

PSHE Curriculum at Woodview

Intent

At Woodview, we recognise that good personal, social and health education (PSHE) helps our young people develop the skills, knowledge and attributes that will help them manage their lives, now and in the future. It will support them to be safe, healthy and prepared to make the most of life's opportunities. We appreciate that young people in the 21st century live in an increasingly 'connected' world and aren't always able to recognise or separate the 'offline world' from the 'online world'; therefore, it is important that topics are explored within the context of both.

Our PSHE curriculum is informed by the PSHE Association Programme of Study and covers the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE). In addition, it also includes the aspects of PSHE that relate to careers education, economic wellbeing, and preparing for adulthood, which supports improved life chances.

Implementation

PSHE at Woodview is delivered through a diverse, stimulating curriculum that meets the individual needs of all students. The curriculum has been designed to be adaptable and flexible so we are able to meet the unique needs and abilities of each individual as we recognise that their development will not necessarily correspond to their chronological age or their key stage in many aspects of their learning in PSHE.

We appreciate that it is important to focus on the quality of learning, rather than the quantity of 'topics' covered, and learning may need to be regularly re-visited and consolidated, providing opportunities to explore, recognise and understand what is being taught. This will help students develop key communication skills, vocabulary, strategies, and the confidence to help manage issues when they encounter them, such as knowing how to seek help when necessary.

Within Woodview, PSHE covers the following core themes as part of a spiral curriculum:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The teaching of these three core themes is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

Within each section are key topic areas, although there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

Within key stage 3, students build on the knowledge and understanding, skills, attributes and values they acquired and developed during the primary phase of their education, whilst acknowledging and addressing the changes our students are experiencing. These include the transition to Woodview, the challenges of adolescence and their increasing independence. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media, at an appropriate level.

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3, at a pace that suits them.

To ensure a high quality of teaching and learning, teachers will have access to continued professional development/training and be supported by the Lead Teacher and Head of Education in the planning and delivery of their PSHE.

Impact

We recognise that assessment in PSHE is especially important to evidence the progress of students with SEND and to identify future learning needs. Ipsative assessment is the most meaningful mode of assessment, where each individual's starting point is the benchmark against which progress is measured (rather than judging them against the performance of others).

Therefore, the approach we take to assessment is:

1. Carry out a baseline assessment before starting a new 'piece of learning'.
2. Use assessment for learning, such as structured questioning, mini-plenaries, feedback and next steps, to gauge understanding, adapt teaching and maximise learning.
3. At the end of the 'piece of learning', carry out assessment of learning, which will be recorded on Evidence for Learning, as evidence of progress and to inform future teaching.

Whilst using an ipsative approach to assessment, we will use the PSHE Association's progressive learning outcomes for key stage 3 and 4 to record and track students' progress. This will provide a shared language and ensure cohesion and consistency.

Work scrutiny, planning moderation and learning walks/lesson observations provide a triangulated approach to overseeing the impact and quality of PSHE teaching and learning.

Also see the Relationship and Sex Education Policy saved on our website - [Policies - Ingfield Manor School](#)