

PSHE (including RSHE) Curriculum Intent Statement 2023-24

Build resilience, self-reliance and perseverance	Raise aspirations and promote “self-challenge”	Experience a broad range of subjects and learning opportunities	Increase the “cultural capital” of students	Support Mental Health and Wellbeing	Develop deeper understanding and a love of learning and self-development.
A	B	C	D	E	F

Intent

‘PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.’ PSHE Association 2019

At Sandwell Academy, PSHE is at the core of what we do, it enables our students to become independent, confident, healthy and responsible members of society (A, B). Our PSHE curriculum aims to provide a coherent programme of personal, health, social, citizenship and careers education (D, E). Through our whole-school approach, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. (F)

Areas of study include:–

- Drugs Education: the classification of drugs, health and legal implications, social and cultural views and differences. (A, B, E)
- Sex and Relationships Education: the emphasis is on building healthy relationships and self-esteem and includes reproduction, contraception, STI’s, parenting skills and family life. (E)
- Life Skills: finance skills, basic First Aid, work experience and careers education. (D)
- Physical Health Education: self-image, preventative healthcare and healthy eating. (E)
- Mental Health Education: conflict resolution, assertive behaviour, stress and anxiety management. (E)
- Challenging extreme views: confidence, rule of law, social behaviour, equality, emotional needs and how to express yourself without causing offence. (A, B, C, D)

Our aims for PSHE also reflect the PSHE Association syllabus which is to equip pupils to live healthy, safe, productive, capable, responsible and balanced lives through core themes of health and wellbeing, relationships and living in the wider world. (A, B, C, D, E, F) With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community.

At Key Stage 3, pupils build on the skills, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE acknowledges and addresses the changes that young people are experiencing, beginning with the transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life, and allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

PSHE (including RSHE) Curriculum Intent Statement 2023-24

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, and to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

PSHE is taught across the school from Year 7 to 13, through a mixture of curriculum sessions, Personal Tutor sessions and whole school/year group assemblies.

Personal tutor weekly themes include:

Term	Weekly Themes			
	KS3 Year 7-9		KS4 Year 10-11	KS5 Year 12-13
Autumn 1	Knife crime Racial equality – Black History Mental Health and Wellbeing Careers 1		Knife crime Racial equality Mental Health and Wellbeing	Knife crime Racial equality Mental Health and Wellbeing
Autumn 2	Grooming Anti-bullying Consent/Peer on peer abuse Domestic abuse/neglect		Grooming Consent/Peer on peer abuse Careers 1 Domestic abuse/neglect	Grooming Consent/Peer on peer abuse Careers 1 Domestic abuse/neglect
	Year	Bespoke topics		
	7	Effective communication		
	8	Inner motivation		
	9	Goal setting		
Spring 1	LGBTQ+ Careers 2 Online safety Extremism/radicalisation		LGBTQ+ Careers 2 Online safety Extremism/radicalisation	LGBTQ+ Careers 2 Online safety Extremism/radicalisation
Spring 2	Gender/sexual equality Racial equality		Gender/sexual equality Sexual harassment Environment/climate change Careers 3	Gender/sexual equality Sexual harassment Environment/climate change Careers 3
	Year	Bespoke topics		
	7	Ramadan Learning from failure		
	8	Easter Importance of homework		
	9	Holocaust Revision techniques		

PSHE (including RSHE) Curriculum Intent Statement 2023-24

Summer1	Social media use/sexting Sexual harassment	Social media use/sexting Revision techniques (Year 10 only)	Social media use/sexting (Year 12) Careers 4 (Year 12 only)	
Summer2	Careers 3 Environment/climate change Disability awareness	Learning from failure (Year 10) Anti-bullying (Year 10) Health and well-being (including drug use) (Year 10) Disability awareness (Year 10)	Anti-bullying (Year 12) Learning from failure/goal setting (Year 12) Health and well-being (including drug use) (Year 12) Disability awareness (Year 12)	
	Year			Bespoke topics
	7			Rail safety Leadership/initiative
	8			Road safety Resilience/perseverance
	9	Animal welfare Organisation/communication		

Assembly themes include:

Term	Weekly Themes		
	KS3 Year 7-9	KS4 Year 10-11	KS5 Year 12-13
Autumn 1	Anti-bullying	Anti-bullying Safer travel	Anti-bullying Safer travel
Autumn 2	Safer travel	HOY	HOY
Spring 1	Disability awareness	Disability awareness	Disability awareness
Spring 2	Mental health and wellbeing	Racial equality Mental health and wellbeing	Racial equality Mental health and wellbeing
Summer 1	Gender/sexual equality	Gender/sexual equality	Gender/sexual equality (Year 12)
Summer 2	LGBTQ+	LGBTQ+ (Year 10)	LGBTQ+ (Year 12)

The majority of the statutory Health Education and Relationships and Sex Education (RSE) aspects of the PSHE curriculum will be delivered via the Science department in the summer term. The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance. (C, E)

PSHE (including RSHE) Curriculum Intent Statement 2023-24

Below is the Health Education and Relationships and Sex Education (RSE) map for Years 7-10, which outlines the themes that will be covered by the Science department in each session.

Year	Lessons (1hr20min)					
	1	2	3	4	5	6
7	Puberty and menstruation	Balanced diet/healthy eating	Families and relationships	Basic first aid		
8	Health choices and prevention	Stable relationships/marriage	Bullying/cyber-bullying	Social media		
9	Body image/confidence	Drugs, alcohol and tobacco	Relationships and the law*	Contraception	Staying safe online	Stereotypes
10	Mental wellbeing and self-respect	STIs	Sexual relationships and consent	Contraception (recap)	Underage pregnancy/abortion/miscarriage	Online and media
11 + KS5	Key RSHE topics revisited through a mixture of curriculum sessions, Personal Tutor sessions and whole school/year group assemblies.					

Working with external agencies can enhance our delivery of Health Education and Relationships and Sex Education (RSE), and brings in specialist knowledge and different ways of engaging pupils.

The Academy seeks opportunities to draw links between Health Education and Relationships and Sex Education (RSE) and other curriculum subjects wherever possible to enhance pupils' learning. Health Education and Relationships and Sex Education (RSE) will be linked but not limited to the following subjects: (A, B, C, D, E, F)

- Citizenship – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- Science/Health and Social Care – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- PE – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

A curriculum audit will be completed each year to document cross curricular links.

PSHE (including RSHE) Curriculum Intent Statement 2023-24

Impact

The curriculum is planned to enable pupils to revisit core themes and deepen understanding. (F) Retrieval of relevant prior learning at the start of core theme aims to embed these concepts. It will prepare and equip students for a successful life at their current stage and for their futures, both immediate and long term. It will encourage students to have high levels of respect for each other, to consider one another's wellbeing and enable them to develop into well rounded individuals who support others, manage their own behaviour and are actively seeking social justice. Through PSHE lessons, students will learn acceptance, tolerance and empathy, alongside strategies to respond to bullying, prejudice and discrimination. Students will also develop resilience, confidence and independence as key aspects of character education.

The Academy has the same high expectations of the quality of pupils' work in PSHE education as for other curriculum areas. Lessons are planned to provide suitable challenge to pupils of all abilities. Assessments are used to identify where pupils need extra support or intervention. There are no formal examinations for PSHE; however, to assess pupil outcomes, the school will capture progress through written assignments and self-evaluations.

The PSHE/RSHE subject leader is responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments, which will include a mixture of the following; self- evaluations, lesson observations, topic feedback forms, learning walks, work scrutiny and lesson planning scrutiny.