



# 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 is 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?	Hoax Calling
	Tying Shoelaces	Healthy Eating	Bullying	Practice Makes Perfect	Worry	Image Sharing	Living in Our World	Is it safe to play with?	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)	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 Wellbeing. 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.


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

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


						-about the operation of Parliament, elections, parties
Year 9 Unit Overviews	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendship Assertiveness Substance misuse Gang exploitation <b>Citizenship</b> - the nature of the justice system, including the role of the police & operation of courts	<b>Setting goals</b> Identifying <b>learning strengths</b> and <b>setting goals</b> as part of the GCSE options process	<b>Respectful relationships</b> Types of families + parenting Conflict resolution Managing relationship changes Tackling homophobia <b>Citizenship</b> - human rights and precious liberties in UK -are they the same around the world? -who protects human rights	<b>Healthy lifestyle</b> Relationship links between physical + mental health Diet, exercise, lifestyle balance Responsibility for own health First aid	<b>Intimate relationships</b> Readiness for intimacy Myths + misconceptions Consent Contraception + the risks of STIs Attitudes to pornography	<b>Employability skills</b> <ul style="list-style-type: none"> <li>• Employment rights and responsibilities</li> <li>• Skills for enterprise and employability</li> <li>• Managing 'personal brand' online</li> <li>• Life on-line concerns</li> </ul>

## Key Stage 4

 <b>PSHCE Long Term Overview (KS4)</b>						
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	<b>Mental health</b> <ul style="list-style-type: none"> <li>• Managing change</li> <li>• Promoting emotional wellbeing</li> <li>• Signs of mental ill-health</li> <li>• Portrayal in the media</li> <li>• Support</li> <li>• Challenging stereotypes</li> </ul>	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> <ul style="list-style-type: none"> <li>• Relationships and sex expectations</li> <li>• Myths + misconceptions</li> <li>• Media and pornography</li> <li>• Consent</li> <li>• Victim blaming</li> </ul>	<b>Exploring influence</b> <ul style="list-style-type: none"> <li>• Role models</li> <li>• Media impact + gangs</li> <li>• Impact of drugs + alcohol</li> <li>• Decision-making</li> <li>• Keeping safe around drugs</li> <li>• Peer influence + exit strategies</li> </ul>	<b>Addressing extremism + radicalisation</b> <ul style="list-style-type: none"> <li>• Inclusion, respect + belonging</li> <li>• Role of social media</li> <li>• Managing conflict</li> <li>• Challenging discrimination</li> <li>• Recognising extremism</li> </ul>	<b>Work experience</b> <ul style="list-style-type: none"> <li>• Managing practical challenges in the workplace</li> <li>• Responsibilities</li> <li>• Health + safety</li> <li>• Building on the experience</li> </ul>

Year 11  Unit overviews	<b>Building for the future</b> <ul style="list-style-type: none"> <li>Promoting self-esteem</li> <li>Stress management</li> <li>Ambition + expectation</li> <li>Challenge of stereotyping</li> </ul>	<b>Next steps</b> <ul style="list-style-type: none"> <li>Understanding the <b>college application process</b> and plans beyond school</li> <li><b>Skills for employment</b> and career progression</li> </ul>	<b>Communicating in relationships</b> <ul style="list-style-type: none"> <li>Core values</li> <li>Gender identity + expression</li> <li>Sexual orientation</li> <li>Assertive communication</li> <li>Relationship abuse</li> </ul>	<b>Independence</b> <ul style="list-style-type: none"> <li>Risk management</li> <li>Lifestyle + health</li> <li>First aid</li> <li>Health screening + self-examination</li> <li>Cosmetic surgery</li> <li>Blood donation</li> </ul>	<b>Families</b> <ul style="list-style-type: none"> <li>Changing family structures</li> <li>Pregnancy, birth, miscarriage</li> <li>Changing fertility</li> <li>Forced marriage + honour killings</li> <li>Grief + loss</li> </ul>	
----------------------------------	--	---	--	---	--	--

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.

 <b>Year 8 PSHE Unit Overviews</b>			
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	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<ul style="list-style-type: none"> <li>about medicinal and recreational drugs</li> <li>about the over-consumption of energy drinks</li> <li>about the relationship between habit and dependence</li> <li>how to use over the counter and prescription medications safely</li> <li>how to assess the risks of alcohol, tobacco, nicotine and- cigarettes</li> <li>how to manage influences in relation to substance use</li> <li>how to recognise and promote positive social norms and attitudes</li> </ul>	<b>Self Concept</b> H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing <b>Drugs, alcohol and tobacco</b> 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, nicotine and other legal 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 <b>Managing risk and personal safety</b> H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety <b>Social influences</b> R42. to recognise peer influence and to develop strategies for managing it, including online R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this
	Resources Shared area folder - <a href="#">KS3 Healthy lifestyles</a> <a href="#">PSHE Association - Drug and Alcohol Education</a> <a href="#">Every Mind Matters - Smoking, Alcohol</a>		<b>Citizenship links</b> 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 <a href="#">KS3 Citizenship Justice system</a>

## 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.



Baseline Assessment at the start of a topic is critical in supporting planning. You will need to know where your students are in order to know where they are on the spiral up through the Key Stages. This is best done through discussion/low stakes quizzing. A PowerPoint showing good PSHE assessment practice can be seen here: [Assessment in PSHE.pptx](#)

Students can be **Launching/ Developing/Securing/Mastering** this is to keep common language with other subjects. This doesn't need to be shared with students and is a way to monitor coverage of curriculum and also to identify areas where further interventions may be needed for particular students in particular areas of concern.

It is not appropriate to 'grade' pupil's learning summatively. Instead, for PSHE, we are guided by the advice in the PSHE Association. Teachers keep a track of how well pupils are progressing through the course. It should be available to leaders in schools, who will want to look at this to know the impact of the PSHE taught curriculum. Monitoring of this sits within the leadership team and PSHE Lead at Shoreline.

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, nicotine and other legal 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	R42. to recognise peer influence and to develop strategies for managing it, including online	R44. 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 into smaller steps to support pupils know, understand the key intent set out.

## PSHE at Shoreline Academy

### PSHE at Shoreline Academy Primary AP

PSHE plays a vital part in education at Shoreline and underpins all other areas of learning. We believe that it is important to teach discrete, focused PSHE lessons which can be tailored to the needs of individual classes and pupils. It is equally important, however, that PSHE is developed through other subject areas and the wider school environment. PSHE is also an important part of school, class and individual discussions during which children can develop their spiritual, moral, social and cultural knowledge. Many of our students have personalised SEN targets that link to our PSHE curriculum. These are shared and reviewed with parents during termly support plan / progress meetings. Each child can access their targets freely and regularly, and these are presented using widget symbols.



We have developed our curriculum around the three core themes from the PSHE programme of study: Health and Wellbeing, Relationships and Living in the Wider World. The curriculum also includes opportunities to link to British Values, SMSC and Growth Mindset. The thematic approach covers all three core themes of the Programme of Study over the school year, with three topics per half term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium-term planning. The topic areas can be adapted to meet planning requirements, pupils' stage of development and needs, and to reflect the context of the school and local community. Currently we have two classes but deliver the PSHE

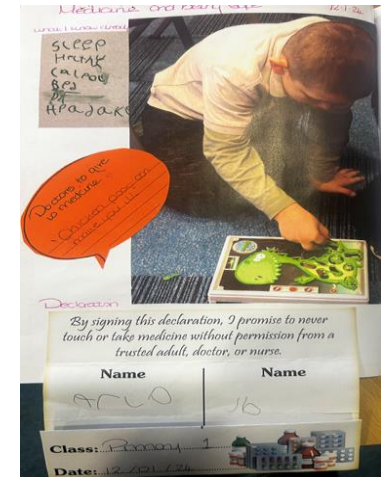


curriculum to KS1 / LKS2 and UKS2 to ensure age-appropriate content is taught. This details how we map coverage at Shoreline. Further detailed planning can be found on our website.

Key Stage One	Keeping / Staying Safe	Keeping /Staying Healthy	Relationships	Being Responsible	Feelings and Emotions	Computer Safety	Our World	Hazard Watch	Fire Safety	
	Road Safety Tying shoelaces	Washing Hands Healthy Eating Brushing Teeth	Friendships Body Language Bullying	Water Spillage Practice Makes Perfect Helping Someone in Need	Jealousy Worry Anger	Online Bullying Image Sharing	Growing in Our World Living in Our World	Is it Safe to Eat or Drink? Is it Safe to Play with?	Hoax Calling Petty Arson	
Lower Key Stage Two	Keeping / Staying Safe	Keeping /Staying Healthy	Relationships / Growing and Changing	Being Responsible	Feelings and Emotions	Computer Safety	Our World/ The Working World	A World Without Judgement	Fire Safety	
	Leaning out the Window Staying Safe Cycle Safety	Medicine Healthy Living	Touch Relationships	Stealing Coming Home on Time	Grief Jealousy	Computer Safety Making Friends Online Bullying	Working in our World Looking after our World Chores at Home	Breaking down Barriers	Texting Whilst Driving Visit to the Fire Station	First Aid
Upper Key Stage Two	Keeping / Staying Safe	Keeping /Staying Healthy	Growing and Changing	Being Responsible	Feelings and Emotions	Computer Safety	The Working World	A World Without Judgement	Fire Aid	
	Peer Pressure Water Safety Adult and Child Views	Smoking Alcohol Adult and Child Views	Puberty Conception Adult and Child Views	Looking Out for Others Stealing Adult and Child Views	Anger Worry Adult and Child Views	Image Sharing Making Friends Online Adult and Child Views	Enterprise In-App Purchases Adult and Child Views	develop	First Aid	

The *1decision* programme is built on discussion. It provides opportunities for children to make real decisions about their lives supporting in-depth discussion of key life moments, ensuring children understand key concepts and are engaged in active discussion. The programme builds on skills previously learnt and can be timed to match pupils' needs. This sequencing means that children commit key knowledge to long term memory. Assessment within *1decision* is built into the programme and can be gathered in a number of ways; student self-assessment journeys, baseline, formative, and summative assessments, and student discussion bubble. The PSHE curriculum is planned and taught by our PSHE lead teacher, and we draw on a variety of resources to ensure it is delivered in a rich and exciting way such as puppets, stories, educational websites and books. We also use displays around the schools to celebrate learning and share knowledge.

We are in the process of developing a model for Social, Moral, Spiritual and Cultural enrichment and experiences with our secondary staff.



## PSHE at Shoreline Academy Secondary AP

### Key Stage 3

Students in KS3 are following the PSHE association RSE (Relationships & Sex Education) model. At the beginning of each term, students will complete a baseline assessment to see what prior knowledge they have of the topic. Following this at the end of the term, students will complete an end of unit assessment to see what knowledge they have acquired during the term and to pinpoint any learning that needs to be recapped. The PSHE model focuses on health and wellbeing, living in the wider world and relationships. All units have a range of topics covered, which are varied and suitable for the needs of the students. All units relate to real life problems, inspiring the students to find solutions and be proactive.



#### Key Stage 4

The BTEC Personal Growth and Wellbeing qualifications are designed around practical skills and tasks that place an emphasis on learners' personal responses to everyday life situations and scenarios. Learners are encouraged to reflect and demonstrate their understanding. In terms of what aspects/elements are taught, our expectation is that all students have the opportunity to study and achieve the BTEC PGW qualification.

This year we have offered the following qualifications: BTEC Level 2 Subsidiary Award in PGW, BTEC Level 2 Award in PGW and BTEC Level 2 Certificate in PGW.

Assessment is through formative assessments such as Q and A and practical sessions. At the end of each unit students must complete a summative assessment where they will refine their knowledge and complete an assignment.

Parents are introduced to the content of RSE during the initial face to face induction meetings. The induction pack contains sign posting to the policy and content.

*"I like that sensitive subjects are not uncomfortable, Sammie makes it normal and we learn" - Year 10 student.*

Below, shows which topics are covered in PSHE for key stage 3 and 4.



Some unit topics relating to the core theme ‘living in the wider world’, such as employability skills, setting goals and next steps can be found in the subject; Careers and BTEC Work Skills.



RSE						
<b>KS3 Topics</b>	<b>Healthy Lifestyles</b> To promote the benefits of healthy lifestyle choices including the value of physical activity, a healthy diet and adequate sleep. To consider the impact of others (including the media) on our lifestyle choices. To develop the ability to make judgments in pressured scenarios.	<b>Sexuality, consent, STI's and contraception</b> Explore the qualities and behaviours they should expect and exhibit in positive, healthy relationships; Consider diversity in sexual attraction and how assumptions and stereotypes impact on attitudes to sexuality; To learn about different levels of intimacy in relationships, including the factors involved	<b>Online Safety</b> o raise awareness of digital safety issues; To develop strategies to safely manage their online lives. To develop strategies to effectively manage digital contact, including development of the skill of critical thinking.	<b>Diversity, Prejudice, Bullying, Discrimination, Racism and human rights</b> To learn about their 'identity' and rights and responsibilities in a diverse community and the positive aspects of living in one. Developing the skills and attributes to challenge and manage discriminatory behaviours. To learn how individuals and society can challenge	<b>Finance</b> To learn about the effects of debt on an individual and their relationships; To learn about alternative methods to prevent and respond to debt. To learn about risk in relation to gambling, To learn about the ethics of accepting money for activities which are illegal or on the borderline of illegality.	<b>Peer influence and gang crime and risks</b> To learn about safe and risky or unsafe social groups; To learn how to recognise and manage 'group think'. To improve risk identification, assessment and management skills; To learn about assertiveness and how and when it is appropriate to behave assertively.

		and their consequences, as well as the associated feelings; To learn about the pressures on young people to progress towards increasing sexual intimacy, including intercourse in relationships, strategies for dealing with that pressure. To learn about the importance of assertiveness when negotiating contraceptive use.		discrimination and intolerance To learn about the responsibilities that people have if they are aware that (or think that) someone is being bullied. To learn to voice opinions and beliefs in a constructive, effective, respectful and meaningful manner;		To learn about the identification of gangs and the risks in belonging to a gang; To learn about the legal and physical risks of carrying a knife.
	<b>Tackling Homophobia, Sexism and transphobia</b> To learn about what makes someone who they are, including their protected characteristics; To learn about gender identity and how this may differ from gender expression or sex assigned at birth. To learn how to recognise and challenge transphobia and gender-based discrimination. To learn about diversity in sexual orientation and sexual attraction and how people who are not heterosexual can face discrimination;	<b>Peer Pressure and Misuse of Drugs and Alcohol</b> To learn about different drugs, their effects and drug use including potential legal and personal consequences of using drugs To learn about responsibility to ourselves and other people in relation to using alcohol To learn how to support a friend or family member who wishes to give up smoking, drinking alcohol or using drugs. To learn about peer influence strategies and language, its potential consequences, and	<b>Romance and break ups</b> To learn to recognise pressure, coercion and exploitation in romantic or sexual relationships; To learn about consent; To learn about why relationships breakdown; To learn how to recognise when relationships are under strain and employ resolution strategies; To learn about the emotions involved in relationship breakdown and how to manage them.	<b>Managing Conflict</b> To explore common causes of conflict between young people and parents. To learn how to manage conflict at home. To learn about why young people may choose to run away from home. To learn about the risks associated with running away from home. To learn how to access support services.	<b>Managing grief, change and bereavement</b> To learn about the feelings associated with family relationships breaking down and how to manage them To learn about bereavement, the feelings associated with it and support available. To learn about change and how best to manage it. To learn about the events that have happened within the world and how countries, people have come together to overcome the disasters To understand how charities support	<b>Mental Health and Emotional wellbeing</b> To learn about the nature of emotional wellbeing and how we can promote it; To learn how others' actions, life events and our circumstances can affect our mental health and wellbeing; To recognise personal strengths and how this promotes a positive self-concept. To learn about the nature of and influences on healthy and less healthy body image; To recognise the link between healthy self-esteem and healthy body image.

		ways to manage situations where peers want to do something that they don't, or where a friend offers them something that might be harmful or illegal; To learn about 'social norms' regarding young people's actual alcohol, tobacco and drug use and how the reality differs from the media portrayal of young people's habits			organisations and people to overcome bereavement and loss	
<b>Citizenship</b>	<b>Crime and Punishment</b> To explore crime and punishment and the law around it. British Justice system To understand how evidence is used. To discuss Capital Punishment and decide whether its use can ever be morally acceptable. To solve a murder mystery. To explore the punishments given in medieval times	<b>British Values</b> To understand what we mean by the term "being British" Tolerance and Respect of others  My British identity. Democracy  Rule of law  Why are you proud to be British?  What rights and responsibilities we may have as a British Citizen	<b>School Project</b> I know how projects can contribute positively for the environment and community bringing everyone together. I am able to apply artistic and Microsoft skills to promote our project I understand the value of community and school projects. To complete a project in school to provide opportunities to make a positive impact on the environmental working together to make a change. To develop enterprise and teamwork skills			



			through working together			
<b>KS4 BTEC PGW</b>	<b>Physical Health and wellbeing</b> Investigate the factors that impact a healthy lifestyle Produce a plan to improve personal healthy lifestyle	<b>Sexual Health and wellbeing</b> Analyse the personal impact of intimate relationships Examine potential risks associated with intimate relationships	<b>Emotional wellbeing</b> Examine the impact of emotional wellbeing on self and others Evaluate ways to maintain healthy emotional wellbeing	<b>Social Health and wellbeing</b> Examine factors that help develop effective social relationships Reflect on personal social skills and behaviours	<b>Leading an Activity</b> Plan an outdoor activity Lead an outdoor activity	<b>Being Financially aware</b> Examine sources of income and deductions on employment earnings Manage finances