fertility, and menopause.	H26, H30, H31, H32, R24, R26	—
	Strategies for managing sexual pressure and peer pressure.	H5, R24, R26, R30, R42	H4, R3, R18, R21, R28
	Choice to delay sex or enjoy intimacy without sex.	R9, R11, R12, R24, R25, R28, R31	R2, R9, R10, R21
	Facts about contraception and pregnancy, miscarriage and options.	H35, H36, R33	H26, H29, R23

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	Transmission and prevention of STIs including HIV/AIDS.	H35, H36, R33	H27, H28, H31, R23
	Effects of alcohol and drugs on risky sexual behaviour.	H27	H20, R20
	How to get confidential sexual and reproductive health advice.	H35, R23, R34, R37	H14, H28, H29, H32, H33, R7, R17, R24, R32
Mental wellbeing	Talking about emotions accurately and sensitively.	H6, H8	—
	Happiness linked to connections with others.	R1	—
	Recognising early signs of mental well-being concerns.	H11, H12	H6, H8, H10
	Common mental illnesses (anxiety, depression).	H11	H8, H9
	Evaluating positive/negative effects on mental health.	H1, H7, H13, H14, H15, L2, L25	H2, H7, H11
	Benefits of exercise, outdoor time, community participation on mental wellbeing.	H2, H10, H13, H14, L11	H7, H11
	Differences between online and offline worlds; risks from unrealistic expectations, gambling, ads.	H3, H13, H14, H30, H32, L18, L20, L24	H3, H12, H22, H25, L11, L18, L24, L25, L26

Internet safety and harms	Identifying and reporting harmful online behaviours (bullying, abuse, harassment).	H30, R13, R14, R17, R23, R30, R37, R38, L27	H23, R3, R7, R14, R15, R16, R17, R22, R29, R30, R31, R34, R38, L20
Physical health and fitness	Physical activity promotes mental wellbeing and combats stress.	H10, H13, H14	H7, H11
	Healthy lifestyle, maintaining healthy weight, links between inactivity and illness.	H13, H14, H15	H11, H16
	Science relating to blood, organ, and stem cell donation.	H15	—
Healthy eating	Maintaining healthy diet and links to health risks (tooth decay, cancer).	H17, H18	H11
Drugs, alcohol, tobacco	Facts about legal/illegal drugs, risks, laws on supply/possession.	H23, H26, H27, H28, R20	H19, H20, R20
	Physical and psychological risks of alcohol and addiction.	H24, H26, H27, H29, R20	H19, R20
	Harms of smoking and quitting support.	H26, H27	H19, H21
Health and prevention	Personal hygiene, germs, infection prevention, antibiotics.	H19, H20	H16
	Dental health and oral hygiene.	H19, H20	—
	Benefits of self-examination and screening (late secondary).	H19	H16
	Immunisation and vaccination science.	H19	H16
	Importance of good sleep for health and learning.	H15	H11
Basic first aid	Treatment for common injuries, CPR, defibrillator use.	H33	H24
Changing adolescent	Key facts about puberty, body changes, menstrual wellbeing.	H34	—

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body

Main changes in males and females, emotional and physical health implications.

H34, R5, R18

R6

Beyond statutory requirements, the curriculum equips pupils with critical thinking skills, scientific reasoning, and the ability to make informed decisions. Pupils learn to anticipate the impact of their actions and societal factors, developing transferable skills such as problem-solving and evaluation that support both academic success and future career pathways.

The PSHE curriculum at Parkside is designed to support pupils' immediate experiences while preparing them for the future. **The Parkside PSHE curriculum can be used as a menu, incorporating sequential, spiral, and concentric curriculum model**; pupils revisit and build on their knowledge, skills, purposeful to their age, stage, and needs. This approach aligns with evidence-based practices endorsed by the PSHE Association, ensuring continuity and progression.

As such, the PSHE menu should be selected considering the pupils' needs, statutory requirements, their age, and stage to support quality teaching that focuses on the interconnectedness of themes and need rather than isolated lessons. Each pupil's programme is tailored to reflect both universal content and their individual needs, identified through robust assessment and staff insight. To maintain relevance and accuracy, the curriculum is regularly updated to reflect changes in legislation, medical guidance, and technological developments.

Rationale

- **Personalised Pathways:** Students embark on their learning journey from a starting point that reflects their prior knowledge and understanding. This initial assessment considers baseline evaluations and individual support plans, such as Education Health and Care Plans (EHCPs) or Individual Learning Plans (ILPs), to ensure the appropriate level of challenge and support.
- **Bespoke Delivery:** The curriculum dynamically responds to students' evolving needs and interests, emphasizing critical areas including emotional well-being, peer relationships, online safety, and the development of independence.
- **Flexible Implementation:** Topics are taught in a sequence tailored to the specific needs and context of the student cohort, ensuring learning experiences remain timely, relevant, and meaningful.
- **Statutory Compliance:** Our curriculum fully meets statutory PSHE requirements, including Relationships and Sex Education (RSE) and Health Education, while proactively promoting personal development and safeguarding awareness.

Note: This curriculum is designed for a full-time offer; refinements to content and delivery may be made for pupils accessing provision through fractional and/or short-term placements. Please see the table of Haven Pathways on Page 1 for further detail.

This policy is accessible on the Raedwald Trust website. Parents and carers will be informed of its availability and how to access it. At times it may be necessary to inform parents and carers of some key curriculum content being delivered to keep them fully informed and working in partnership with their child and the school.

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How will teaching be adapted?

Adaptation of Teaching is based on a diet of high-quality teaching (EEF, 2022), comprehensive induction, baseline assessments, and ongoing teacher evaluation.



Induction, Individual Learning Plans (ILPs) and SEND information guide the support needed, which may include:

- Use of overlays for Irlen's syndrome or dyslexia
- Additional scribing or use of technology
- Explicit vocabulary instruction, sentence starters, and frameworks for scaffolding writing
- Practical learning and visual aids
- Flexible groupings and targeted interventions to close gaps in prior knowledge

These assessments identify each pupil's subject-specific knowledge and SEND requirements. Pupils are taught through our pedagogical approach (EDI – explicit direct instruction).



This responsive approach ensures that every pupil can access the curriculum, engage with content, and make meaningful progress.

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PSHE - PUPILS WITH SEND

To support SEND pupils the Planning Framework is organised into six sections: and is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE).

- Self-Awareness
- Self-care, Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I live in

[PSHE education planning framework for pupils with SEND \(key stages 1–4\), July 2020.pdf](#)

Assessment and Outcomes

Assessment in PSHE (Personal, Social, Health and Economic) education presents unique challenges, as many of the most valuable outcomes, such as increased self-confidence, resilience, and a stronger sense of identity, are deeply personal and not easily measured through traditional methods. As highlighted by the PSHE Association in A Guide to Assessment in Secondary Education, these personal attributes are among the most difficult aspects of learning to assess accurately.

To ensure a meaningful and balanced approach, assessment in PSHE will combine teacher assessment with pupil assessment through:

- Evaluation of learning objectives: Teachers will assess whether pupils have met the intended outcomes of each lesson or unit.
- Pupil feedback and reflection: Students will be encouraged to reflect on their learning journey, helping to identify personal growth and areas for further development.
- Alternative assessment tasks: In some cases, pupils may complete a different activity at the end of a unit—such as a quiz, presentation, or written reflection—to demonstrate their learning.

There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress, and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors, and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social, and cultural (SMSC) development and the promotion of fundamental British values.

Without assessment, all a school can do is describe its PSHE provision, not show its impact.

The DfE also states in the statutory guidance for Relationships, Sex and Health education that “schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas”

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— therefore assessment for and of learning should be central to any PSHE education provision

How will assessments be made on an ongoing basis? (Formative Assessment)

Assessment is embedded throughout the curriculum using a range of ongoing formative strategies. Small class sizes enable teachers to closely monitor individual progress during each lesson, identifying misconceptions and addressing gaps immediately through targeted questioning, verbal feedback, and adaptive teaching.

Formative assessment is embedded throughout all aspects of PSHE teaching. Teachers continuously monitor students' progress through a range of classroom activities, discussions, and observations. These ongoing assessments provide immediate feedback and inform responsive teaching. These assessments not only inform future planning but also help identify areas for targeted intervention or extension.

Progress is tracked systematically, and assessment data is used diagnostically to support reintegration, personalised support, and sustained progression. The intended outcomes of the curriculum include enhanced confidence, creativity, cultural awareness, and self-expression. Assessment data is used both to evaluate individual student progress and to inform broader curriculum development and instructional practice. This approach ensures that assessment in PSHE remains meaningful, supportive, and aligned with the subject's core aim: to support the personal development and wellbeing of every pupil.

A whole-school RAG rating system on a formative assessment tracker records each pupil's progress from their baseline assessment—completed during induction—and is updated regularly to reflect understanding of taught content and skills.

How will this information be used to inform practice?

Information from formative checks and module assessments directly shapes planning for subsequent lessons. Teachers adapt lesson content, revisit topics, and personalise support to address misconceptions or gaps identified through daily monitoring and the RAG tracker. Assessment outcomes are shared with pupils to help them understand their strengths and areas for improvement, supporting effective revision strategies and building exam confidence.

Assessment data also informs feedback to pupils' mainstream schools, ensuring a joined-up approach that highlights areas requiring further intervention on return to mainstream provision. To:

- a. Track progress**—ensuring alignment with age-related expectations, national curriculum, and external exam requirements
- b. Inform practice**—highlighting priority areas for intervention, shaping teaching sequences, and ensuring pupils are well prepared to succeed in formal examinations arranged and hosted by their mainstream setting (where they have one)

PSHE and the Wider Curriculum

PSHE plays a vital role in promoting pupils' Spiritual, Moral, Social and Cultural (SMSC) development, embedding British

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Values, enriching Cultural Capital and supporting the Gatsby Benchmarks for career education.

SMSC Development

PSHE provides structured opportunities for pupils to explore their own beliefs, values, and identity. Through discussions, reflection and real-life scenarios, students develop:

- Spiritual awareness by considering questions of purpose, identity, and belonging.
- Moral understanding through ethical debates and decision-making activities is important.
- Social skills via teamwork, communication, and respectful dialogue.
- Cultural awareness by learning about diverse communities, traditions, and global perspectives.

British Values

PSHE actively promotes the core British Values of:

- Democracy – through class debates, voting activities, and understanding civic responsibility.
- The Rule of Law – by exploring laws, rights, and responsibilities in society.
- Individual Liberty – encouraging pupils to express themselves and make informed choices.
- Mutual Respect and Tolerance – through learning about different cultures, faiths, and lifestyles, fostering empathy and inclusion.

Cultural Capital

PSHE enhances pupils' cultural capital by exposing them to a wide range of social, ethical, and cultural issues. This includes:

- Understanding current affairs and global challenges.
- Developing financial literacy and digital resilience.
- Exploring healthy relationships, mental health, and personal safety.

These experiences equip pupils with the knowledge and confidence to navigate the wider world beyond school.

Gatsby Benchmarks & Preparation for the Future

PSHE contributes directly to the Gatsby Benchmarks by helping pupils develop the skills, attributes, and attitudes needed for future education, employment, or training. To support successful transitions beyond school, we ensure that all pupils are given the opportunity to:

- Create a CV that reflects their strengths, experiences, and aspirations.
- Write a model letter of application tailored to a job, apprenticeship, or course.
- Prepare for interviews, including practising interview techniques and understanding employer expectations.

Pupils are supported to leave Parkside Academy with a clear next step for their post-16 journey and the confidence and preparation to succeed in it.

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