



Curriculum Overview

Subject: PSHCE (PD)



Our whole School curriculum intent believes:

Our aim at Hadley Learning Community is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, alongside the promotion of our local environment, we hope that our curriculum at Hadley Learning Community enables children to appreciate and participate in the full richness of the human experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it.

Within that framework, each subject must consider our core values and as a result needs to embed activities that promote our community alongside our 5 key words: Belong, Respect, Inspire, Succeed and Enjoy

Our intention for our Personal, Social, Health and Citizenship Education (Including Relationships & Sex Education) curriculum is:

PSHCE at Hadley Learning Community is intended to provide our students with the knowledge, skills and personal skills to be able to lead active, positive lifestyles in our local community and beyond. HLC students will have an appreciation for the world they live in and a deep understanding of how their actions can have an impact on the people and places around them. By the end of KS3, pupils will understand how to develop positive relationships, enjoy healthy lifestyles and live in the wider world. They will have an understanding of British Values and SMSC and will have access to a range of personal learning and thinking skills in order for them to be resilient citizens.

Pupils will develop a comprehensive understanding of the issues facing a diverse range of places and people, now and in the future. Our pupils will have an extensive core of PSHCE knowledge and vocabulary, which will be learned and regularly practised so that students are confident and comfortable using academic language in every context that requires it throughout their education and beyond. They will have good awareness, and be able to use a wide range of strategies effectively to develop positive relationships with others. They will be able to carry out complex and increasingly independent analysis and evaluation of all elements of PSHCE and will develop the skills to think critically about different views, and justify their own view in reaching conclusions. The foundations laid in KS3 will help them to go on to succeed in KS4. They will have the knowledge and understanding to enable them to apply what they know to both familiar and unfamiliar contexts from the local Hadley area to the wider UK. This will help them to go on to achieve their potential, not just at A

Level and in Higher Education but as global citizens living in a dynamic and interdependent world.

HLC students will have a sense of belonging and respect for themselves and others. This will inspire them to become happy, healthy and safe adults.

Linking our curriculum intention to our local community:

With reference to guidance from our local services, data and pastoral team within the school, we have developed a PSHCE curriculum that represents the needs identified in our local community. The curriculum, through enrichment during the school day and additional opportunities, will maximise the use of local area services and support. We will link our curriculum to the following:

- Fire Service – Fire Safety
- Police – Knife crime, county lines, grooming
- BEAM – mental health support
- Brooke Advisory – Relationships & Sex Education
- PSHE Association membership
- Citizenship Foundation membership

This list is continually updated

Implementation

PSHCE is taught by teaching staff through a one hour “floating” session delivered weekly. Where possible additional sessions are also available half termly in a drop-down Social, Emotional, Mental Health (SEMH) session where we make use of external agencies to support our curriculum and local area context (NB during 2020/2021 this has been prevented due to COVID restrictions). Our PSHCE programme is taught through a range of teaching methods and interactive activities, including teacher-led, group activity, debate and role play. Lessons will be differentiated by teachers where needed to ensure that all students can access the core knowledge and skills identified in the lesson’s success criteria. High quality resources will support our provision and will be regularly reviewed by the PSHCE Lead following feedback from teaching staff and students. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin the key aims of the PSHCE curriculum. Learning about relationships and sex education in PSHCE lessons will link to/complement learning in Science and RE.

Pupils will be encouraged to reflect on their own learning and progress by self-assessing their knowledge at the start of a topic and then reviewing their progress at the end of the series of lessons through a RAG rating exercise. Staff will assess progress and understanding through questioning activities and low stakes testing.

Modelling is a key aspect of teaching in PSHCE. Through regular verbal feedback and guided practice students master understanding of relationships, health & wellbeing and living in the wider world. Teachers explicitly teach students how to develop their own views and opinions and how to articulate. This helps to ensure long-term retention of core principles from KS3 through to KS4 and beyond. Enrichment opportunities at KS3 and 4 provide students with real world contexts to apply their

knowledge. This is achieved through visits from speakers and through additional drop down sessions. Key concepts are revisited over key stages as well as between lessons to practice retrieval and recall. Relevant, up to date examples are used which are relevant to the lived experience of the students and cover a range of issues so that students leave as well-rounded and knowledgeable adults.

Year 7 Curriculum implementation

Students will develop the knowledge and skills from KS2 by looking at all elements of PSHCE focussing specifically on age-relevant changes that they are likely to experience during their time in year 7 for example puberty. An early focus on relationships and health & wellbeing has been chosen as this is an important transition year (particularly with the absence of face to face teaching in 2020).

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
<p>Relationships</p> <p>Students will focus on transition from primary to secondary school by looking at the practical and emotional aspects of change at this important life stage. We will address issues which concern student new to the school by considering how to build positive relationships, resilience and aspiration. This then leads into</p>	<p>Health & Wellbeing</p> <p>This topic will focus on the physical and mental changes associated with puberty. Students will build on their knowledge from KS2 about how our bodies change and how we cope with these changes. We will consider the challenges of “growing up” including personal hygiene and confidence.</p>		<p>Relationships</p> <p>Relationships are an incredibly important aspect of transition into secondary school, therefore, we feel that it is important that we take this opportunity to revisit and develop learning from Autumn Term 1. Evidence from pastoral support suggests that post Christmas is a time when our students require greater support with building and</p>	<p>Living In The Wider World</p> <p>It is important for students to know how to budget and manage their money from an early age. This unit will introduce students to personal finance and managing their money. They will learn how to make safe financial choices, about saving, spending and budgeting and how to manage risk-taking</p>	<p>Living In The Wider World</p> <p>Building on the work completed before Easter, students will develop skills and aspirations with a focus on careers, teamwork and enterprise skills. Having considered how to build positive relationships through the Autumn Term, students will use their skills to</p>	<p>Health & Wellbeing, Citizenship and Safety</p> <p>As students approach the 6 week holiday, we return to a consideration of how to maintain positive health and wellbeing. We also use this opportunity to focus on Citizenship and British Values by considering identity, rights and responsibilities. We will debate how and why we have rules and responsibilities, and about</p>	

<p>more mature relationships including those online, living in a diverse society and challenging prejudice.</p> <p>In this unit of work, tutors will help students to know how to communicate their thoughts and feelings in a positive manner as well as how to manage challenging behaviours.</p>	<p>This then leads into more mature Health& Wellbeing issues surrounding unwanted contact and FGM</p>	<p>managing positive relationships.</p> <p>We will use this time to consider a range of different relationships (love and friendships). We will consider how to keep relationships safe and positive (including online). In the final weeks of this half term, we will also consider the role of health in our personal relationship by considering healthy living through diet and exercise</p>	<p>behaviour. They will also consider ethical and unethical business practices and consumerism</p>	<p>work in a team and communicate effectively. This term will also provide students with a focus on the range of careers available and how to challenge stereotypes, broaden horizons and identify future career aspirations.</p>	<p>personal safety strategies. There is a particular focus at this point on our local area by focussing on personal safety strategies. Students will also receive First Aid training.</p>
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Year 8 Curriculum implementation

We build on the learning in year 7 to raise students awareness of more difficult challenges in terms of relationships, health and wellbeing and living in the wider world. Based on student voice and discussions with the pastoral support team, we have prioritised relationships and wellbeing early in the year with a final review in the summer term. Linking Citizenship issues within the wider PSHCE curriculum allows students to gain a well-rounded view of issues relating to rights and responsibilities. Statutory RSE deliver of STIs, safe sex and consent are also addressed.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
<p>Citizenship & Relationships</p> <p>At the end of year 7, students started to consider rights and responsibilities. We pick this up by starting Year 8 with 2 sessions on the rule of law focussing on youth crime. Following on from this we look back at relationships and consider how young people can often make naïve statements about others. We focus on racism (BLM) and LGBTQ as these are two topics identified as important by student voice. Linked into this is a recap and development of students knowledge of online</p>	<p>Health & Wellbeing</p> <p>Year 8 is a tricky year of change for many students so we use this half term to build resilience with a particular focus on mental health and wellbeing. This is a year where many young people struggle with the changes they experience through puberty, especially in relation to body image. This unit focuses on self-esteem and healthy coping strategies to support students through the changes they are experiencing.</p>		<p>Relationships</p> <p>Tying in closely with the Health & Wellbeing focus for last term, we revisit relationships at this key juncture in the year. Students will learn about the law in relation to consent and how to effectively communicate about consent in relationships. We will consider the risks of “sexting” (in response to pastoral review of our local area) and why pornography can be dangerous. Students will be informed about the basic forms of contraception while discussing why</p>	<p>Living In The Wider World & Citizenship</p> <p>Students will consider their role in the community and wider world by looking at how communities live together and how they can get along better. Building on our COVID experiences, we will consider how individuals can contribute to their local community and become active citizens. Students will build on learning in Geography to consider how we care for the environment. We use this opportunity to engage students in discussions about the impact of knife crime on individuals and communities.</p>	<p>Living In The Wider World</p> <p>Students will work through the KUDOS careers programme under the guidance of the Careers lead teacher in order to be introduced to and develop the transferable skills required by employers. Students will be able to find out about different types of employment and career pathways.</p>	<p>Health & Wellbeing</p> <p>In the build up to the summer holidays, students will use this last half term to learn about alcohol and drug misuse and pressures relating to drug use. They will learn about the relationship between relationship between habit and dependence and how to assess risks. Students will be taught how to manage influences and how to recognise and promote positive social norms and attitudes immediately before the summer holidays where students may find themselves in</p>	

safety and digital literacy and the topic ends with a focus on developing self worth and confidence.		teenage parents face challenges.			situations where they need these skills. We will also take this opportunity to revise First Aid skills.
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Year 9 Curriculum implementation

Students in year 9 are at a new transition point in their maturity and the PSHCE curriculum is adapted to support them through the cycle of changes and challenges that they may face. From managing family conflict to peer influence, body image and the media – our aim is to give students an arsenal of strategies to help navigate those challenges. Reference to how online presence can affect employability is considered as well as mental health and safeguarding health through transitions. We will also re-visit consent as we consider this an important element of RSE.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
Relationships	Health & Wellbeing		Relationships	Citizenship	Living In The Wider World	Health & Wellbeing	
Students will start year 9 by looking at how they can maintain positive relationships. They will consider relationship myths before looking at strategies to manage conflict in relationships and at home. Students will consider the different types of relationship abuse and causes of youth homelessness. Students will be signposted at all times to the support systems available to young people facing relationship conflicts	As students start to consider their options routes for GCSEs we will look at Growth Mindset for positive learning experiences and how to manage the stress of school and exams in the first half of this term. We will then move on to a greater focus on Health by raising Cancer Awareness and making responsible health choices.		Body image is a key driver for both boys and girls. How the media portrays body image and the impact that it can have on self-worth and confidence is a priority this term. We will also use this term as an opportunity to discuss CSE. This has been held off with younger year groups due to the local area context. We will consider how children and young people become involved in CSE and how to recognise CSE. We will complete the term with re-visiting consent as we believe that this has close links to both body image and CSE.	This discrete unit of Citizenship will focus on democracy and freedom. We will consider conflicting rights and responsibilities, look at how free the press should be (linking back to PSHE Relationships) and we will consider rights of education and rights of protest. This will link in with prior learning in year 8 as students review the BLM protests of 2020 and the impact of COVID on individual freedoms and students rights to an education	Students will build on prior learning relating to careers, enterprise and financial awareness in order to better understand the impact of poor financial decisions. Students will be able to link their learning with Business Studies and Maths	In the build up to the summer holidays, students will use this last half term to revisit year 8 learning and further develop their knowledge and understanding of drug and alcohol misuse. They will learn about the impact of peer pressure and how to assess risks. Students will be taught how to manage influences and how to recognise and promote positive social norms and attitudes immediately before the summer holidays where	

					students may find themselves in situations where they need these skills. We will also take this opportunity to revise First Aid skills.
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Year 10 Curriculum implementation

The focus for year 10 is to start preparations for leaving school. As students mature, we are able to address issues that may prove more challenging and hard-hitting. Starting with building positive relationships through community cohesion in Autumn term, through Work Experience preparation and our role as citizens in a democracy, we will cover a broad and balanced curriculum which aims to provide students with better knowledge and understanding of PSHCE issues.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
Relationships	Living In The Wider World		Relationships	Citizenship	Health & Wellbeing	Living In The Wider World	
We start the year by looking at antisocial behaviour and causes of extremist behaviours. We consider the characteristics of community cohesion and how we can celebrate diversity in a multi-cultural society. Links to RE and BLM, as well as a consideration of the local area context are important elements in this unit.	While other year groups move on to Health & Wellbeing in this term, we feel that this is an important point for students to revisit their future aspirations. We will use this time to prepare students for work experience, consider how we choose a career that suits our personality, ambition and qualifications and how to prepare for job interviews.		We will use this half term to build on existing knowledge of relationships and review more extreme topics including arranged marriage, prejudice and stereotypes, revenge porn and unhealthy relationships. There is significant overlap with prior knowledge. The focus in these lessons will be to address the more adult themes which have not been discussed at an earlier age due to maturity levels.	We begin this half term by building on learning from Spring Term 2, year 9, to look at democracy at work. We will learn about how parliament works, devolution and BREXIT. Following this, we will take an opportunity to cover important elements of Living In The Wider World by looking at risk taking, debt and gambling which builds on learning from Spring Term 1 in year 9.	At this point in year 10, we find students are starting to feel under pressure and so we focus on health and wellbeing. We start by looking at risky choices with a focus on tattoos, piercings and binge drinking. Following this, we consider the impact of social anxiety on individuals (who may choose risky behaviours to cover their anxiety). This leads us on to a more challenging issue of suicide, grief and bereavement.	We start this final term of year 10 by considering how we can manage our time effectively to help us succeed before students complete their final WEX preparations and their placements. Following a review of their experiences during WEX, we remind students of the importance of their online identity and internet safety. In the final week of the school year, we complete a revision of first aid before they start their summer holidays.	

Year 11 Curriculum implementation

There is a strong focus on Relationships, Health & Wellbeing in year 11 as we consider the requirements of statutory RSE alongside the needs of our students. In order to ensure that all students who may have been withdrawn from previous RSE lessons, we leave any issues considered to be triggers for withdrawal until this year. With two terms dedicated to these areas of PSHCE, we can ensure that all students are provided with the opportunity to engage with the learning appropriately.

1	2	END POINT TEST & THERAPY	3 & 4	5	6	END POINT TEST & THERAPY
Relationships	Health & Wellbeing		Relationships & Living In The Wider World	Citizenship & Study Skills		Students are engaged in final GCSE exams in this half term so no longer attend PSHCE
<p>We start this term's work by looking at body image, bullying and relationships before tackling more emotive issues relating to sexual relationships, rape and sexual abuse. We consider the causes, characteristics and impacts of harassment and stalking before completing this half term by looking at positivity in relationships. We feel that this unit of work will provide students with an opportunity to develop prior knowledge to ensure that they feel well-informed before making any personal decisions and so they can ensure that they enjoy healthy relationships now and in the future. Significant signposting of support will be available to students. Any students who withdraw from aspects of this unit of work will have a second</p>	<p>Students will be starting to prepare for mock exams this half term so the focus early this term in PSHCE will be on Health & Wellbeing in relation to stress and exams. Students will be provided with advice on revision and study skills, the importance of sleep, how perseverance and procrastination affect us and preparation for post-16. As students approach the end of the term, we will complete a sub-unit of Living In The Wider World by considering British Values, crime, gangs and county lines and cyber crime as a break from exam focus.</p>		<p>There are two aspects to this term's work. Students who have fully engaged with the PSHCE curriculum throughout their time at school will complete their PSHCE curriculum relating to Relationships and Living In The Wider World by considering a range of stand alone sessions that we feel are relevant to them now and in the future. This includes independent living, personal safety in the wider world, the Dark Web, Fake News, equality issues, globalisation and sustainability. These last two topics in particular complement teaching in Geography. While the majority of year 11s will engage in these lessons, those who have not completed any RSE sessions prior to this term will have an opportunity to engage in RSE</p>	<p>We take this final half term as an opportunity for students to question their opinions in relation to voting and workers rights before we hand over all remaining sessions to supporting Health & Wellbeing through a focus on study skills and intervention. These last Citizenship topics are considered important for living in the wider world and preparation for adulthood.</p>		

opportunity to engage in Spring Term when students may have turned 16 and can opt in to RSE.				
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Impact of our curriculum:

By the end of Year 11, students at HLC should have a thorough and well-rounded knowledge and understanding of Personal, Social, Health, Citizenship and Economic issues relevant to them in a range of contexts. They should be able to recognise and use relevant disciplinary vocabulary and should have developed skills to be able to engage in positive debate, knowing their own opinions.

Progress is measured within lessons and through low stakes testing of core knowledge. In lessons, knowledge and understanding is assessed through questioning and discussion. Self assessment of low stakes tests allows students to review their own level of progress. There is no summative assessment for PSHCE.

Impact of teaching in PSHCE will also be evident in wider school data linked to attitude to learning, attendance and health and wellbeing and NEETS data

Wider Curriculum offer

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum

Personal Development within our curriculum

Personal Development	<p>PSHCE at HLC aims to support our students to develop in many diverse aspects of life. We provide opportunities within our learning to enable our students to do this in several ways:</p> <p>Responsible, respectful and active citizens: We cover a wide range of topics relating to Citizenship and Living In The Wider World which provides students with the opportunity to learn and recognise their responsibilities as active citizens.</p> <p>Fundamental British Values: students in PSHCE learn about these values explicitly in dedicated lessons, but also through our consideration of topics relating to relationships, health & well-being, citizenship responsibilities and living in the wider world. This helps students to understand the source of our values and to build mutual respect and tolerance.</p> <p>Inclusive Environment: PSHCE at HLC ensures inclusivity. We introduce our commitment to inclusivity in year 7 and re-visit related topics annually.</p> <p>Character: We consider a range of controversial topics including those related to drugs and alcohol, relationships and RSE to help students to develop their own views and attitudes. We help them to learn how to debate and develop their argument in a positive way so that they can cooperate consistently well with others. This is a fundamental aspect of teaching and learning to prepare them for life.</p> <p>Confidence, Resilience and Mental Health: We believe that by helping students to be aware of issues relating to confidence, resilience and mental health empowers them to voice their opinions of those issues. By signposting in all topics covered, we are helping them to build confidence. This in turn builds resilience which can impact positively on mental health.</p> <p>Careers and Readiness For Next Phase Of Education: We work closely with the Careers Lead to ensure that students have good preparation for post-16 and working life from Key Stage 3. Dedicated teaching slots are allocated to this element of Living In The Wider World</p>
SMSC	<p>People are at the heart of PSHCE. We consider moral issues from a range of viewpoints (including religious beliefs) and discuss the impact of people on their physical environment as well as how they interact with each other. Through the study of PSHCE, students become aware of their sense of identity, community and place in the world. Students can gain a better understanding of their own sense of self within a multicultural society which fosters Fundamental British Values. We aim to build knowledge, tolerance and understanding and help to encourage social cohesion through the recognition and acceptance of what makes us different as well as of our commonalities with others.</p>

Extra-Curricular & Enrichment	Topics and issues of particular relevance to our local area context are further developed through the assembly calendar and guest speakers. We have strong links in the local community including religious leaders and the emergency services and we work closely with the Careers and Mental Health and Wellbeing lead teachers to ensure that we address issues which are most relevant to our students.
Careers/Work Experience	
Careers	Dedicated time is given in each year group to a consideration of post-16 and career options.
Work Experience Offer & Staff Work Experience	Preparation for work experience is timetabled into the PSHCE curriculum in year 10.
Cultural Capital	
Ofsted Definition	It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. Cultural capital is encouraged in PSHCE by ensuring that our PSHCE curriculum is responsive to the specific needs of the students at HLC – to do this, we consider our local area context and ensure that we have access to the most up to date resources and advice available for ensuring that our students are best prepared for life. Membership of the PSHE Association and the Association For Citizenship Teaching provides access to CPD and resources that are at the forefront of subject specific research.