

PSD Curriculum

PSHE should be about giving young people the facts so they can decide.

PSHE Association

Intent - What takes place before teaching in the classroom?

At St. Anthony's the intention is for pupils to be able to make informed and safe choices in adult life for themselves and others.

The aim of teaching pupils about Physical Health, Mental Wellbeing, Relationships and Sex Education is to give them the information they need to make good decisions and help them develop healthy, nurturing relationships of all kinds.

The broad, enriching curriculum aims to encourage pupils to make well-informed, positive choices for themselves. They should know that there is a relationship between good physical health and mental wellbeing and that this can also influence their ability to learn. The integrated whole school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective Relationship and Sex Education should not encourage early sexual experimentation, but teach young people to understand and respect themselves and others.

We are committed to deliver the PSD programme in a non-judgmental, factual way and allow the scope for young people to ask questions in a safe environment. We also aim to deliver the curriculum in an age-appropriate and inclusive way as it is recognised that young people may be discovering their sexual orientation or gender identity. It is also recognised that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens. In addition to this, we aim to explore the rules and principles for keeping safe online.

Our curriculum is informed through our pastoral support and safeguarding data, so that teachers are aware of 'adverse childhood experiences'. The teaching can therefore have a positive impact on academic attainment, pupils feel able to take cognitive risks, and teachers are aware of when and how experiences can be affecting pupils and lessons can be influenced by this.

PSD resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

The schemes of work written fulfil the requirements of the statutory Relationships and Health Education. The three core areas studied in Key Stage 3 and 4 are, Health and Wellbeing; Relationships; and Living in the Wider World.

The Senior Leadership Team will:

- Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects
- Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and professional development.
- Provide sufficient funding to ensure that implementation is high quality.

The Health Curriculum Leader will work closely with the subject teachers to:

- Understand and articulate the expectations of the Health Department to the Headteacher and Governing Body.
- Support teaching and support staff.
- Ensure an appropriate progression of knowledge is in place which supports pupils in knowing and remembering more about PSD.
- Ensure an appropriate progression of PSD skills and knowledge is in place over time so that pupils are supported to be the best citizen they can be, and challenge teachers to support struggling learners and extend more competent ones.
- Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.

Implementation - What does this look like in the classroom?

Teaching and Learning

- **EYFS:**
- **KS2:**
- **Secondary PSD provision Key Stage 3&4** is overseen by a qualified Teacher and Associate Teachers/SSA's who spend time with pupils in other lessons or are a part of their tutor group.

The curriculum is designed to be taught in thematic units which consist of 6-8 lessons each with supporting material and resources kept in the shared resources area of the school intranet.

Units are taught in a spiral curriculum that revisits themes throughout the two key stages enabling children to recall and build upon previous learning, exploring the underlying principles of PSHE Education. The units are planned at an appropriate age and ability of each child.

Running alongside the spiralling curriculum plan, KS4 students study for the ASDAN Relationships module to add accreditation to their Towards Independence Scheme of Work.

The PSD Department has detailed planning which links with our curriculum progression document and assessment opportunities. All planning is accessible on the Intranet.

The Curriculum Progression document is a skills based overview showing how we plan for progression in PSD and develop competence in the three core areas of Health and Wellbeing; Living in the Wider World; and Relationships.

Classroom Organisation

- Lessons are delivered in a creative manner, using approaches such as role play, discussion, games, quizzes and activities in groups of differing sizes, enabling children to develop confidence and resilience.
- Keywords are used and displayed to develop understanding and build a rich vocabulary.
- Pupils work in a whole class, small groups or individually to support pupils in their development of their skills.
- Differentiation and personalisation are planned for within activities and allowance is made for ability and experience.
- West Sussex Resources library provides extra resources to teach the more sensitive issues with 3D props and demonstration kits giving children a more hands on learning experience.
- Support staff are deployed effectively to enhance learning.

Extra-Curricular Opportunities:

- Pupils in each tutor group can apply to be a member of the Student Council who meet every half term to discuss ways in which we can improve the learning environment for all pupils. This includes fundraising opportunities.
- All pupils are encouraged during tutor time to engage in all lunchtime clubs on offer to help develop spiritually, culturally and morally.
- Each term we run a Rising Stars enrichment programme for pupils who have shown an interest in PSD.

Impact - How is success in PSD measured?

The planning, delivery and assessment of PSD links to the whole school approach to develop positive behaviour and attitude.

Preventative PSHE Education that teaches acceptance, tolerance and empathy as well as strategies to respond appropriately to bullying, prejudice and discrimination plays an important part alongside an effective behaviour policy.

The PSD curriculum helps our pupils to know how they can support each other, manage their own behaviour and get help for themselves and their friends when they need it.

Our pupils are:

- Engaged because they are challenged by the curriculum which they are provided with.
- Resilient learners who are learning to overcome barriers and understand their own strengths and areas for development.
- Safe and happy to be active participants in PSD lessons (having been given opportunities to explore their own creative development in a supportive and nurturing environment).
- Showing progression of knowledge and understanding, with appropriate vocabulary and technical skills which support and extend learning.
- Becoming confident to ask questions and discuss PSD with each other and at home.
- Able to identify their own strengths and areas for development.

Assessment

- Assessment for learning opportunities are built in each lesson and enhanced by our progress tracker sheets.
- Pupils are provided with progress trackers showing their subject targets. These are linked to St. Anthony's Assessment Steps and allow pupils to discover areas of strength, as well as areas they might like to improve upon. These Progress Trackers for Steps and Pre-Steps are in place in pupil's subject folders.
- Lessons are planned to include baseline assessments (mindmaps, quizzes, respond to an image, etc) to obtain existing knowledge.
- Lessons end with the opportunity to consolidate and reflect upon learning ('ticket out of here', add to mindmap, etc).
- Data is recorded termly onto Earwig (our online recording system used for data collection). This enables staff to identify pupils who need additional support and develop those meeting or exceeding expectations.
- Observation, listening, questioning, discussing, written tasks and involvement in the activities are used to make assessments, allowing progress to be recorded and tracked. This summative assessment enables teachers to know what has been learned and what needs to be learned next.
- We monitor the impact of our PSD provision through termly assessments, lesson observations, learning walks, performances and work scrutiny.

- In addition to academic achievement, social emotional progress including self-confidence, interaction with and awareness of others and self-reflection may be discussed during Annual Reviews, in EOY reports, parent consultation evenings, open evenings and in postcards home to parents.