

Curriculum Intent Statement

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Sex and Relationships Education (SRE) and Careers Education, Information, Advice and Guidance (CEIAG) across school. The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for qualification based learning in phases 4 and 5.

PSHE

The **intent** of our PSHE curriculum is to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood. As a result of this they will:

- Increase and develop skills, concepts, knowledge and attitudes of the people and wider world around them.
- Understand and be part of a healthy relationship
- Be prepared for potential employment, within the wider world as well as understanding charities and voluntary work.
- Increase understanding of the present through the understanding of topical issues.
- Develop and use their skills in research, debate, discussion, and sharing of information. .
- Develop an interest in themselves, their community and the world, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the world.
- Develop lifelong habits in caring for themselves and the environment.
- Understand the importance of how to keep the body healthy physically and mentally and to stay safe.
- Support and develop their own physical and mental health by engaging with their local and wider communities.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary

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Pedagogy

In PSHE, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we chose to use in enabling pupils to know more, understand more and remember more. In PSHE, the following approaches will be used, and be evident in pupils' books, in order to ensure that the PSHE Learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their PSHE experiences in school:

Teaching Sequence in PSHE	<p>Relationships Exploring the relationships pupils have from birth within the family, different types of families, through childhood, adulthood, up to caring for the elderly within the family as well as in the community. Exploring the meaning of friendship, how to make and maintain friendships and how to cope with conflict as well as maintaining their own identity within different relationships they may well face as they become older.</p>	Possible pedagogical approaches used in PSHE.	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	<p>Living in the wider world Exploring the world from the pupil's doorstep, to the planet as a whole, why and how to care for the environment as well as how they can support environmental work in the home, local community and wider community through organisations and voluntary groups. Within this topic, pupils will also explore personal finance, Enterprise skills and career aspirations.</p>		Constructivism	Inquiry-based learning; outdoor learning
	<p>Health and wellbeing Exploring what it means to be healthy, physically and mentally, where to get advice and support for any issues identified with self, a friend or family member, learning about facilities in the local area that can help to support interests and develop own as well as learn new skills.</p>		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	<p>Communicate their knowledge and understanding appropriately to a variety of people using key vocabulary and knowing it's meaning. Evaluate their learning and compare with other opinions of people studied as appropriate.</p>		Liberationism	Pupil-led learning; opportunities to showcase learning
	<p>Conduct research using a variety of sources including the internet, interviewing of family and community leaders as well as careers information and guidance Interpret their findings and explore suitable ways to share them.</p>		Learning to work and using the correct vocabulary to communicate effectively.	Being introduced to the correct key vocabulary that is used to communicate British Values, sensitivity to others, respecting others and their ways of life, therefore allowing the learner to be able to communicate effectively in the workplace, community and within the wider world.

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A progressive assessment tracker maps the key skills and knowledge children have developed against the scheme of work. **The impact** is measured via teacher assessment during the delivery of lessons and recorded electronically. We would expect to see knowledge communicated through:

- Discussion
- Drama/ role play
- Writing
- Research
- Reading
- Discussion / Debate
- Interviewing each other
- Using computers and computing skills
- Statistics/ tables

- Visits to the local area

- Discussions and interviews with professionals in school and within the community.

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PSHE Pathway

PHASE 1

Completion of EYFS set objectives

PHASE 2

Study of 3 key topics per year. Complete skills and knowledge objectives.

PHASE 3

Study of 3 key topics per year. Complete skills and knowledge objectives. Start to consider option choices and career pathways.

PHASE 4

Pathway will reflect cohort/ individual students

PHASE 5

Pathway will reflect cohort/ individual students

Entry Level Qualification

Level 1/ Level 2 PSE / PSD
Qualifications

NOCN Entry Level Award /
Certificate

Vocational placement e.g health and social care
services, counselling, local council

Level 1/ Level 2 PSE / PSD
Qualifications

Apprenticeship e.g care
services

Voluntary work e.g care
homes, schools, community

Work placement - local
schools, care homes,
community projects

College to study higher level
qualification e.g BTEC, GNVQ

DESTINATION

Paid employment, voluntary/charity sector or further training