

KS4 The Albany Academy Traded Pathway Curriculum Policy - PSHE

Policy context and rationale

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). Different centres across RT have diverse client groups 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 2024, has also informed this policy.

This policy builds upon the policies and current curriculum at Key Stage 1, 2 and 3 and is written in conjunction with the Trust RSE policy (and should be read in conjunction with this policy). 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.

Entitlement and equal opportunity

PSHE will endorse the RT Single Equality Policy to develop a culture of inclusion and diversity in which all those connected to each setting 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 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 bespoke pathways to meet particular needs.

Conscious and deliberate decision making has been made about the sequence of learning based on discussions with Trust safeguarding leads and analysis of relevant safeguarding data and trends. At Key Stage 4, this means planning has been put in place to ensure curriculum addresses issues that are relevant to our current cohort. This is reviewed on an annual basis to ensure planning remains relevant and current for our cohorts.

Policy availability

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

As centres within the RT we uphold the overarching 7 Principles of Public Life: Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership. Each centre striving to be a 'centre of excellence' with high expectations, positive pupil attitudes, good behaviour and a clear focus on raising

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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.

Throughout KS3 and following on into KS4 PSHE education continues to address both pupils' current experiences and preparation for their future. The Programme of Study at Key Stage 4 is therefore designed concentrically so pupils, no matter starting point, will still receive teaching in all identified aspects of PSHE. Learning will be revisited each term and further personalised for each pupil to ensure each pupil develops knowledge, skills and attributes to be a healthy and rounded individual. This is grounded in the established evidence base for effective practice in PSHE education.

The KS4 springboard fractional pathway means some content has been refined and will not be covered to the same depth. Whilst we aim to follow the curriculum where suitable there will be allowance for personalised lessons to address vulnerabilities, issues, contextual safeguarding, and gaps in learning for young people to address immediate needs. As such, where necessary, we have allowed time for catch-up or additional 1:1 session/s to explore topics that may be pertinent to individual pupils.

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.

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 RT 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

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- 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 in each centre. That referral may also be available to other support agencies.

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 lives.
- 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 KS1, 2 and 3 through continuing the core themes of:

- Health and Well being
- Relationships
- Living in the Wider World

Citizenship at KS4 is integrated within the PSHE programme and builds on the KS3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Students develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. Through cross curricular activities experience and evaluate different ways that citizens can act together to solve problems and contribute to society (this should be read in conjunction with the full policy on Citizenship).

Statutory Guidance from the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education states that pupils will receive the following content:

By the end of primary school pupils will have covered:

Families and people who care for me

Caring friendships

Respectful relationships

Online Relationships

Being Safe

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By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families

Respectful relationships, including friendships

Online and Media

Intimate and sexual relationships, including sexual health

RSE is included in the PSHE curriculum which is delivered across all key stages and also includes Health Education topics such as:

Mental wellbeing

Internet safety and harm

Physical health and fitness

Healthy eating

Drugs, alcohol and tobacco

Health and prevention

Basic First Aid

Changing adolescent body

Overview of key core themes at KS4

Health and Well Being	Relationships	Living in the wider world (including careers)
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<ul style="list-style-type: none"> ✓ Self-concept ✓ Mental health and emotional well being ✓ Health related decisions ✓ Drugs alcohol and tobacco ✓ Managing risk and personal safety ✓ Sexual health and fertility ✓ Anxiety and depression ✓ Sleep ✓ Self-harm and loneliness 	<ul style="list-style-type: none"> ✓ Self-concept ✓ Positive relationships ✓ Relationship values ✓ Forming and maintaining respectful relationships ✓ Consent ✓ Contraception and parenthood ✓ Bullying, abuse and discrimination ✓ Social influences ✓ Abortion and miscarriage ✓ Families ✓ Sexually transmitted Diseases 	<ul style="list-style-type: none"> ✓ Learning skills ✓ Choices and pathways ✓ Work and career ✓ Employment rights and responsibilities ✓ Financial choices ✓ Social media and online friendships ✓ Radicalisation and exploitation ✓ Careers and Transition ✓ Prejudice and discrimination
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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, including 1:1, paired work, small groups. Teaching methods include: scaffolding, inquiry-based learning, scenarios, discussion, socratic questioning, diamond ranking, card sort, problem-based learning.

We will ensure that sessions, include clear, impartial information in relation to matters such as risky behaviour, forced-marriage, female genital mutilation and abortion.

We will help pupils make connections between their learning and 'real life' behaviours by an active learning approach.

Where possible cross curriculum links with other subjects will be made to compliment and support topics being covered. This maybe in timetabling similar topics at the same time, following on from work covered in another subject. e.g. science-reproduction and PSHE- contraception and parenthood.

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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. Word banks and displays engage students to support them with the understanding of key command words, students are encouraged to use dictionaries.

Responding to student's 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. Anonymous questions boxes are available and students encouraged to use these.

Timetabling

Pupils will access one 45 minute lessons per week.

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

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

Assessment

Teachers will assess daily learning objectives taught through a RAG rating system which will measure progress over time. Assessment is used to inform future planning and teaching. Pupils who may require extra support are identified quickly. Pupils self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression.

All teaching will be adapted to support students' individual needs, according to their starting point. We work closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties.

Students successes are rewarded as part of our behaviour strategy, this maybe include a telephone call home, postcard, certificates, subject student of the week, prizes, whole school reward systems



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Teaching responsibility and training

- Each centre has a PSHE Lead. This will usually be a teacher.
- PSHE will be delivered by Teachers or other Learning and Progress staff
- All staff are encouraged to be confident in the delivery of PSHE. Through the RT CPD programme staff are supported to maintain their professional development.
- When using external speakers to deliver aspects of our PSHE programme we will ensure they meet our quality assurance standards and follow school policies and procedures

Involving Parents and carers

We are committed to and value involving parents and carers. This is achieved by frequent home school communication by phone, reporting, information evenings and parent evenings. Form Tutors will develop good home school links too.

This policy links to the following RT policies

Anti-bullying
Behaviour management and discipline
Careers Education
Educational visits
Learning and teaching
Online safety
Relationships and sex education
Special Education Needs Policy and Information Report
Supporting pupils with medical conditions
Use of external visitors
Safeguarding policies (Each Centre)
RSE
Citizenship Policy
Science Policy