

## Personal Social Health and Economic (PSHE) & Citizenship

Vision and Aims			
OPPORTUNITY	PURPOSE	SUPPORT	SUCCESS
Pupils will have the opportunity to engage in education through bespoke, individualised timetables to re-engage in mainstream education and vocational learning.	Pupils will be encouraged to discover their purpose in education after being permanently excluded or at risk of being permanently excluded from mainstream settings to provide them with a clear direction for the future.	Pupils will be supported through their individual challenges to develop and improve their wellbeing, social interaction, academic progress and achievements.	Pupils will experience success through their curriculum pathways to fulfil their individual potential enabling them to secure positive and aspirational futures.

### PSHE & Citizenship Curriculum Intent

Pupils on roll with our academy may have poor social, emotional and/or behavioural difficulties. Many pupils will display challenging behaviour, lack resilience and engage in risk taking behaviours such as substance misuse. Pupils often lack aspirations or support from parents. PSHE education gives pupils the knowledge, skills, and attributes they need to be healthy and safe and to prepare them for life and work in modern Britain. Our aim is to provide pupils with **opportunities** where they can identify risk and develop strategies to keep themselves safe. We aim for pupils to recognise the long-term **purpose** of being healthy, both physically and emotionally. The PSHE and Citizenship curriculum will ensure that pupils develop a broad range of skills and knowledge that will enable them to actively and safely participate in the world in which they live. We will provide a curriculum that **supports** pupils to make informed choices about their health, relationships and career. Pupils will be taught how to manage money, understand the law and identify healthy and unhealthy relationships so that they can experience **success** in the adult world. We provide a curriculum that will equipping pupils with the skills and knowledge to critically explore political and social issues and enable pupils to become confident and resilient individuals capable of managing their lives now and in the future.

Our curriculum ensures that pupils are prepared for their life after education, preparing them for life and work in modern Britain. The development of personal attributes such as resilience, risk management, self-esteem and communication will enable pupils to be confident when faced with new and challenging situations or when in unfamiliar surroundings as they move towards the next step, post-16. We aim for pupils to have the necessary personal and social skills for them to experience individual **success** in their lives beyond our academy.

Our intent enables pupils to:

- Develop strategies to build their resilience, independence and confidence;
- Know the importance of being physically and mentally healthy;
- Be able to recognise healthy and unhealthy relationships;
- Be able to keep themselves safe in sexual relationships;
- Develop knowledge and understanding of what it means to be a good citizen;
- Learn about their rights and responsibilities in the wider world;
- Be aware of the variety of future career opportunities;
- Prepare for their futures beyond our academy.

## Content

PSHE and Citizenship content is shared in the long-term curriculum plan below. Content is divided into 6 academic terms for pupils who are site based. Curriculum content is taken from elements of the National Curriculum. PSHE and Citizenship content is delivered via 3 core themes:

1. Health and wellbeing
2. Relationships
3. Living in the wider world

Pupils who attend the Alternative Provision Team each have bespoke, individualised content planned for based on their individual personal needs. An example of the curriculum content for these pupils can be seen in the example long term plan. Individual long-term plans are devised

per pupil. Bespoke content may include themes including drugs, alcohol, managing wellbeing, healthy/unhealthy relationships, abuse, STIs, contraception, pregnancy, consent, law and order, politics, discrimination, CVs, career pathways and interview techniques.

At the KS4 Sawley site, Citizenship is delivered as a GCSE. The 5 units include:

1. Citizenship skills, processes and methods
2. Life in modern Britain
3. Rights and responsibilities
4. Politics and participation
5. Active citizenship

The 5 themes are designed to give pupils a well-rounded idea of how to act like a good citizen in the UK, including rights and steps that you can take to become an active citizen in the country in which they currently reside.

## Implementation

Delivery of PSHE and Citizenship is either via site based small classes, targeted intervention or one to one teaching. This allows pupils to learn in an appropriate environment and positively promotes engagement in learning. We encourage learning with flexible and bespoke **support** strategies identified per individual pupil in their 'pupil information pack'.

The sequencing of PSHE ensures that content is taught in a logical order so that pupils build on knowledge. It begins with a focus on their personal skills, health and wellbeing and moves onto explore their role in society. This allows pupils the **opportunity** to develop relevant personal knowledge about managing their emotions, wellbeing and behaviour so that they can then apply these strategies within other subjects to enhance learning and experience **success**. When pupils transition between our academy sites they are able to transfer their knowledge and apply to different scenarios. We utilise a wide range of physical resources such as mock drug trays and models of lungs to demonstrate the impact of smoking.

Mindfulness is practiced and promoted to raise awareness of, and improve, emotional wellbeing, concentration and focus. The academy has also worked towards achieving the Carnegie Mental Health Award.

Pupils at Bennerley and Sawley can achieve individual AQA unit awards which evidence their knowledge in topics such as equality, discrimination, drugs, alcohol, gangs, internet safety, hygiene and career planning. AQA units are tailored to meet the demands of the pupils.

At KS4, pupils are also able to engage in dedicated Citizenship lessons which are delivered in line with GCSE Citizenship.

In the Alternative Provision Team, pupils have the **opportunity** to develop their personal and social skills on an individual basis with their keyworker. Each pupil will have bespoke content planned for to address their needs so that they can function in society beyond year 11. Content is delivered for pupils to achieve various ASDAN Short Courses such as PSHE, Careers and Experiencing Work, Citizenship and Sex & relationships.

### **Assessment**

Pupils are baseline assessed to ensure that they are set appropriate targets and work can be differentiated accordingly. Assessments are used as appropriate to each site to evidence progress towards targets to measure **success**. Pupils are continually assessed on their grasp of content covered and outcomes are set each lesson to support or extend their understanding. Formative teacher assessment will take place during each PSHE and Citizenship lesson.

Summative assessments at the end of topics will be completed for all pupils not working towards formal qualifications. Summative assessment for KS4 pupils is the **opportunity** to complete their formal GCSE Citizenship exam and other pupils may achieve certificate AQA unit awards in specific topics. APT pupils may achieve a range of ASDAN Short Courses depending on their bespoke curriculum offer to meet their needs and length of time on roll.

All pupils are also assessed for progression in accordance with the whole academy bespoke assessment and tracking 14 Step Scale. Pupils are assessed through progress trackers of Careers, Mental Health, Relationships, Sex Education and Staying Healthy and Safe. All pupils will have a baseline and target set using the 14 Step Scales, regardless of site, age, ability or qualification being studied. The **purpose** of this scale enables our academy to track progress in PSHE and Citizenship across all pupils and enables them to achieve individual **success** regardless of their starting point and transitions between sites.

## Impact

Pupils experience progress through the bespoke **support** strategies implemented. We aim for all pupils to experience individual **success** in PSHE and Citizenship through individual target setting and use of high expectations.

There is a strong emphasis on this curriculum content as many pupils will need to develop their personal skills such as self-esteem and resilience to be successful in core subjects. Early entry for AQA unit awards and the ASDANs is intended and has a positive impact on self-esteem and builds confidence that can extend to the GCSE pathway if appropriate. KS3 pupils achieve specific AQA unit awards which enables them to progress to a higher level and increase depth of knowledge and skill when studying GCSE Citizenship. All pupils are encouraged to make maximum progress whilst on roll with short term and long-term target setting. Each pupil is able to make progress towards personal social/emotional and careers targets each half term in their ILPs. Keyworkers assess the short-term impact for each pupil each half term.

Long term aspirational targets are also set in terms of qualifications and the 14 Step Scale. Pupils will be encouraged to work towards the next level qualification where time allows.

PSHE knowledge developed can be transferred successfully to our vocational qualifications offered through our Alternative Provision commissioning process. AP sites that offer sports related qualifications will utilise pupil's knowledge of the human body, hygiene, mental health and social skills to communicate as team players and leaders. Pupils engaging in the Public Services course will embed their knowledge of the law, Government structure, rights and responsibilities as a citizen.

## Career links with the PSHE & Citizenship Curriculum

The long-term plan has a careers focus for each term which links the topic to related PSHE and Citizenship based careers (see below). Throughout the curriculum, there are opportunities to link their knowledge to 'real life' applications and build foundations for the next step.

Careers education in itself is also delivered as part of our PSHE curriculum so that pupils learn about their different choices and pathways.

Teachers discuss what careers are available involving a particular subject. Progression pathways, next steps training and post-16 education **opportunities** are identified. Pupils are given opportunities to research career pathways and expand their knowledge of different careers. They are encouraged to be aspirational and are exposed to a wide variety of careers. Careers is delivered by both teachers and teaching assistants and is also embedded in the timetabled curriculum at each academy site.

<b>PSHE &amp; CITIZENSHIP QUALIFICATION PATHWAYS</b>					
	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2
<b>Alternative Provision Team</b>	ASDAN Short Course in Careers & Experiencing Work**	ASDAN Short Course in Careers & Experiencing Work**	ASDAN Short Course in Careers & Experiencing Work**	ASDAN Short Course in Careers & Experiencing Work**	ASDAN Short Course in Careers & Experiencing Work**
	ASDAN Short Course in Citizenship**	ASDAN Short Course in Citizenship**	ASDAN Short Course in Citizenship**	ASDAN Short Course in Citizenship**	ASDAN Short Course in Citizenship**
	ASDAN Short Course in PSHE**	ASDAN Short Course in PSHE**	ASDAN Short Course in PSHE**	ASDAN Short Course in PSHE**	ASDAN Short Course in PSHE**
	ASDAN Short Course in Relationships & Sex Education**	ASDAN Short Course in Relationships & Sex Education**	ASDAN Short Course in Relationships & Sex Education**	ASDAN Short Course in Relationships & Sex Education**	ASDAN Short Course in Relationships & Sex Education**
<b>Sawley site</b>	AQA unit awards EL1	AQA unit awards EL2	AQA unit awards EL3	AQA unit awards Level 1	AQA unit awards Level 2
				GCSE Citizenship grades 1-3	GCSE Citizenship grades 4-9

\*\*ASDAN Short Courses are not certificated at a specific level, the tasks are differentiated for the level of the pupil\*\*

## Long Term Plan – PSHE 2021-2022

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Core Theme 1: Health and Wellbeing</p> <p><u>Self-Concept</u></p> <p>Core Theme 1: Health and Wellbeing</p> <p><u>Healthy Lifestyles</u></p> <p><u>Healthy Decisions</u></p> <p><u>Drugs, Alcohol, Tobacco</u></p> <p>Pupils are taught to be aware of factors that can affect their wellbeing including substance misuse and gang activity.</p> <p>Core Theme 3: Living in the Wider World</p> <p><u>Learning Skills</u></p> <p><u>Sawley KS4 AQA Units</u></p> <p><u>Healthy Lifestyles</u></p> <p><u>PSE029</u></p>	<p>Core Theme 2: Relationships</p> <p><u>Bullying, Abuse and Discrimination</u></p> <p>Pupils are taught to have an awareness of disabilities and develop respect and understanding of differences and the importance of equality.</p> <p>Core Theme 2: Relationships</p> <p><u>Social Influences</u></p> <p>Pupils are taught to be aware of factors that can affect their wellbeing including: developing an understanding of the risk of Trafficking, Child Exploitation and County Lines.</p> <p><u>Sawley KS4 AQA Units</u></p> <p><u>108824 Consent and Relationships, PSE014</u></p> <p><u>Sex and Relationships</u></p> <p>Responsibilities and qualities of effective parents or carers</p>	<p>Core Theme 1: Health and Wellbeing</p> <p><u>Mental Health and Wellbeing</u></p> <p>Pupils will be taught the importance of inclusion, building empathy and emotional literacy to promote tolerance and acceptance of others and their differences.</p> <p>Mental Health Champions training for pupils</p> <p>Core Theme 2: Relationships</p> <p><u>Positive Relationships and Values</u></p> <p>Pupils are taught to be aware of factors that can affect their wellbeing including: risks of domestic abuse, FGM and forced marriage.</p> <p><u>Sawley KS4 AQA Units</u></p> <p><u>PSE024 Emotional Wellbeing</u></p> <p>Stress; causes, effects and management</p> <p>Prejudice – definition and consequences</p>	<p>SRE</p> <p><u>Puberty and Sexual Health and Fertility</u></p> <p><u>Contraception and Parenthood</u></p> <p>Core Theme 3: Living in the Wider World</p> <p><u>Choices and Pathways</u></p> <p><u>Employment Rights and Responsibilities</u></p> <p><u>Sawley KS4 AQA Units</u></p> <p><u>Making Informed Career Choices PSE034</u></p> <p><u>Applying for Jobs and Causes PSE039</u></p> <p>Careers: support, research, and choices</p> <p>Job Applications and CVs</p> <p>Interview Preparation and Skills</p> <p>Shortlisting</p> <p>Careers Action Planning</p> <p>Lifelong Learning</p>	<p>Core Theme 2: Relationships</p> <p><u>Forming and Maintaining Relationships and Consent</u></p> <p>Pupils revisit their understanding of differences, tolerance and equality, including the knowledge and understanding of disabilities.</p> <p>Pupils will revisit the understanding of the risk of Trafficking, Child Exploitation and County Lines when discussing positive relationships and consent.</p> <p>Core Theme 3: Living in The Wider World</p> <p><u>Financial Choices</u></p> <p><u>Sawley KS4 AQA Units</u></p> <p><u>Personal Finance</u></p> <p><u>PSE019</u></p> <p>Financial Service and banking terminology</p>	<p>Core Theme 1: Health and Wellbeing</p> <p>Pupils are taught to be aware of factors that can affect their wellbeing including: developing an understanding of Online and Offline Safety and the risks.</p> <p><u>Self-Concept</u></p> <p>Core Theme 1: <u>Health and Wellbeing</u></p> <p><u>Managing Risk and Personal Safety</u></p> <p>Mini First Aid course for pupils</p> <p>Core Theme 3: Living in the Wider World</p> <p><u>Learning Skills</u></p> <p><u>Sawley KS4 AQA Units</u></p> <p><u>Personal Safety PSE049</u></p> <p><u>and Drug Education</u></p> <p><u>PSE009</u></p> <p>Dangers in the home and workplace</p>

<p>Constituents of a healthy diet and their importance</p> <p>Benefits of regular exercise &amp; value of promoting physical wellbeing</p> <p>Local facilities to promote physical wellbeing</p> <p>Eating disorders; causes, symptoms, treatment</p> <p>Health support available</p> <p>DRABC</p> <p>Personal Action Plan</p>	<p>Positive factors of friendship and relationships</p> <p>Commitment and Marriage</p> <p>Relationship breakdown, consequences and support</p> <p>Contraception and STIs, and Support Available</p> <p>Consent and Abuse</p> <p>Current Issues - Media and the Impact</p> <p>Pornography</p>	<p>Equal Opportunities</p> <p>Bullying- definition and consequences</p> <p>Mental Illness; treatment and support</p>		<p>Deductions, taxes and pensions</p> <p>Interest and credit</p> <p>Benefits and Support</p>	<p>UK law relating to safety</p> <p>Internet Safety</p> <p>Alcohol content and government guidelines</p> <p>Health risks and social problems linked to alcohol, tobacco and substance use</p> <p>Drug classification and UK Law</p> <p>Support Available</p>
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## Half Termly Career Focus

### Core Theme 3: Living the Wider World: Work and Careers

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sports Coach	Social Worker	Counsellor	Nurse	Bank Assistant	Police Officer