

## **PSHE at Sir Charles Parsons School**

### **Intent:**

PSHE delivered at SCP follows the units of study outlined in the National Curriculum. Units of study are chosen from the relevant Key Stage but highly adapted and differentiated to meet the needs of all our learners.

The delivery of PSHE at SCP aims to ensure all learners have the opportunity to develop the knowledge and skills which enable them to make informed decisions about their lives. The PSHE curriculum gives learners the opportunity to gain knowledge and understanding of the wider world. It supports their understanding of their feelings and emotions and gives them confidence to express their views and ideas.

Learners will develop knowledge and awareness on key topics which affect everyday life, allow them to live a healthy lifestyle and to form positive, healthy relationships. Most learners will develop their emotional resilience, forming and building positive relationships and learning to deal with opposing views.

The PSHE curriculum is highly differentiated to meet the needs of learners within the seven aspirational pathways. Outcomes, therefore, for students will differ according to the pathway they follow.

The intent/implementation and impact in the PSHE curriculum is designed and developed with each pathway in mind.

## **Red/Orange/Yellow pathways:**

### **Intent:**

- Recognise the importance of healthy relationships
- Develop, turn taking, social skills
- Develop emotional intelligence, empathy
- Develop awareness of risk taking activities
- Understand the risks of smoking and alcohol and drugs
- Develop knowledge of the world of work and its potential
- Develop a way to express their views effectively about identity, diversity, values and ethical issues
- Understanding what makes positive, healthy relationships- physical and sexual
- Develop communication, literacy and numeracy skills
- Develop the skills needed to articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives
- Develop as an independent, critical thinker, discerning in her/his judgement
- Develops the moral courage and strength to resist the influence of others, including gaining understanding of extreme circumstances such as grooming/radicalisation/exploitation
- Develop as a responsible citizen
- Develop communication, writing and numeracy skills.

### **Implementation:**

- Led and overseen by the curriculum lead for PSHE
- Subject specific learning
- Delivery of a progressive curriculum
- All learning is enhanced by revisiting prior knowledge
- PSHE is currently taught once a week at Key Stages 3 and 4
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge
- Key Stage 3 is taught in half termly topics
- Key Stage 4 is taught in half termly topics
- SMSC and Philosophy for children (P4C) are threaded through the curriculum
- Multi- sensory environments are created (music, artefacts, video, audio)
- Learning is supported by visual aids; Makaton, PECS, board maker symbols, photographs, written word
- Understanding promoted through the use of role play and drama
- Collaborative learning, practical based

### **Impact:**

- Made progress in their knowledge and understanding of different topics
- Made progress in their ability to express their opinions and accept different opinions of others
- Made progress in their acquisition and understanding of vocabulary
- Work collaboratively in a respectful way
- Self – directed learners

- Have understanding of diversity, other cultures and faiths
- Make informed, rational decisions
- Develop skills required for the wider community

### **Green/Blue pathways:**

#### **Intent:**

- Development of self – awareness
- Understands their own and others' behaviour is affected by emotions
- Understands right and wrong and rules and responsibilities
- Can communicate wants, beliefs and views
- Develop communication and literacy skills
- Develop knowledge of words
- Develop thinking and sorting skills
- Recognise the importance of healthy relationships
- Develop, turn taking, social skills
- Develop awareness of risk taking activities
- Understand the risks of smoking and alcohol and drugs
- Develop knowledge of the world of work and its potential
- Develop a way to express their views effectively about identity, diversity, values and ethical issues
- Understanding what makes positive, healthy relationships- physical and sexual

### **Implementation:**

- Led and overseen by the curriculum lead for PSHE
- Subject specific learning
- Delivery of a progressive curriculum
- All learning is enhanced by revisiting prior knowledge
- PSHE is currently taught once a week at Key Stages 3 and 4
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge
- Key Stage 3 is taught in half termly topics
- Key Stage 4 is taught in half termly topics
- SMSC and Philosophy for children (P4C) are threaded through the curriculum
- Multi- sensory environments are created (music, artefacts, video, audio)
- Learning is supported by visual aids; Makaton, PECS, board maker symbols, photographs, written word
- Understanding promoted through the use of role play and drama
- Collaborative learning, practical based
- Content of lessons is adapted to meet the needs of the learners in a safe and appropriate way.

### **Impact:**

- Made progress in their knowledge and understanding of different topics at an appropriate level and pace to the learner
- Made progress in their ability to share their opinions and ideas within the class environment
- Made progress in their acquisition, understanding and recall of key vocabulary

- Work in small group settings within the class and share responsibilities
- Begin to have understanding of diversity, other cultures and faiths
- Be supported to make informed decisions
- Develop skills required for the wider community

### **Indigo/Violet pathways:**

#### **Intent:**

- Develop sense of self awareness
- Develop awareness of key people and places around them
- Develop an interest in the people and world around them and enjoy a range of identified activities and is usually willing to participate in new/unfamiliar activities
- Develop an ability to gain attention of others and communicate their basic choices with a range of different adults in different settings
- Develop a recognised means of expressing wants/needs
- Develop the ability to communicate their basic choices with a wide range of people
- Develop patience and resilience to persevere with waiting for requests to be responded to/understood
- Develop experiences and engage in a range of simple, familiar and meaningful routines
- Develops their own wellbeing by accessing and engaging in sensory based activities to enhance their holistic development
- Develops the ability to interact socially with peers in a variety of settings
- Develops the ability to engage in appropriate sensory experiences

- Development of engagement; develop engagement areas of; exploration, realisation, anticipation, persistence and initiation.

### **Implementation:**

- Highly differentiated curriculum focussed upon developing individual skills within a medium of a theme.
- Have opportunities to develop skills of exploration, realisation, anticipation, persistence and initiation.
- Encounter multi - sensory activities (develop different senses; taste/smell/touch, vision and hearing).
- Encounter a range of creative activities, role play and sensory stories.
- Led and overseen by the curriculum lead for PSHE
- Repetition of activities to sustain individual pupils achievements
- All learning is enhanced by revisiting prior knowledge
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge
- Key Stage 3 is taught in half termly topics
- Key Stage 4 is taught in half-termly topics
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge.
- SMSC and Philosophy for children (P4C) are threaded through the curriculum