



PSHE

Curriculum Intent, Implementation and Impact

Intent

We aim to create confident and well-informed individuals who are capable of recognising and building healthy relationships with others and taking care of themselves. The RPSE department is proud to have a significant role in supporting the school's ethos of 'learning to live' in addition to 'living to learn'.

We challenge students to be able to communicate in a mindful and mannerly way, with respect and integrity. Our curriculum supports us to do this by allowing students the opportunities to learn about and evaluate a wide variety of issues in the world today and the impact of these on individuals and communities. We aim for our students to be able to confidently discuss different ideas and challenging content in a sensitive and articulate manner. We encourage students to reflect on issues in society and become responsible individuals with regards to their own safety, well-being, and when building and maintaining relationships with others. Inclusivity of language and content is at the core of our department and students will learn how to celebrate diversity as well as challenging stereotypes or misconceptions about individuals or communities.

Our PSHE curriculum at NHGS reflects our belief that successful curriculum goes beyond what is examinable. We aim to provide opportunities for specialist guest speakers and share information from specialist external agencies that can support students when dealing with health, personal, emotional and social issues.

Examples of how our curriculum supports the ethos statement are evident in the schemes of learning that encourage students to work collaboratively on projects showing awareness of mindful and mannerly behaviours. We aim for students to think with an enquiring mind about some of life's challenging questions. Enthusiasm is modelled by our staff and praised in our students who are engaged and motivated to succeed.

As a knowledge engaged curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them recall it by embedding subject specific vocabulary and key legal terminology relating to issues such as the protected characteristics of the 2010 Equality Act.

Students have access to the content they need through department-based resources and are signposted to sources of further support.

We build the cultural capital of our students by covering a range of cultural, historical and social issues, for example, the social histories of minority groups and the changing cultural landscapes in which attitudes have changed for example towards sexuality and gender.

We aim to challenge students, not just in their knowledge but in their thinking. Our PSHE content aims to introduce students to sensitive matters in an age appropriate manner, allowing them to make informed choices and navigate, with confidence, decisions about their own health and well-being. Inclusion of topics like SRE, mental health, self-esteem and body image have been chosen to help protect all students including vulnerable and potentially vulnerable groups as well as meeting our statutory duties. The role of the PSHE department in whole school awareness days, supporting citizenship and diversity, also aim to empower and celebrate all our students.

Implementation

Collaborative curriculum planning, evaluation and regular communication lies at the heart of what we do in the department. Curriculum content is regularly reviewed and discussed within the team and all team members contribute to the creation of curriculum materials and good practice is shared as a matter of course. We have consistent aims and objectives for each area of knowledge and learning that we expect all students to meet. Curriculum content is split into SRE, Wider World and Health Education.

In PSHE we have a strong focus on personal reflection and discussion of issues in a safe and controlled learning environment. This can be seen in our agreed common ground rules for PSHE lessons. Where appropriate, collaborative projects are used alongside reflective activities and regular discussion within the class room to encourage communication and collaborative skills.

Our curriculum is delivered through a wide variety of classroom experiences and learning materials. We also provide opportunities for independent learning to embed the NHGS memory strategies such as self quizzing and low stakes quizzes which are a regular feature of lessons in the RPSE department.

High expectations and NHGS standards of learning behaviours are modelled consistently by teaching staff.

Impact

We know our curriculum is working in the RPSE department through the engagement of students as well as their confidence to navigate life as thoughtful and confident individuals.

Our PSHE curriculum at NHGS supports the personal development of our students by cultivating the skills necessary for personal reflection and empathy for others. Students are well informed about the factual and legal matters surrounding issues of health, sex, relationships and the wider world and are confident in knowing how to access further support and information should they need to. Fundamental British Values are reinforced through the topics studied and students are encouraged to challenge stereotypes/misconceptions and speak out against forms of prejudice and discrimination. They are encouraged to build resilience and set personal well-being goals in order to help actualise their individual potential, whatever that may be.

By the end of their time at NHGS students will have a sound understanding of the features of healthy lifestyles and healthy relationships, including online safety. They will be able to recognise the influence of external and internal influences for unhealthy and risky behaviours and will have learned some strategies to help manage difficult situations. They will be able to use language respectfully whilst recognising and challenging unacceptable language and behaviour.