

St John's PSHE Curriculum

2023 – 2024 Curriculum Plan

Curriculum Intent

In the Gospel of St John, Jesus says that he has come that we may have 'life to the full'. Providing our young people with the tools, skills and foundations to navigate life with all its opportunities and challenges and be happy, is what drives the intent for PSHE and RSE at St John's. We want all our students grow in their understanding and appreciation of themselves as a child of God and a young person who will contribute uniquely to human relationships, their natural and social environment and the world of work. The personal characteristics and values are nurtured through daily school life and the PSHE curriculum makes a distinctive contribution to this journey. We study under the three areas recommended by the PSHE Association:

- Health and Wellbeing
- Relationships Education (which includes RSE Ten Ten Programme *Life to the Full* which is delivered in PSHE lessons for KS4)
- Living in the Wider world

These core areas allow students to engage with the statutory requirements for PSHE, an aspirational Careers programme, explore their roles as citizens and prepare them to be safe, well and fulfilled in all their relationships. As a result of their school life and, their PSHE Development Curriculum, our students will become healthy, independent and responsible members of a society who understand how they develop personally and socially and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our students with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse and inclusive society. Above all, our students will nurture their sense of self-worth so that they can transform, protect and enrich the world they inherit.

Post Pandemic PSHE

We are aware that the impact of the national measures put in place in response to COVID 19 will create new needs and priorities we must respond to as a School in order to ensure our PSHE Curriculum supports recovery and restoration.

Key:

Health and Wellbeing	Living in the wider world Careers, Citizenship, British Values.	Relationships and RSE
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**Curriculum Implementation for PSHE
Curriculum**

The Head of RE organises RSE Ten Ten for Year 10 and 11 in an Extended Form time programme that is delivered by Tutors or other staff who are trained specifically to deliver the programme in a Catholic context. This strengthens the quality of the provision and the capacity to answer questions/manage conversations in an appropriate way.

Year 10 and 11 PSHE

Year	Autumn 1 – 4	Autumn 5-14	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Mental Health</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.</p> <p>PoS refs: H2, H5, H6, H7, H8, H9, H10</p> <p>Topics how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation</p>	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p> <p>Topics about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination</p>	<p>Employability skills</p> <p>Employability and online presence</p> <p>PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p> <p>Topics • about young people’s employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their ‘personal brand’ online • habits and strategies to support progress • how to identify and access support for concerns relating to life online</p>	<p>Work experience</p> <p>Preparation for and evaluation of work experience and readiness for work</p> <p>PoS refs: H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23</p> <p>Topics • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on</p>	<p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models and the media.</p> <p>PoS refs: H19, H20, H21, R20, R35, R36, R37</p> <p>Topics about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media’s impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage</p>	<p>Financial decision making</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>PoS refs: H25, R38, L16, L17, L18, L19, L20, L25</p> <p>Topics • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling,</p>

				the learning from work experience	peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction	including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities
11	<p>Building for the future</p> <p>Self-efficacy, stress management, and future opportunities</p> <p>PoS refs: H2, H3, H4, H8, H12, L22</p> <p>how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and</p>	<p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p> <p>PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21</p> <p>how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and</p>	<p>Communication in relationships</p> <p>Core values and emotions, assertiveness, dealing with unwanted attention</p> <p>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p> <p>about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to</p>	<p>Independence</p> <p>Responsible health choices, and safety in independent contexts</p> <p>PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24</p> <p>how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services •</p>	<p>Exams</p>	<p>Exams</p>

	<p>effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online</p>	<p>interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance</p>	<p>challenge harassment and stalking, including online • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support</p>	<p>about the links between lifestyle and some cancers • about the importance of screening and how to perform self examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation</p>		
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- A clear and comprehensive scheme of work supports this plan.
- Use of assemblies, visiting speakers, textbooks and use of online materials from specialist agencies are used to support the delivery.
- Some units are supported by short knowledge organisers / self-tests to encourage growing knowledge.

Impact

Without some assessment we can only really describe what we cover in the PSHE curriculum rather than make any judgements about its impact. We also want to ensure that the same highest standards of teaching and learning impact on the engagement and delivery of the curriculum. It must therefore be subject to the same scrutiny as other areas of the curriculum. Several methods will inform our judgements about the impact of PSHE on students.

1. Lessons: Contain a range of ‘assessments’ which can be monitored by the teachers delivering. Short quizzes, reflections on learning, prior assessment of learning in some sessions and oral assessment of answers and engagement in PD lessons.
2. Workbook /Folders kept by students for PSHE Work
3. Learning Walks by leaders for Teaching and Learning to support continued professional development for teachers of PSHE.
4. Student Focus Groups once per term to reflect on the impact of the materials. A termly review of materials / lessons and evaluate as the PSHE Team
5. Support from SEND team to reflect on and adapt materials to ensure that there is accessibility for the curriculum.

Teaching Resources to support implementation

We reviewed all materials used for PSHE and have additionally sought support from the PSHE Association in order to access a greater range of PSHE Accredited materials and ensure that the guidance and advice that they give as specialists is filtered down to the team.

This Programme of study maps out the meeting of requirements as well as implementing a spiral curriculum and teaching methodology based on research for PSHE as a subject area.

In addition to the PSHE Association guidance on content we are supported as a school by a subscription to Ten Ten which provides resources, plans and assessment tools to deliver the statutory content through the prism of Catholic RSHE. The framework of our programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice. **Life to the Full** will address the needs of young people where they are at in today's world. The teaching includes lessons on puberty, personal hygiene, fertility, menstruation, family and friends, sexual intimacy, delaying sex, an understanding of the body, sexuality, marriage, gender, online relationships, social media, consent, grooming, pressure, STIs, contraception and natural family planning, abortion/miscarriage, the effect of drugs and alcohol on relationships, pornography and sexual exploitation. The programme will be fully inclusive of all students and across all Key stages.