

The Secondary PSHE Curriculum Overview

Intent

The PSHE curriculum is designed to meet the needs of a diverse range of learners, entering the service at different points throughout the school year.

Learners attending Integration may only do so for a short period of time. Learners at Intervention and Independence attend for a more sustained period. All learners need access to a broad and balanced curriculum.

The PSHE curriculum has been designed so that pupils develop the knowledge and skills they need to keep themselves healthy and safe, and prepare them for life and work. It should have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

In KS3, students should build on the knowledge and understanding, skills, attributes and values they have acquired and developed during primary education. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At KS4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during KS3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

The PSHE curriculum aims to develop skills such as resilience, self-esteem, teamworking and critical thinking in the context of three core themes as identified by the PSHE Association: 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World' (including economic wellbeing and aspects of careers education). It includes the relationships and health aspects of PSHE education that will be compulsory in schools from September 2020.

Teachers will personalise the programme study to meet the particular needs of individuals and groups of learners. PSHE will be taught in lessons as well as being embedded into other areas of learning both in and beyond the classroom. Learners will also benefit from visits from organizations such as Adviza in support of careers education. ICollege will participate in nation-wide PSHE-themed weeks/days such as Anti-bullying week and Safer Internet Day to further enrich PSHE provision.

Impact

Studies have shown that school based PSHE programmes can benefit pupils for seven outcome measures: social skills, antisocial behaviour, substance abuse, positive self-image, academic achievement, mental health, and prosocial behaviour. Though difficult to link directly to PSHE, academic progress in core subjects is assessed and tracked using B Squared and teacher assessment. Behaviour and attitude to learning is recorded on TBBs.

INSPIRATIONKS1& 2

Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATIONKS3&4

22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTIONY9&10

88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCEY11&KS5

Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

Integration

The curriculum will be taught via a twelve-week (24 lesson) programme which will repeat up to three times each year. Within this programme, each of the core areas - 'Health and Wellbeing', 'Living in the Wider World' and 'Relationships' - are visited. This ensures that pupils at integration, who may only attend for a short time, receive a balanced range of PSHE provision during their time at ICollege. Pupils in attendance at integration for longer periods of time, will cover topics at greater depth each time they are revisited. The timing and delivery of any aspect will be appropriate to the age and needs of the students concerned.

All secondary students have the opportunity to participate in a Relationships and Sex Education (RSE) programme which is delivered through the National Curriculum (Science) and PSHE. PSHE is the main contributor to the delivery of RSE and forms part of our commitment to the Spiritual, Moral, Social and Cultural (SMSC) elements of the curriculum. The focus is on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships and prepare them for their adult life. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect.

We will ensure that all RSE content will be relevant to the age, understanding, cultural background and circumstances of the students. They will also reflect their needs in terms of language, learning styles and abilities.

Health and Wellbeing

Living in the Wider World

Relationships

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Identity and self-concept, healthy and unhealthy coping strategies, healthy Lifestyle, Drugs, Alcohol and Tobacco, Gambling, First Aid, STIs and Contraception Friendship, Intimate relationships, Stable relationships and marriage Pornography	Managing changing relationships, unhealthy relationships, bullying, consent, parenthood and pregnancy Gangs and County Lines Learning Skills, Career and volunteer choices, CV writing Employment rights and responsibilities Managing money Social media and online sharing	Identity and self-concept, healthy and unhealthy coping strategies, healthy Lifestyle, Drugs, Alcohol and Tobacco, Gambling, First Aid, STIs and Contraception Friendship, Intimate relationships, Stable relationships and marriage Pornography	Managing changing relationships, unhealthy relationships, bullying, consent, parenthood and pregnancy Gangs and County Lines Learning Skills, Career and volunteer choices, CV writing Employment rights and responsibilities Managing money Social media and online sharing	Identity and self-concept, healthy and unhealthy coping strategies, healthy Lifestyle, Drugs, Alcohol and Tobacco, Gambling, First Aid, STIs and Contraception Friendship, Intimate relationships, Stable relationships and marriage Pornography	Managing changing relationships, unhealthy relationships, bullying, consent, parenthood and pregnancy Gangs and County Lines Learning Skills, Career and volunteer choices, CV writing Employment rights and responsibilities Managing money Social media and online sharing

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 01635 877114

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 01189 416636

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 01635 49397

INDEPENDENCEY11&KS5

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 Newbury . Berks . RG14 1QY
 01635 48872

Intervention

Our PSHE curriculum is delivered weekly through PSHE lessons, the National Curriculum (Science), visiting speakers and specialists, and participation in nation-wide PSHE-themed weeks/days; it is also embedded into other areas of the curriculum and day-to-day life of the schools. Within this programme, each of the core areas - 'Health and Wellbeing', 'Living in the Wider World' and 'Relationships' - are visited so that students receive a balanced range of PSHE provision during their time at ICollege.

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Health and Wellbeing

Living in the Wider World

Relationships

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3	Drugs and alcohol Mental health and emotional wellbeing	Digital literacy and online safety Recognising and developing skills and aspirations	World Views religious education Discrimination and Diversity	Health and puberty Personal Safety in and outside school	Building different relationships. Identity and relationships, gender identity and introduction to contraception.	Financial decision making Community and careers
KS4	The wider impact of drugs and alcohol including laws and sources of support. Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Employability skills Recognising personal skills and qualities and how they are transferrable. Setting career goals and exploring options.	World Views Addressing extremism and radicalisation Managing respectful relationships and changes in relationships	Healthy lifestyle - diet, exercise, lifestyle balance and healthy choices. Personal safety and peer influence including first aid	Intimate relationships, consent, contraception, STIs, and pornography Healthy relationships, sex expectations, myths, pleasure and challenges.	The impact of financial decision-making including gambling and debt. Work experience

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Independence

Our PSHE curriculum is delivered weekly through PSHE lessons/ workshops, Careers lessons, the National Curriculum (Science), visiting speakers and specialists, and participation in nation-wide PSHE-themed weeks/days; it is also embedded into other areas of the curriculum and day-to-day life of the schools. Within this programme, each of the core areas - 'Health and Wellbeing', 'Living in the Wider World' and 'Relationships' - are visited so that students receive a balanced range of PSHE provision during their time at ICollege.

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Health and Wellbeing

Living in the Wider World

Relationships

PSHE curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS4	Risky behaviours Responsible health choices, and safety in independent contexts including, drug and alcohol abuse and smoking. First Aid	Relationships Personal values, assertive communication (also in relation to contraception and sexual health), relationship challenges and abuse, pregnancy	Diversity, Prejudice and World Views Values, culture, traditions, beliefs and practices of different people across the globe.	Building for the future Self-efficacy, stress management, and future opportunities Mental health and support	Families Different families and parental responsibilities, marriage and forced marriage and changing relationships	
KS5	Independence and Risky behaviours Responsible health choices, and safety in independent contexts including, drug	Relationships Personal values, assertive communication (including in relation to contraception and sexual	Diversity, Prejudice and World Views Values, culture, traditions, beliefs and practices of different people across the	Building for the future Self-efficacy, stress management, and future opportunities. Mental health and support	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and	

	<p>and alcohol abuse and smoking. Recognising sources of support and when they are needed. First Aid, Travel Safety</p>	<p>health), relationship challenges and abuse</p>	<p>globe.</p>		<p>changing relationships</p>	
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Careers curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS4	<p>Recognise how you are changing and strengths and interests</p> <p>Discuss your wellbeing, progress and achievements in a positive way</p> <p>Know where to get support and build your personal network.</p> <p>Explain different careers</p> <p>Discuss the skills involved in managing your own career</p>	<p>Explain how work and working life is changing</p> <p>Be able to find relevant labour market information (LMI) and use it in your career planning</p> <p>Show how you are developing the qualities and skills which will help you to improve your employability – CVs, applications, visits and work experience.</p>	<p>Be able to research your education, training, apprenticeship, employment and volunteering options</p> <p>Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion</p> <p>know how to make plans and decisions carefully</p>	<p>Be aware of the laws relating to young people’s permitted hours and types of employment</p> <p>Know how to minimise health and safety risks to you and those around you</p> <p>Show that you can manage finances in relation and know what support is available.</p>	<p>Review and reflect upon how you are benefitting as a learner</p> <p>Explain strategies to improve success in a selection panel scenario.</p> <p>review and reflect on previous transitions to help you improve your preparation for future moves</p>	
KS5	<p>Assess how you are changing and be able to match your skills, interests and values to requirements</p>	<p>Reflect on changing career processes and structures and their effects on your career</p>	<p>Be able to research and evaluate progression pathways</p>	<p>Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to</p>	<p>Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee</p>	

	<p>and opportunities in learning and work</p> <p>Reflect on the positive elements in your career story showing that you are managing your own wellbeing, progress and achievements</p> <p>Develop and make the most of your personal networks of support and show that you make best use of careers information, advice and guidance services</p>	<p>development.</p> <p>Show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences</p> <p>Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and coworkers</p>	<p>Know how to make career enhancing plans and decisions</p> <p>Discuss the personal, social, economic and environmental impacts of different kinds of work in the context of personal career satisfaction</p>	<p>support your future career</p> <p>Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace.</p> <p>Show how you are developing your personal financial capability</p>	<p>know how to prepare for, perform well and learn from participating in selection processes</p> <p>Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions</p>	
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Ongoing underlying themes: Developing yourself through careers, employability and enterprise education. Learning about careers and the world of work. Developing your careers management, enterprise and employability skills

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