



### Origins of the curriculum

This policy builds upon the policies and current curriculum at KS1-2

Personal Social, Health and Economic Education (PSHE) within the RT is integral and interwoven across all curriculum subjects. Every member of staff and students alike have a responsibility to embrace all aspects of personal and social development.

The taught PSHE curriculum has been developed in line with National Curriculum 2013 (updated 2020) and the PSHE Association updated Programme of Study for PSHE Education KS1-5 (2020). At St Christopher's Academy we have a diverse client group with specific individual needs. In these cases the PSHE Association SEND Planning Framework (2018) has been used. The statutory requirement to deliver Relationships Education, Relationships and Sex Education (RSE) and Health Education, as of 2020, has also informed this policy.

### Entitlement and equal opportunity

PSHE will endorse the RT Single Equality Policy to develop a culture of inclusion and diversity in which all students will feel connected and feel proud of their identity, able to participate fully in school life and feel valued, cared for and listened to. The development of a positive self-image, self-advocacy, respect for others and an awareness of the value of everyone's contribution to the academy community, is an integral part of our ethos. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance.

As an Alternative Provisions (AP), we believe that all students have the same entitlement as mainstream students, wherever possible this will be implemented. However, there will also be a need to develop a bespoke curriculum to meet particular needs.

This policy will be accessible on the RT 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.

### Policy aims and objectives

At St Christopher's we uphold the overarching 7 Principles of Public Life: Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership. Each centre strives to be a 'centre of excellence' with high expectations, positive pupil attitudes, good behaviour and a clear focus on raising standards and ensuring progress for all. We do our utmost to create a culture where every pupil feels valued and where every member of staff is committed to pupils achieving their very best. This is achieved by fostering an ethos firmly rooted in social justice, civic values and lifelong learning.

At KS3 PSHE education continues to address both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a concentric curriculum to develop knowledge, skills and



attributes, where prior learning, skills and themes are revisited, reinforced and extended on. This is grounded in the established evidence base for effective practice in PSHE education.

The purpose and intent of our PSHE curriculum is to underpin these values through:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Contributing to the personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.
- Preparing pupils for the opportunities, responsibilities and experiences of later life
- Supporting other curriculum areas by allowing students the opportunity consider the knowledge and understanding they have, by further consideration and development of skills and strategies to apply this to their present and future lives: e.g Science curriculum covering reproduction.

### **Creating a safe and supportive learning environment**

PSHE deals with 'real life' experiences so it is imperative that students feel safe and supported in and outside of the classroom. At St Christopher's we have carefully selected our curriculum content for our AP setting. We will ensure that:

- Staff are aware of the needs of all students they are teaching and particularly those who are vulnerable or at risk when planning and delivering content.
- Students and staff ask questions through agreed 'ground rules' and have awareness of confidentiality with regard to the safeguarding policy.
- A differentiated programme will be offered to accommodate student needs including those with SEND
- The safeguarding policy is implemented by staff when necessary.
- Students know that 'all' staff are a point of contact and feel able to seek support and/or are able to make a disclosure.
- Everyone knows who the Designated Safeguarding Lead (DSL) is and that referrals may also be made to other support agencies if necessary.

### **Intended outcomes**

Through active engagement in learning, there will be opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

The learning outcomes of our programme will further:

- develop their knowledge and understanding through delivering the facts on the core themes
- develop skills and strategies to build self-confidence, resilience, assess risk.



- Promote respect and human rights through an understanding that they have a responsibility to themselves, others and society now and in their future live
- enable students to recognise their true potential, build on success and prepare for the next stage of their lives.

This will build on the knowledge and understanding, skills, attributes and values they have acquired and developed during KS2 through continuing the core themes of:

- Health and Wellbeing
- Relationships
- Living in the Wider World

This policy and the programme of study is based on full time entitlement. We acknowledge that many of our students may have missed or been unable to access some aspects of PSHE and endeavour to fill in the gaps and provide personalised bespoke programmes. We are also aware that we need to address the changes and challenges that young people experience through adolescence and their increasing independence. The Programme of Study will further develop knowledge and skills which will equip them for the opportunities and challenges of life. Students will learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

Overview of key core themes at KS3 carefully selected for our pupils with medical needs who have often missed much schooling:

**To be revised – Greenfields 2025**

Health and Well Being	Relationships	Living in the wider world (including careers)
<ul style="list-style-type: none"> <li>✓ Self-concept/awareness</li> <li>✓ Mental health and emotional well being</li> <li>✓ Health related decisions</li> <li>✓ Drugs, alcohol and tobacco</li> <li>✓ Managing risk and personal safety</li> <li>✓ Sexual health and fertility</li> <li>✓ Basic First Aid</li> <li>✓ Addiction – drugs; phone; gambling</li> <li>✓ Vaccinations</li> </ul>	<ul style="list-style-type: none"> <li>✓ Self-esteem</li> <li>✓ Mental Health</li> <li>✓ Social Media</li> <li>✓ Online Friendships</li> <li>✓ Puberty</li> <li>✓ Positive relationships</li> <li>✓ Forming and maintaining respectful relationships</li> <li>✓ Coercive control and exploitation</li> <li>✓ Gangs and County Lines</li> <li>✓ Contraception and STIs</li> <li>✓ Bullying, abuse and discrimination</li> <li>✓ Social influences</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learning skills</li> <li>✓ Choices and pathways</li> <li>✓ Work and career</li> <li>✓ Employability Skills</li> <li>✓ Employment rights and responsibilities</li> <li>✓ Financial choices</li> <li>✓ Media literacy and digital influences</li> <li>✓ Citizenship. British values and diversity</li> <li>✓ CVs and cover letters</li> <li>✓ Environmental Issues</li> </ul>



### **Learning and Teaching**

#### **Principals and methodology**

We will determine pupils' prior knowledge/starting points as we believe this informs future planning and assessment. Activities include: mind mapping, invite question and answers, quizzes, draw and write.....

The programme will be taught through a range of teaching methods, always following our explicit direct instruction pedagogy adopted across the Trust.

We will ensure that sessions include clear, impartial information in relation to potentially sensitive topics.

Careers opportunities have been mapped across all subjects and taught within all subject areas – not specifically through PSHE.

#### **Reading**

Every opportunity is taken within the classroom to allow students to develop their reading. Students are actively encouraged to read and are supported to understand key words. A variety of formats are used – textbooks, articles, scenarios, role plays. Within lessons staff promote high standards of literacy, articulacy and the correct use of standard English. The correct scientific and medical terms will be used. Specific vocabulary is taught through the EDI framework across all lessons.

#### **Responding to students questions**

We believe it is important that students are able to ask questions in a safe and supportive environment. The topics covered will elicit students to possibly ask some questions which may not be appropriate to the rest of the group or raise safeguarding concerns. Careful consideration needs to take place in assessing the age appropriateness, prior learning and whether others in the group may be affected by an immediate response.

It is alright to respond with *'That is a really interesting question and I need time to think because I want to give you a proper answer'*. It is important to ensure you do get back to the student who asked the question.

#### **Timetabling**

At St Christopher's we ensure that all students have access to a PSHE programme. Pupils are taught in groups by Key stage through a 1 x 60 lesson a week. Bespoke 1:1 sessions are also delivered for students with identified needs as necessary.

Our PSHE programme is further enriched by 'whole school' activities such as:

- ✓ Social interactions at break time and lunchtime
- ✓ Offsite activity groups
- ✓ Visitors /external speakers
- ✓ Educational trips
- ✓ School events

### Assessment

We will assess pupils' learning and progression through formative assessment of learning objectives using our RAG rating self-assessment and teacher assessment tool. These are tracked using our Progress Tracking system and will inform the teacher about misconceptions and planning for future progression.

Students successes are rewarded and may include a telephone call home, postcard, certificates, etc.

### Careers and Transition

PSHE contributes to developing and promoting skills, attributes and attitudes to prepare students for their future work / careers.

Pupils will be supported to move on from our setting with a clearer idea of opportunities available to them and with ideas how to develop their employability skills. We will encourage the following as part of our PSHE curriculum, alongside attending a virtual careers fayre:

- Exploration of employability skills
- Completed a model Letter of application/CV

. The Gatsby benchmarks for good careers guidance are considered in planning. These are

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

In assessing this area we use Gatsby Compass Careers Benchmark Tool as an external audit tool.

Refer also to our Curriculum overview.

### This policy links to the following RT policies

Anti-bullying

Behaviour management and discipline

Careers Education

Educational visits

Learning and teaching

Online safety

# St Christopher's - Next Steps Medical

## PSHE Policy – KS3

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Relationships and sex education  
Special Education Needs Policy and Information Report  
Supporting pupils with Medical conditions  
Use of external visitors  
Safeguarding policies  
Trust Mental Health Procedures

**Review 2022**