

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 Relationship and Sex Education (RSE) with Health 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 subject specific qualification based learning in phase 4 and 5.

PSHE				
INTENT	<p>To develop happy, confident and independent learners who are prepared for adulthood by:</p> <ul style="list-style-type: none"> ● To be fully safeguarded in school and the wider community ● Supporting and developing into healthy adults who have an understanding of physical and mental health and to keep themselves safe online and in real life. ● Developing and understanding relationships and how to be part of a healthy relationship ● Preparing for employment within the wider world as well as understanding charities and voluntary work. ● Developing lifelong habits in caring for themselves and the environment. ● Supporting and developing their physical and mental health by engaging with their local and wider communities. 			
Exploring Relationships				
<p>Why this - Keeping yourself and others safe is a vital part of modern day life. South Tyneside is one of the 20% most deprived districts/unitary authorities in England and about 26% (6,500) of children live in low income families. Life expectancy for both men and women is lower than the England average. Domestic Abuse in South Tyneside has risen 3.3% in the year 21-22, those reported involving students has risen by 16%. Men and women who are disabled are more likely to be a victim of partner abuse than those who are not disabled, it is therefore vital to teach our students who are classified as disabled how to keep safe.</p>				
<p>Why now - Exploring Relationships is timetabled for autumn to give students the skills and knowledge they need to learn about themselves, develop friendships and appropriate relationships in the safer school environment as well as extending these skills into their wider communities. If students are healthy and happy, attendance is high and students are ready to learn, therefore it is revisited as the first topic annually to encourage healthy mental health.</p>				
<p>Builds on - As students move through the SOW it links to previous knowledge taught and builds on through a sequenced approach. It also builds on knowledge delivered in the ICT curriculum throughout the year, in particular keeping safe units and is complimented by external guest speakers and presentations.</p>				
<p>Prepares for - The strand prepares students for the types of relationships they can have and how to maintain healthy relationships. The strand is a key element within the accreditation route many of our students take at KS4. In 2021, 100% of the students that followed NOCN units linked to PSHE were successfully gained.</p>				
	PHASE 1	PHASE 2	PHASE 3	PHASE 4

KEY knowledge/ golden thread – non negotiables Exploring Relationships	To recognise relationships within immediate family can be different	To know why different relationships are important to us and how to recognise and maintain healthy relationships	To know that relationships can change in many ways and how to manage them. To know that conflict and abuse can happen to anyone.	To know how to keep safe and report/seek help if needed in relation to relationships
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Living in the Wider World

Why this - South Tyneside Council declared a climate change emergency on 18 July 2019, they are implementing strategies that will bring about real change that aims to make the Council carbon neutral by 2030 move to cleaner, greener, renewable sources of energy and enhance our natural environment. **Injuries in the home resulted in an estimated 452,200 visits to A&E departments** (Department of Trade and Industry, 2002) and approximately **40,000 emergency hospital admissions among children of this age each year**. Students need to understand how to be responsible adult citizens who can care appropriately and make a positive contribution to society. They need to develop the knowledge and understanding of environmental changes in the world and how this affects their daily living and what they can do to influence positive collaborative change. Students need to understand the types of skills and qualities that a possible employer could be looking for.

Why now - The weather in the spring term enables students to explore the local area to experience different environments and to also celebrate World earth day giving a real life link to the work they do in the classroom. This strand also builds on previous term's work in relationships and allows for the students to work more collaboratively in enterprise projects. Students will be preparing to make their phase 4 options at the end of this term and further discussions into careers opportunities are paramount at this time.

Builds on - As students move through the SOW it links to previous knowledge taught and builds on through a sequenced approach. It also builds on knowledge taught in the Science and food curriculum and is complemented by our personal development subjects; social enterprise and natural enterprise.

Prepares for - The strand is linked to a key component of the accreditation route many of our students take at KS4, many of our students also go on to do work placements working in the care sector with animals, voluntary work with the National Trust, Council Environmental Department post 16 and this provides the key knowledge required.

	PHASE 1	PHASE 2	PHASE 3	PHASE 4
KEY knowledge/ golden thread – non negotiables for Living in the Wider World	To understand people who help us within the community	To understand and assess risks and danger in the home and local community and know the impact that humans can have on the planet	To understand, assess and manage risks and danger in the wider world and know how humans can have a positive impact on the planet	To develop skills needed to work in a team and follow health and safety in the workplace To understand about the variety of post 16 experiences available to them

Health and Wellbeing

Why this - South Tyneside is one of the 20% most deprived districts/unitary authorities in England and about 26% (6,500) of students live in low income families. **Life expectancy for both men and women is lower than the England average. In South Tyneside in 2015/16 38.1% of year 6 students measured as overweight or obese.** There is also a significantly higher proportion **7.7% of children aged 15 who regularly smoke** in South Tyneside. Students need to understand their body (to protect it and understand boundaries), how it functions (to recognise illness/abnormalities) and how to look after it (diet, exercise, abuse of it) to live long healthy lives. **Looked after children** are 7 times more likely than other children to have their personal details hacked or stolen whilst online. Students need to understand their body (to protect it and understand boundaries), how it functions (to recognise illness/abnormalities) and how to look after it (diet, exercise, abuse of it) and how to avoid unsafe behaviours to become healthy adults.

Why now - In preparation for the long summer break students need to be exposed to the benefits of the outdoor environment on physical and mental health. Students are will be fully equipped with the skills and knowledge to stay safe in their local environment during this time. Students will potentially be out and about in the local area with peers and may be at greater risk due to their vulnerabilities and need to be able to identify and respond to any emergency or dangerous situations. It is likely students will be spending more time online during the summer break and this will help them to stay safe whilst doing so.

Builds on - As students move through the SOW it builds on knowledge taught in the autumn term and its impact on positive and negative mental health, it also reinforces knowledge and skills taught in Science, ICT and PE curriculums.

Prepares for - The strand is linked to a key component of the accreditation route many of our students take at KS4, many of our students also go on to study sport at post 16 and this provides the key knowledge required. It culminates in knowledge around drug and alcohol abuse to equip students with the knowledge to make healthy lifestyle choices as they approach adulthood.

	PHASE 1	PHASE 2	PHASE 3	PHASE 4
KEY knowledge/ golden thread – non negotiables Health and Wellbeing	To name parts of the body and how to keep clean	Understanding how to maintain health, understand body changes and how to stay safe in the community	How to assess and manage risks linked to substance misuse, time online and peer pressure	Know where to access and seek support for physical and mental health (matrix, human kind, CYPS etc)

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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