

PSHE at Casterton

Purpose of Study

Follow this link to find the PSHE Association Programme of study;

[https://fs.hubspotusercontent00.net/hubfs/20248256/Programme%20of%20Study/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20\(Key%20stages%201%E2%80%933\)%2c%20Jan%202020.pdf?hsCtaTracking=d718fa8f-77a8-445b-a64e-bb10ca9a52d8%7C90ef65f6-90ab-4e84-af7b-92884c142b27](https://fs.hubspotusercontent00.net/hubfs/20248256/Programme%20of%20Study/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20(Key%20stages%201%E2%80%933)%2c%20Jan%202020.pdf?hsCtaTracking=d718fa8f-77a8-445b-a64e-bb10ca9a52d8%7C90ef65f6-90ab-4e84-af7b-92884c142b27)

PSHE and RSE Policies

<https://www.castertoncollege.com/about-us/policies>

The following policies can be found on the link above;

**Anti Bullying Policy
Mental Health and Emotional Wellbeing Code & Procedure'
Sex & Relationships Education Policy**

Aims

Personal, Social, Health and Economic Education is an important and necessary part of all pupils' education. It is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

The curriculum topics are based on the statutory guidance from the Department for Education and deliver relationships and sex education. It aims to promote healthy lifestyle choices, develop resilience and signpost support for mental health, as well as prepare our students to be well-rounded young people who can engage positively in the wider world. The curriculum is divided into three strands — Health and Wellbeing, Relationships, and Living in the Wider World. The curriculum and topics have been carefully planned, taking account of the age of pupils and ensuring it meets the needs of pupils and parents and reflects the community we serve.

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. 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 key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Hours of Study (1 lesson = 1 hour)

Year	Hours per two week cycle	Hours per year (40 weeks)	Number of students
7	1	20	175
8	1	20	154
9	1	20	164
10	1	20	177
11	1	12	187

Timetabling and Setting Notes

Personal, Social, Health and Economic Education (PSHE) is delivered as part of a timetabled PSHE programme in Years 7-11. All students have one PSHE lesson a fortnight and the lessons are delivered by a dedicated team of PSHE staff.

Programmes of Study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Health and wellbeing Transition to secondary school The importance of PSHE Puberty – The physical and emotional changes	Health and wellbeing Personal hygiene Resilience Self-esteem and emotional wellbeing	Relationship and sex education What makes a good parent Resolving conflict What is diversity	Relationship and sex education Recognising and preventing bullying Child sexual exploitation Child criminal exploitation	Health and wellbeing Personal safety in and out of school Prevent Water safety	Careers The value of money Raising aspirations Student voice
Year 8	Healthy and well being The importance of PSHE Nutrition Healthy active lifestyle	Health and wellbeing Alcohol misuse Screen time Risky behaviours online	Relationship and sex education Different relationships What makes a healthy relationship Social influences and tackling peer pressure	Relationship and sex education Sex and consent online Recognising and preventing discrimination Recognising and preventing bullying	Health and wellbeing First aid Body image Anti-social behaviour	Careers Equality of opportunity and life choices Career aspirations Student voice
Year 9	Careers Learning strengths, career options and goal setting as part of the GCSE options process. Life after GCSE's Employability skills	Careers Financial futures Types of employment Rights in the workplace	Relationship and sex education Spotting unhealthy and abusive relationships Sexuality and gender identity Consent	Relationship and sex education Sex relationships and the media Contraception Practising safe sex	Health and wellbeing Peer exploitation County lines Drug misuse	Health and wellbeing Online safety Media reliability Student Voice
Year 10	Careers Time management What is university Understanding apprentices	Careers Preparation and readiness for work including CV writing interview technique.	Relationship and sex education Understanding consent Rights and responsibilities in marriage Understanding pornography	Relationship and sex education Preventing and treating STI's Understanding forced marriage Female genital mutilation	Health and wellbeing Importance of sleep Emotional and mental health Influence and impact role models and the media	Health and wellbeing Blood and organ donation Self-examination Student voice
Year 11	Careers Career readiness Career paths Applications	Careers Employability and online presence Writing personal statements Updating Cv's	Relationship and sex education Coercive control and bullying relationships Consent and rape	Relationship and sex education Pornography and sexual ethics Link between sexual relationships and mental health	Health and wellbeing Bullying and body shaming Risks of gambling Responsible health choices and safety in independent context	

Powerful Core Knowledge

How we identify powerful core subject knowledge

In PSHE, many of the learning opportunities, particularly in key stages 3 and 4, refer to 'managing' or 'responding to' challenging situations. By these terms we mean a variety of strategies which, depending on the context, might include: being able to identify risks or warning signs; resisting internal or external pressures; making informed decisions; exit strategies for unsafe situations; and knowing whom, how and when to ask for help, including reporting concerns.

How we sequence topics to create a logical, coherent, narrative.

At Casterton, PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. The Programme of Study identifies a broad range of important issues, but it is essential to prioritise quality over quantity (so that PSHE lessons are not simply a series of one-off, disconnected sessions) whilst ensuring that our programme reflects the universal needs of all children and young people, as well as the specific needs of the pupils in our school and community.

The Programme of Study sets out learning opportunities for each key stage, in each core theme, organised under subheadings. Learning from one area may be related and relevant to others. Whilst the framework distinguishes three separate core themes, there will be extensive overlap, so when planning schemes of work, we may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships

Assessment

How we assess progress at KS3

Progress is assessed by the following

Baseline assessment-to determine where to start and to guide them in how the work should be developed. These are completed via an online PSHE surveys, mind maps, question & answers.

Assessment for learning:

- involves sharing learning goals with students – what do we want them to achieve?
- aims to help students know and recognise what they are aiming for
- uses effective questioning techniques – class discussions / presentations.
- provides feedback, which leads to learners recognising their next steps and how to take them

Self-reflection- students given time to think about what they have learnt and contributed. How they can improve in PSHE lessons. Think about what and why they have learnt topics, understand how they know they have improved knowledge.

Demonstration activities- demonstrating knowledge- use of role plays and creation of Posters and IT.

Peer assessment and feedback- within lessons and activities.

Student feedback – given within lessons.

How we assess progress at KS4

Progress is assessed by the following

Baseline assessment-to determine where to start and to guide them in how the work should be developed. These are completed via an online PSHE surveys, mind maps, question & answers.

Assessment for learning:

- involves sharing learning goals with students – what do we want them to achieve?
- aims to help students know and recognise what they are aiming for
- uses effective questioning techniques – class discussions / presentations.
- provides feedback, which leads to learners recognising their next steps and how to take them

Self reflection- students given time to think about what they have learnt and contributed. How they can improve in PSHE lessons. Think about what and why they have learnt topics, understand how they know they have improved knowledge.

Demonstration activities- demonstrating knowledge- use of role plays and creation of Posters and IT.

Peer assessment and feedback- within lessons and activities.

Student feedback – given within lessons.

Staffing

Personal Development Director	Jacqueline Bowers
	Tina Searle
	Eleanor Smith
	Micheal Butterwick
	Jessica Machin
	Mary Mindham

	Kimberley Frost
	Jonny Watts
	Adam Perry
	Abi Hibbins