

## PSHE Intent Statement KS3 & KS4

### Impact

To give young people the knowledge and attributes they need to manage their lives now and in the future. These skills and attributes help young people to stay healthy, safe, and prepare them for life and work in modern Britain.

### Goal for every student

- To enable young people to become more resilient and improve their own self-esteem, risk-management, team work and critical thinking.
- To focus on the core elements of health and well-being, relationships and the wider world including preparation in relation to finance and careers.
- To prepare young people to become active and responsible citizens.
- To be aware of the importance of healthy relationships.
- To allow young people to explore issues relating to drugs and relationships.
- To ensure that the law on drugs and sex are clear throughout key topics.
- To prepare young people for their own career ideas as they progress onto adulthood.
- To ensure that the views of others are respected in line with British values.
- To encounter employers and consider the skills and qualities needed in the workplace, in line with Gatsby benchmarks.
- To ensure that young people make responsible decisions regarding drugs and relationships.
- To promote citizenship education in line with guidelines on the teaching of issues such as the democracy, law and fundamental values in British society.

### Implemented pace

One topic per half term (depending on the nature of the term and the needs of individual groups). Some groups, for example, may need more time on preparation for their post-16 options compared to others. Some groups may need more intervention regarding drugs or relationships.

The time spent on these topics, therefore, depends on student/staff voice and the needs of the young people. T4W strategies are present during the introduction of key topics, specifically a never-heard-the-word grid. Due to the nature of the subject, model answers and exam preparation do not feature in a scheme of work.

A distinction is made between the topics covered in KS3 and KS4, showing age appropriate lessons in relation to drugs, sex/relationships education and careers. This shows a sequential approach to dealing with real-world issues that will directly apply to the young people that we teach. Links are made with prior learning, although the issues within various topics increase in relation to the issues and debates within the lesson.

### Impact

The impact of PSHE on young people is ultimately reflected on the choices and decisions that they make inside and outside of school. However, the progress of young people can be seen within the discussions that take place in lessons and the tasks carried out in books. Pupils will be able to reflect upon and apply the knowledge gained within lessons to life outside of the classroom, as well as making links between previous lessons and topics lower down the school – ensuring that higher order thinking and mastery can develop as the years progress. Links will also be made

between the PSHE curriculum as well as other areas of the school e.g. Contraception lessons in PSHE and Science.

All young people produce a self-assessment at the end of each topic to reflect upon their own learning and the target(s) they need to set themselves for the next. Schemes of work are moderated in relation to student/staff voice as well as statutory guidelines e.g. DfE guidelines on sex and relationships education (February 2019). Schemes of work are updated on a regular basis to reflect the nature of the changing society and world we live in.