



# Highworth Warneford School Department Curriculum Intent Statement



## Curriculum Intent, Implementation and Impact Statement

### Highworth Warneford School: PSHCE Department

#### Introduction – Overall Department Intent

Our Personal, Social, Health and Economic and Careers curriculum (PSHCE) has been built with the aim to support the personal development of the 'whole child', by helping them to understand how they are developing emotionally, physically and socially. At the heart of PSHE is the school aim to inspire all students to achieve the school's vision and 3 values; Integrity, Challenge and Excellence. This provides them with the knowledge, understanding, attitudes, values and skills they need in order to reach their full potential as individuals and within the community. Students are encouraged to make informed decisions about relationships, health, economic wellbeing and future choices. The PSHCE curriculum covers the three core topics: Health and Wellbeing, Sex and Relationships and Living in the Wider World. Within these topics students will explore British Values and Spiritual, Moral, Social and Cultural (SMSC) issues as well as covering the statutory Relationships and Sex education) and Health education, Citizenship and Careers programme.

#### Department implementation with the HWS 5 Keys to Curriculum Success

<p><b>Knowledge, skills and mastery</b></p>	<p>PSHCE is taught as a spiral curriculum, which is fully inclusive and responsive to the needs of our school community and local issues. PSHCE is delivered by tutors for five hours each term on a collapsed whole school rolling timetable. It is delivered by enthusiastic tutors as part of a broader whole-school approach to personal and social development.</p> <p>This spiral delivery method ensures that knowledge and skills are revisited regularly, for maximum impact. We give students access to big ideas and conversations, alongside practical experiences. At the heart of this, we encourage respect and understanding of the Protected Characteristics. Students are given opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities. This enables students to engage in healthy and lively debate, present reasoned arguments and to respectfully question ideas and issues. The schemes of work also include opportunities which link to British Values, Spiritual, Moral, Social and Cultural (SMSC) and key skills into the curriculum.</p> <p>Our PSHE programme follows the three core themes suggested by the PSHE Association. Health and Wellbeing (which includes the statutory Health education); Sex and Relationships (which includes the statutory RSE topics) and Living in the Wider World (Which includes the Citizenship). As part of the PSHCE curriculum pupils spend one term per year looking at careers' education (please see careers intent statement).</p> <p>The PSHCE curriculum is planned across each year group to best fit the 'character themes' of the term e.g., students will look at government, democracy and law in the 'Leadership' term. As students' progress through the years, they will deepen their understanding of the key issues. A 'spiralised curriculum' is used for topics such as Drugs, Alcohol and Tobacco, and Relationships to make it age appropriate and to allow them to extend their level of knowledge each year. The topics in KS3 &amp; 4 have been carefully designed as a context through which to develop the concepts, skills and attributes set out below. Although the specific content of PSHCE education will constantly evolve as the world changes, these concepts are timeless. It is not enough to simply teach students about the issues covered in the suggested subject content. It is vital that students have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them. When planning a scheme of work for PSHE education, we ensure there is a balance of these overarching concepts.</p>
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	<p>Overarching concepts developed through the Programme of Study:</p> <ul style="list-style-type: none"> <li>• <b>Identity</b> (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online);</li> <li>• <b>Relationships</b> (including different types and in different settings, including online);</li> <li>• <b>Health</b> (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices);</li> <li>• <b>Risk</b> (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world);</li> <li>• <b>Diversity and Equality</b> (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010);</li> <li>• <b>Rights</b> (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts);</li> <li>• <b>Change</b> (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance);</li> <li>• <b>Power</b> (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes);</li> <li>• <b>Careers</b> (including enterprise, employability and economic understanding).</li> </ul> <p style="text-align: center;">(taken from PSHE Association Toolkit – November 2017)</p> <p>At the start of each unit students will complete a baseline assessment of what they know using the Personal Learning checklist (PLC), this will then be reviewed at the end of the lesson. At the end of each term students will complete a ‘Self- Assessment’ of the unit. At the end of each year students will review their progress through a questionnaire. PSHCE books will be checked by tutors at the end of each unit.</p>
<b>Literacy and numeracy</b>	<p>We strive to improve literacy and numeracy in our PSHCE curriculum. Students are encouraged to keep a glossary of subject specific terms for each unit and retrieval tasks within the lessons give students an opportunity to use these key words. Tutors are encouraged to use extracts from books to enable them to deliver the lessons. Across the year pupils are given opportunities to practise different types of reading such as ‘skim’ and ‘scan’. Pupils are also given a range of opportunities to practise their extended writing skills using school wide techniques such as PEEL paragraphs and PAFF (Purpose, Audience, Format, Formality) in response to PSHCE themes and topics of debate.</p>
<b>Entitlement and engagement</b>	<p>Our PSHE is mapped out across the Key Stages to ensure the learning journey flows over the five years. Each unit has a PLC which enables learners to see the ‘big picture’ and assess their progress over time. PSHCE is taught within tutor groups which helps to create a supportive and comfortable learning environment, in which students are able to discuss sensitive issues. We are committed to the inclusion of all pupils and we seek to ensure that the individual needs of students are fully met in PSHE lessons.</p> <p>Within lessons the content is delivery through a variety of learning strategies and the emphasis on reflection time for students to consider and formalize their own personal response to the issues arising from the curriculum is very important. This enables us to deliver the curriculum but use the content of the topics within PSHCE to assist in developing students in their own nature and character prior to becoming more independent in later life.</p>



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<b>Aspiration and wellbeing</b>	<p>At the heart of the PSHE and Careers curriculum is the wellbeing of our pupils. PSHE lessons provide an opportunity to reflect on Fundamental British Values and SMSC issues. Part of the core values in PSHE lessons are Integrity, Challenge and Excellence. The PSHE topics are mapped out so that they enhance the termly character development.</p> <p>As part of the PSHE curriculum pupils are taught 'Careers education'. However, there are many opportunities to look at careers related to the PSHE topics e.g. The role of the police. Through PSHE lessons pupils also get to meet a range of visitors from the different workplaces.</p> <p>PSHE lessons are planned to suit the needs of all learners, but each lesson also includes a number of challenge tasks to extend pupil understanding.</p>
<b>Community, respect and enrichment</b>	<p>Our PSHE learning journey is carefully considered to validate they are broad and balanced, promoting tolerance, cultural diversity as well as being spiralled, evolving the skills and attributes needed in order for students to achieve the school's values of Integrity, Challenge and Excellence. The local community have an important part to play in the PSHCE curriculum. As part of our lessons, we invite a range of visitors to lessons e.g., Wiltshire Fire service, the police. The relationship we have forged with the local community highlight the impact of PSHE on wider society.</p>

### Curriculum implementation

All pupils from Year 7-11 receive 5 hours of PSHCE per term on a rolling basis. Each PSHCE lesson is planned and tailored to the needs of our students. Lessons are created by the PSHCE team and delivered by a committed and passionate team of tutors. All content aims to be fully inclusive in nature and we regularly review our materials in light of the changes we see in the world around us.

In addition to the PSHE lessons we also cover PSHE through:

- Tutor time activities
- Assemblies
- House activities/ charity events
- School Council
- Educational visits and trips