

## PSHE

**Moulding ambitious students with a robust knowledge of real life choices, our whole school approach will give students the chance to discuss and develop themselves as a complete citizen in Bournville, Birmingham, Britain and beyond in the 21<sup>st</sup> teachers.**

### **Intent:**

The core principle of PSHE is to help provide our students with the knowledge and skills required to allow them to flourish as future citizens in modern Britain. Our character education is central to the development of these skills and provides a key focus for our students each half term. Our character traits are linked directly to our PSHE and are infiltrated into all areas of school life, ensuring we are taking a holistic approach in the development of our students.



The Curriculum content is carefully selected to include career education to ensure our students are aspirational when making decisions based on their future and that they have the skills needed to make these choices, including, GCSE options, college and university options as well as career pathways.

Values are a key focus to ensure students are making good choices about themselves and their communities, their health, well-being and sex education. Students are also given the opportunity to reflect on their role in society as well as being provided with skills such as speaking clearly and confidently and guidance for effective study and revision.

We aim to educate students linking all areas to the Fundamental British Values, and SMSC values to ensure students are the best version of themselves.

Our curriculum has been designed with guidance from OFSTED, the government SRE guidelines, the Gatsby benchmarks, local concerns and the PSHE association. The curriculum has been further developed using feedback from students and teachers to ensure it is the best suited for our students.

The spiral curriculum allows all year groups to focus on the same topic area for the half term as well as allowing students to develop depth of knowledge and understanding as they progress through each year, therefore providing students with age appropriate information.

**Implementation:**

All lessons of PSHE will allow for a range of topics to be covered as explained in the intent, including that of careers, giving dedicated time looking to where a student's education can take them. The teaching for excellence model allows for a clear explanation of new information from the teacher in order for students to gain new knowledge. Lessons are planned for non-specialists, with some differentiation included, teachers are then encouraged to differentiate further for their classes.

The Do Now task in PSHE lessons may be that of an opinion, or of retrieval practice to help information move into the long-term memory of a student, making sure the knowledge is there when needed in the future,

Different to many other subjects PSHE can explicitly teach character traits, Fundamental British Values, or SMSC values. Therefore, each lesson how the content fits into these areas is explained to the students.

If a lesson is a continuation from a previous lesson topic or from the previous year this will be explained to students and questions will be asked to bring that knowledge to the front of their minds in order to build on it with new, more in-depth, age appropriate knowledge. A short explanation of new information will be given, students may be asked to take notes in order to retain this new knowledge.

Students will then be given questions in a range of ways, they will be asked to check their knowledge and they may be given time for 'structured talk' where students will be able to discuss their ideas in relation to the questions and their new knowledge. The teacher will be able to discuss ideas with the students to help them understand or to engage them with a further question to help them think more deeply when they have understood and clearly are able to answer the first questions.

Often in PSHE there is a second explanation, structured talk and questioning to build on the new knowledge before a deliberate practice task is set. As there is no need for exam questions the range of deliberate practice tasks is very large. This can be in the form of creating a revision resource, writing a debate, or having a more in-depth discussion based on gathering new knowledge from the explanation and possibly from newly given resources.

The benefit of discussion and the range of tasks available is that in PSHE we are asking students to know this information for the rest of their lives and so they will be able to give strong, balanced and well thought out opinions in the future based on their lesson practice.

Feedback is given in the form of verbal feedback from either students or teachers dependant on the task set. It may be that a speech is read out therefore students can give feedback based on presentation and content, or that teachers may explain misconceptions based on what a student has said. Often students are very



positive towards each other and so help to build character traits such as empathy or politeness.

Students take part in student voice to discuss how they feel about the content, how much they can remember and how it could be improved for future students or if there is anything they would like to learn in the future based on the content so far.

**Impact:**

Students are highly engaged in PSHE lessons due to them seeing the direct impact that the information will have on their futures and the chance to discuss a range of topics that are very different to those in other lesson such as RSE and up to date politics.

In student voice surveys students are able to give detailed information that they have learnt in lesson and are very positive in relation to what they are learning about.

Each topic is reviewed each year after asking the students for feedback so the topics stay relevant.

The careers dedicated lessons have allowed for a high up take oof work experience and for students to gain detailed information about post 16 options for the last 3 years.

## Short version

**Moulding ambitious students with a robust knowledge of real life choices, our whole school approach will give students the chance to discuss and develop themselves as a complete citizen in Bournville, Birmingham, Britain and beyond in the 21<sup>st</sup> century.**

## Intent

- The main aim of PSHE is to give our student the best chance to make good choices now and in the future.
- We want them to be aspirational and have a career plan to give them the best possible life they can have.
- We have a focus for each half term which is the same for each year group – year on year the information is developed and age specific.
- We want to develop the character of our students and understand that grades are important but the type of person they are is also important.
- Each half term has a school value as a focus and each school value has character traits linked to it.



- Our curriculum has been designed with guidance from OFSTED, government SRE guidelines, the Gatsby benchmarks, and local concerns, The curriculum has been further developed using feedback



from the last years lesson, students and teacher feedback to ensure it is the best suited for our students.

- All lessons are linked to FBV, SMSC values and character values.

### **Implementation**

- Following teaching for excellence model, including discussion, allowing for students to build clear and balanced opinions for the future.
- Lessons build on previous knowledge in a spiral curriculum.
- All topics are age relevant.
- Build on character, FBV and SMSC values

### **Impact**

- Review content yearly
- Students are very positive about content
- Has had a positive impact on work experience and knowledge of post 16 options.