

Wave Trust

PSHE Curriculum

Including Citizenship at KS3

Our Trust curriculum, used in the Regional APAs where Subject Leads are 'solo', is underpinned by our WAVE values, which also serve as powerful and unique drivers for our curriculum:

Be positive: We have the highest expectations of what our pupils are capable of, no matter what their starting points, and no matter how many fresh starts. Through our Curriculum offer, we will strive to develop unique talents; build confidence; character, aspiration; attainment and at KS4, also qualifications. We aim to prepare pupils for their next steps, and life in modern Britain. We believe every child can learn to read.

Show empathy: We seek first to understand, then to be understood. Through our curriculum, we will develop empathetic learners who have an awareness, understanding and are considerate of themselves; their peers; our communities; as well as of the world around us all.

Have respect: Our curriculum will support of students to respect themselves, each other and teach an understanding and awareness of diversity.

Work as one team: Our curriculum gives our students opportunities to work collectively together, through opportunities to talk, listen, and create. We will draw on every opportunity for learning, both planned and unplanned, to develop pupils' ability to reflect, engage and relate positively to one another.

Be inclusive: We will strive to ensure our curriculum is accessible and meets the needs of all our learners. Not one size fits all, but skilfully adapted to meet individual need and SEND/SEMH need.

Intent

At Wave Multi Academy Trust, we recognize the vital importance of Personal, Social, Health, and Economic Education (PSHE) in supporting the holistic development and well-being of our students.

Our intent is to provide a comprehensive and impactful PSHE curriculum that empowers our students with the necessary knowledge, skills, and attitudes to navigate the complexities of their personal lives, relationships, and the wider society.

To achieve this aim, we have developed a structured and inclusive approach to PSHE implementation. Our curriculum covers a wide range of topics relevant to our students' needs and experiences, including mental health and emotional well-being, relationships and sex education, personal finance, health and lifestyle choices, and online safety.

The implementation of our PSHE curriculum is grounded in the principles of inclusivity, differentiation, and student participation. We recognize that our students come from diverse backgrounds and have unique circumstances, so we tailor our PSHE lessons to meet their specific needs. We employ a variety of teaching methods, including interactive discussions, role-plays, case studies, and multimedia resources, to engage and empower our students.

In addition to formal PSHE lessons, we integrate PSHE principles throughout our wider school environment. We foster a supportive and respectful ethos that encourages open communication, empathy, and understanding. We provide opportunities for student voice and participation through student councils, peer mentoring programs, and extracurricular activities that promote healthy lifestyles and positive relationships.

This implementation can be summarised by the following areas:

Curriculum Design: Develop a well-structured and engaging PSHE curriculum that aligns with national guidelines and addresses the specific needs of our students in the alternative provision setting. This curriculum will encompass relevant topics such as mental health, emotional resilience, self-esteem, healthy lifestyles, relationships, citizenship, employability, and financial management. In line with the PSHE Association, the 3 themes of RELATIONSHIPS; LIVING IN THE WIDER WORLD; HEALTH and WELLBEING are revisited throughout the terms as laid out below.

Tailored Approaches: Recognize the diverse backgrounds, experiences, and learning styles of our students. Implement varied teaching strategies, resources, and activities that cater to their individual needs and facilitate active participation and learning. This may include role-plays, discussions, group work, guest speakers, multimedia materials, and real-life scenarios.

Wellbeing Support: Foster a nurturing and inclusive environment where students feel safe, valued, and supported. Provide access to mental health and wellbeing support services, such as counselling or mentoring, to address individual challenges and build resilience. Collaborate with external agencies and professionals to ensure a holistic approach to student well-being.

Cross-Curricular Integration: Embed PSHE principles throughout the wider curriculum to reinforce learning and encourage the application of skills in various contexts. Foster links between PSHE and other subjects, such as citizenship, physical education, and careers education, to provide students with a well-rounded education that connects theoretical knowledge with practical skills.

Partnerships and Engagement: Collaborate with parents, carers, and the wider community to ensure a coordinated approach to students' PSHE development. Engage external organizations, such as local charities, health professionals, and employers, to provide meaningful experiences, workshops, and industry insights. Promote active involvement of students in decision-making processes and encourage peer-to-peer learning and support networks.

The impact, and intent, should be evident within:

Improved Well-being: Students will develop emotional resilience, self-awareness, and positive mental health strategies, leading to increased overall well-being and the ability to cope with life's challenges effectively.

Enhanced Social and Communication Skills: Students will develop effective communication, collaboration, and conflict resolution skills, enabling them to build positive relationships, work effectively in teams, and contribute to their communities.

Healthy Lifestyles: Students will acquire knowledge about healthy eating, physical activity, and substance abuse prevention, empowering them to make informed decisions and adopt a balanced lifestyle.

Positive Relationships: Students will understand the importance of healthy relationships, consent, and respect, enabling them to form and maintain positive friendships, romantic partnerships, and family dynamics.

Financial Literacy: Students will gain essential financial management skills, understanding concepts such as budgeting, savings, debt management, and employability skills, preparing them for future financial independence and success.

Responsible Citizenship: Students will develop an understanding of their rights, responsibilities, and roles within society, nurturing their sense of social justice, equality, and active participation in democratic processes.

Through ongoing assessment and evaluation, we will monitor the impact of our PSHE curriculum, making necessary adjustments and improvements to ensure its effectiveness. By nurturing the well-being and personal development of our students, we believe that our PSHE provision will have a lasting and transformative impact on their lives, enabling them to thrive academically, socially, and emotionally, both during their time with Wave Multi Academy Trust and beyond.

Relationships, Health and Sex Education

[RSE Guide for Parents](#) and relevant pages on Wave Mat website for parents: [RSE Info in Wave MAT website](#)

Parents are consulted regularly in terms of content, and rights of withdrawal, via Academies usual channels of communication, and importantly, on induction, where details of the RSE curriculum are shared. Details can be found in the RSE policy. Further details for Primary parents/carers can be found in the Parent Carer Zone here:

[Primary PSHE Parent and Carer Zone](#)

Primary PSHE

Pupils in Primary within our Behaviour APAs, are taught in a mixed year class generally of KS1, Lower Key Stage 2 and Upper Key Stage 2. In some of our smaller provisions, this may be split across KS1 and LKS2; LKS2 and Upper Key Stage 2. For RSE content, teachers remain particularly mindful of age appropriateness, and adapt teaching accordingly, using TAs to support more bespoke teaching as required. Details of how topics are split is provided below, and in Academies 'own Section' explaining their curriculum approach in greater depth below>

Our Trust Primary PSHE Curriculum

We have adopted the 1 Decision Primary PSHE curriculum for our Regional APAs with Primary after trial/pilot with leaders. The resources are available to our Medical AP where they are needed. It is mapped to the updated 2020 PSHE Association's programmes of study and 3 core themes which we already teach within our Primary APAs, and forwards into Secondary. The 1 Decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development.

During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.

We identified that this resource would further enhance Academies' provision of PSHE Association programme of study because it is PSHE Association Kite Marked and brings a consistency that we believed would engage our pupils, and empower them to make choices, and learn about consequences of choices. This is critical in our work with pupils in AP.



**PREVENTION
NOT CURE**

PSHE Association
Quality Assured
Resource
PSHE
Association

At its core are a series of short film clips with alternative endings, which encourage children to consider the consequences of different decisions. The resources allows students to experience challenging situations in a safe environment. This is particularly helpful for us within our context and setting, and ongoing commitment to teaching safeguarding.

Our PSHE lessons this allow children to develop essential skills, knowledge, and vocabulary to manage different influences and pressures in their lives and to make safe and informed choices. Teachers and children use these films alongside pupil workbooks and on-screen lesson guides to explore various topics in a safe and supportive learning environment. The 'decision' element, and consistency in this approach in terms of structured discussion around core issues, and effective opportunities for speaking and listening, were deemed highly effective for our learners. The resourcing and training element within the site enables us to support newer teachers, as well as more experienced teachers, in bringing the high quality provision we need to this central element of our taught curriculum in AP. After research into effective programmes, it is the fact that 1 Decision is PSHE Association Kite Marked, and the evidence that it is used successfully in many schools-with high levels, that led to our decision to use this curriculum, enhancing our consistent approach to PSHE. We are also confident in the mapping it provides in terms of the Statutory Content of RHSE, with quality assured resources to support effective teaching and learning alongside. For more details, please see our Parents' Zone here:

[Primary PSHE Parent and Carer Zone](#)

1decision links to the PSHE Association's Programme of Study based on their three core themes: Core theme 1: Health and Wellbeing Core theme 2: Relationships -Core theme 3: Living in the Wider World -

These core themes are our consistent 'golden threads' of our PSHE approach at Wave Trust, and enables the spiral approach for pupils who join our provision at different times.

The 1decision resources have been built around the above three core themes, and the 10 principles of effective PSHE education, which are as follows:

1. Start where children and young people are: find out what they already know, understand, are able to do, and are able to say. For maximum impact, involve them in the planning of your PSHE education programme. *In our mixed year classes, this discussion at the starts of topics are essential.*
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people. *Our Primary 1 Decision Curriculum is spiral in structure, and this is important given the different times pupils may join our provision so that no pupil is left behind.*
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms. *The materials in 1 Decision as part of our research were found to really engage young pupils, and they are up to date.*
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what an Academy can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other

whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.

8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives

Pupils learn about British values, Protected Characteristics and ultimately through our Primary PSHE curriculum, we aim to improve personal development for every pupil.

1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding.

Mapped to the PSHE Association's Programme of Study, our resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. Our unique suite of resources allows students to experience challenging situations in a safe environment.

During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.

The curriculum in overview is here. And details can be found below, in Academies own sections, on how they have mapped coverage at their own Academy.

5-8 MODULES	KSS	KSH	REL	BR	FAE	CS	OW	HW	FS SPECIAL*
YEARS 1/2	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Road Safety	Washing Hands	Friendship	Water Spillage	Jealousy	Online Bullying	Growing in Our World	Is it safe to eat or drink? Is it safe to play with?	Hoax Calling
	Tying Shoelaces	Healthy Eating	Bullying	Practice Makes Perfect	Worry	Image Sharing	Living in Our World		Petty Arson
		Brushing Teeth	Body Language	Helping Someone in Need	Anger			Summative Assessment	

**Please note: Although the Fire Safety module features our young character Deedee, you may find that the lesson content is also suitable for older children.*

5-8 & 8-11 MODULES	KSS	KSH	REL/ GAC	BR	FAE	CS	OW/ TWW	AWWJ	FS SPECIAL	FA SPECIAL
YEARS 3/4	Leaning Out of Windows (5-8)	Medicine (5-8)	Touch (5-8)	Stealing (5-8)	Grief (5-8)	Computer Safety Documentary (5-8)	Working in Our World (5-8)	Baseline Assessment (8-11)	Texting Whilst Driving (5-8)	Baseline Assessment (8-11)
	Staying Safe (5-8)	Summative Assessment (5-8)	Summative Assessment (5-8)	Summative Assessment (5-8)	Summative Assessment (5-8)	Making Friends Online (5-8)	Looking After Our World (5-8)		Enya and Deedee Visit the Fire Station (5-8)	
	Summative Assessment (5-8)					Summative Assessment (5-8)				
	Baseline Assessment (8-11)	Baseline Assessment (8-11)	Baseline Assessment (8-11)	Baseline Assessment (8-11)	Baseline Assessment (8-11)	Baseline Assessment (8-11)	Baseline Assessment (8-11)	Breaking Down Barriers (8-11)	Summative Assessment (5-8)	First Aid Year 4 (8-11)
	Cycle Safety (8-11)	Healthy Living (8-11)	Appropriate Touch (Relationships) (8-11)	Coming Home on Time (8-11)	Jealousy (8-11)	Online Bullying (8-11)	Chores at Home (8-11)			

8-11 MODULES	KSS	KSH	GAC	BR	FAE	CS	TWW	AWWJ	FA SPECIAL
YEARS 5/6	Peer Pressure	Smoking	Puberty	Looking Out for Others	Anger	Image Sharing	Enterprise	Inclusion and Acceptance	First Aid Year 5
	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	First Aid Year 6 (Part 1 & Part 2)
	Water Safety	Alcohol	Conception	Stealing	Worry	Making Friends Online	In-App Purchases	British Values	Summative Assessment
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	

5-8 and 8-11 Module Key

Module Abbreviation	5-8 Module Titles	Module Abbreviation	8-11 Module Titles
KSS	Keeping/Staying Safe	KSS	Keeping/Staying Safe
KSH	Keeping/Staying Healthy	KSH	Keeping/Staying Healthy
REL	Relationships	GAC	Growing and Changing
BR	Being Responsible	BR	Being Responsible
FAE	Feelings and Emotions	FAE	Feelings and Emotions
CS	Computer Safety	CS	Computer Safety
OW	Our World	TWW	The Working World
HW	Hazard Watch	AWWJ	A World Without Judgement
FS SPECIAL	Fire Safety (Special Module)	FA SPECIAL	First Aid (Special Module)

Secondary PSHE (including Citizenship at KS3)

Pupils in our behaviour APAs are taught in mixed year KS3 classes and should receive at least two lessons a week, including careers. For RSE, this means teachers' will adapt carefully to pupil sensitivities etc, where mixed years are together. In KS4, pupils are taught in Y10 and Y11 separately, and the curriculum overview below reflects this. The spiral themed nature of the curriculum, drawing on the PSHE Associations' themes of Living in the Wider World, Relationships and Health and Well being Add in the updated secondary benchmark overview

The specific learning objectives taken from the PSHE Association that can support planning and sequencing can be found here. [PSHE Association Programme of Study](#)


Relationships and Sex Education

The RSE policy is on the website, and explains clearly how parent consultation should take place regularly. All Academies must consult parents/carers when Pupils join the Academy using the letter provided, and provide details of the specific RSE curriculum in terms of what is taught when.

PSHCE Long Term Overview (Rolling YA/YB KS3)


Key Theme	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
KS3 Year A Unit overviews	Drugs + alcohol <ul style="list-style-type: none"> Alcohol and drug misuse Pressures relating to drug use Energy drinks Safe use of medications Personal safety <ul style="list-style-type: none"> Personal safety strategies Emergency responses Basic First Aid 	Community + careers <ul style="list-style-type: none"> Equality of opportunity in careers and life choices Different types and patterns of work Challenging stereotypes Setting goals Identifying learning strengths and setting goals as part of the GCSE options process	Discrimination <ul style="list-style-type: none"> Discrimination in all its forms: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia Bullying - including cyber bullying Citizenship - human rights and precious liberties in UK -are they the same around the world? -who protects human rights	Emotional wellbeing <ul style="list-style-type: none"> Mental health + emotional wellbeing Body image Coping strategies Puberty - managing changes Personal Hygiene 	Identity + relationships <ul style="list-style-type: none"> Gender identity Sexual orientation Consent 'sexting' Responding to unwanted contact FGM Self-worth, positive relationships Romantic relationships + expectations (+ on-line) 	Digital literacy <ul style="list-style-type: none"> Online safety, digital literacy, media reliability, and gambling hooks Citizenship -about the development of the political system of democratic government in UK -about the operation of Parliament, elections, parties
KS3 Year B Unit overviews	Peer influence, substance use and gangs <ul style="list-style-type: none"> Healthy and unhealthy friendship Assertiveness Substance misuse Gang exploitation Citizenship - the nature of the justice system, including the role of the police & operation of courts	Employability skills <ul style="list-style-type: none"> Employment rights and responsibilities Skills for enterprise and employability Managing 'personal brand' online Life on-line concerns Setting goals Identifying learning strengths and setting goals as part of the GCSE options process	Respectful relationships <ul style="list-style-type: none"> Types of families + parenting Conflict resolution Managing relationship changes Tackling homophobia Citizenship - human rights and precious liberties in UK -are they the same around the world? - who protects human rights	Healthy lifestyle <ul style="list-style-type: none"> Relationship links between physical + mental health Diet, exercise, lifestyle balance Responsibility for own health First aid 	Intimate relationships <ul style="list-style-type: none"> Readiness for intimacy Myths + misconceptions Consent Contraception + the risks of STIs Attitudes to pornography Assertive communication 	Financial decision making <ul style="list-style-type: none"> Saving, spending and budgeting money Ethical practices Consumerism Managing risk-taking behaviours Risks of gambling Citizenship -the function of money, importance of budgeting/managing risk

For pupils in Medical, or where there is a need for discreet Year Group planning because pupils are taught in Year groups...

 PSHCE Long Term Overview (Discreet Year Groups KS3)						
Key Theme	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7 Unit Overviews	Transition Identifying and expressing emotions Personal strengths Personal safety Personal safety strategies Emergency responses Basic First Aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Identity, rights + responsibilities Prejudice, stereotypes + discrimination Bullying - including cyber bullying Citizenship - human rights and precious liberties in UK -are they the same around the world? -who protects human rights	Health + Puberty Healthy routines + influences on health - including alcohol and tobacco Puberty - managing changes Responding to unwanted contact FGM	Building relationships Self-worth, positive relationships Romantic relationships + expectations (+ on-line) Challenging media stereotypes Relationship boundaries Assertive communication	Financial decision making Saving, spending and budgeting money Ethical practices Consumerism Managing risk-taking behaviours Risks of gambling Citizenship -the function of money, importance of budgeting/managing risk
Year 8 Unit Overviews	Drugs + alcohol Alcohol and drug misuse Pressures relating to drug use Energy drinks Safe use of medications	Community + careers Equality of opportunity in careers and life choices Different types and patterns of work Challenging stereotypes	Discrimination <ul style="list-style-type: none"> Discrimination in all its forms: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia Citizenship - human rights and precious liberties in UK -are they the same around the world? -who protects human rights	Emotional wellbeing Mental health + emotional wellbeing Body image Coping strategies	Identity + relationships Gender identity Sexual orientation Consent 'sexting' Intro to contraception	Digital literacy <ul style="list-style-type: none"> Online safety, digital literacy, media reliability, and gambling hooks Citizenship -about the development of the political system of democratic government in UK -about the operation of Parliament, elections, parties

Year 9 Unit Overviews	Peer influence, substance use and gangs Healthy and unhealthy friendship Assertiveness Substance misuse Gang exploitation Citizenship - the nature of the justice system, including the role of the police & operation of courts	Setting goals Identifying learning strengths and setting goals as part of the GCSE options process	Respectful relationships Types of families + parenting Conflict resolution Managing relationship changes Tackling homophobia Citizenship - human rights and precious liberties in UK -are they the same around the world? -who protects human rights	Healthy lifestyle Relationship links between physical + mental health Diet, exercise, lifestyle balance Responsibility for own health First aid	Intimate relationships Readiness for intimacy Myths + misconceptions Consent Contraception + the risks of STIs Attitudes to pornography	Employability skills • Employment rights and responsibilities • Skills for enterprise and employability • Managing 'personal brand' online • Life on-line concerns
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Key Stage 4

 PSHCE Long Term Overview (KS4)						
Key Theme	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 10 Unit overviews	Mental health <ul style="list-style-type: none"> Managing change Promoting emotional wellbeing Signs of mental ill-health Portrayal in the media Support Challenging stereotypes 	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships <ul style="list-style-type: none"> Relationships and sex expectations Myths + misconceptions Media and pornography Consent Victim blaming 	Exploring influence <ul style="list-style-type: none"> Role models Media impact + gangs Impact of drugs + alcohol Decision-making Keeping safe around drugs Peer influence + exit strategies 	Addressing extremism + radicalisation <ul style="list-style-type: none"> Inclusion, respect + belonging Role of social media Managing conflict Challenging discrimination Recognising extremism 	Work experience <ul style="list-style-type: none"> Managing practical challenges in the workplace Responsibilities Health + safety Building on the experience
Year 11 Unit overviews	Building for the future <ul style="list-style-type: none"> Promoting self-esteem Stress management Ambition + expectation Challenge of stereotyping 	Next steps <ul style="list-style-type: none"> Understanding the college application process and plans beyond school Skills for employment and career progression 	Communicating in relationships <ul style="list-style-type: none"> Core values Gender identity + expression Sexual orientation Assertive communication Relationship abuse 	Independence <ul style="list-style-type: none"> Risk management Lifestyle + health First aid Health screening + self-examination Cosmetic surgery Blood donation 	Families <ul style="list-style-type: none"> Changing family structures Pregnancy, birth, miscarriage Changing fertility Forced marriage + honour killings Grief + loss 	

More detailed overviews are available on the PSHE Sharepoint, which show the specific learning objectives to support planning. There is an example below. Teachers should use the Downloadable scheme of learning template from the Trust Training Academy website to map the tasks and adapted planning based around their own classes.

Wave Multi-Academy Trust			
Year 8 PSHE Unit Overviews			
Key Theme	Key Question/Topic/Big idea	Substantive Knowledge and Understanding In the unit students will learn...	PSHE Programme of Study statements
Autumn 1 Health and wellbeing	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	<ul style="list-style-type: none"> about medicinal and recreational drugs about the over-consumption of energy drinks about the relationship between habit and dependence how to use over the counter and prescription medications safely how to assess the risks of alcohol, tobacco, nicotine and- cigarettes how to manage influences in relation to substance use how to recognise and promote positive social norms and attitudes 	<p><u>Self-Concept</u></p> <p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p><u>Drugs, alcohol and tobacco</u></p> <p>H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</p> <p>H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>H27. the personal and social risks and consequences of substance use and misuse including occasional use</p> <p>H29. about the concepts of dependence and addiction including awareness of help to overcome addictions</p> <p><u>Managing risk and personal safety</u></p> <p>H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p><u>Social influences</u></p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p>
		<p>Resources Shared area folder - KS3 Healthy lifestyles</p> <p>PSHE Association - Drug and Alcohol Education</p> <p>Every Mind Matters - Smoking, Alcohol</p>	<p><u>Citizenship links</u></p> <p>d. the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals - law surrounding drugs, alcohol, tobacco products</p> <p>KS3 Citizenship Justice system</p>

Assessment in PSHE

Pupils' knowledge and understanding of the topic is assessed at the start of the unit and ongoing formatively, in line with our Assessment policy.

Teachers keep a track of how well pupils are progressing through the course using an Assessment Tracker. This informs their planning, and transition.

Core theme	Health and wellbeing				
Topic	Drugs and alcohol				
POS area	Self Concept	Drugs, alcohol and tobacco		Managing risk and personal	Social influences
POS statements	H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use	H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H26. information about alcohol, cigarettes and illegal substances including the short-term and long-term health risks associated with their use H27. the personal and social risks and consequences of substance use and misuse including occasional use	H29. about the concepts of dependence and addiction including awareness of help to overcome addictions H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	D42. to recognise peer influence and to develop strategies for managing it, including online D44. that the need for peer approval can generate feelings of pressure and lead to increased risk taking; strategies to manage this	
Student	Launching	Developing	Securing	Mastering	

PSHE Leads in each setting will plan based on the above Long Term Overviews using the scheme of learning proforma. This will detail how the learning is broken down in to smaller steps to support pupils know, understand the key intent set out.

PSHE at Penwith Academy

Our aim is to foster critical thinking which gives pupils the ability to question the authenticity of stories they hear, to feel confident they know the facts so they can challenge stereotypes and discrimination, in addition to having transferrable skills that they can carry into their everyday lives. We want to cover a wide a range of topics that reflect modern society and help our pupils to understand the world around them. As a school we are currently involved in the Feminista project which has helped us to address and understand the impact of sexism. This project is allowing us to learn more about acceptance of all and to take an active approach in the tackle against sexism and sexist language in our school.

At Penwith Academy we take an interactive approach to PSHE lessons. Our implementation uses resources which allow the students to explore and understand the statutory curriculum framework through discussion, group led and individual activities. This allows them to learn through engagement and reflect in a safe, honest environment. Students are actively encouraged to ask questions about topics and to voice their own opinions but also learn to listen to the views of others. Students are also encouraged to put ideas and topics forward for what they would like to learn about and what they regard as important to them.

We use the PSHE Association program of study as our basis of our lesson delivery, these lessons may be adapted to fit our student's needs. It also ensures we are using the most up to date resources and delivering the most relevant information to our cohort.

Students have the opportunity to expand their understand with a variety of external providers including:

YZup (We are with you)

Brook

Community Police representative

College and apprentice presentations

These conversations allow students to have a wider understanding of the topics studied but also helping to signpost to external services that can help.

As a minimum in both KS3 and KS4 have PSHE twice a week and we follow Wave Academies SOW. However, the curriculum can be altered based upon what the safeguarding needs are of our students. This is reviewed regularly with the DSL and lessons will be adapted accordingly to the wider needs of our Academy.

At Key Stage 3, our pupils discuss challenging topics, such as drug and alcohol use, sexual and racial prejudice, risk relationships, antisocial behaviour, gang and knife crime. Addressing misconceptions and helping students to see beyond the imitate risk of these behaviours and make informed choices.

To tie-in with our Careers curriculum, our learners also explore goal setting and work-life balance to help them manage self-care in the future. Including the opportunity for individual meetings with the Southwest Career advisor for our Year 9 students.

One of the modules we teach furnishes students with financial skills: They learn about income, expenditure and creating budgets, how incomes vary, and emergencies or special occasions might impact a household budget. Not only does this provide practical skills for the future but gives them a better understanding of the world around them now, being able to show compassion for those in poverty.

In the Spring and Summer Term, our PSHCE lessons incorporate Relationships and Sex Education (RSE), with a focus on safe, healthy relationships. This addresses issues such as sharing of images, power imbalances and STDs. These lessons also help pupils to identify healthy friendships and adults they trust, to whom they could disclose any concerns.

Key Stage 4 learning builds on the KS3 learning and allows students the opportunity to explore topics in greater depth, in order to further their understanding. We have begun the Pearsons BTEC Level 1 qualification in Personal Growth and Wellbeing. This covers the mandatory RSE curriculum, enabling students to gain a recognised qualification whilst studying this vital subject.

As with Key Stage 3, the Spring and Summer Term includes RSE, but gives them greater detail about the law, protection, and consequences of unsafe sex. There is also the opportunity to discuss sensitive topics, such as abortion and rape, in a safe environment where they can increase their understanding and learn to manage potentially emotional topics in a mature and empathetic manner.

Our financial topic at KS4 prepares them for work by helping them understand PAYE deductions, types of tax and ranges of incomes. They also address financial challenges such as debt and gambling addiction. This unit then culminates in the first assignment opportunity for the BTEC asking students to research and evaluate different financial products available.

We also study rights, responsibilities, and consequences; this includes what the law says the punishment should be for a crime, why a person might commit it and the impact on those around the perpetrator. We use current news stories and local history as examples to help make it relevant to our learners.

Careers education and support around P16 provision is interwoven each term with KS4 students having the opportunity to have careers support with Careers Southwest half termly (Year 11 taking priority initially). Through the PSHCE program the Year 11 students have the opportunity to take part in a tour and taster sessions at the two prominent feeder colleges. This allows them to make an informed decision about their next steps and where needed we will arrange for more personalised transition programs to happen.

Our PSHE curriculum in **primary** aims to support our pupils to be healthy, independent, responsible members of society with a strong understanding of themselves and how they are developing socially, emotionally and personally. Our PSHE curriculum incorporates relationships and sex education (RSE) aiming to provide age-appropriate learning about family, relationships, respect, physical, sexual, moral and emotional development. We follow the 1decision curriculum model to ensure good engaging and challenging content coverage. The curriculum delivers information that is factually correct and balanced, it supports pupils to develop skills and form positive beliefs, values and attitudes.

Every aspect of PSHCE aims to provide learners with greater understanding and practical skills to help them to become compassionate and successful in our community.