**Littleport and East Cambs Academy**

**The Intent, Implementation and Impact PSHE**

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| **Curriculum overview** |
| According to the PSHE Association (2020) PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. At LECA we pride ourselves on developing our students skills and attributes such as self-esteem, resilience, team work and critical thinking, whilst preparing them for the real work Research shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. For this reason, the PSHE curriculum is regularly embedded into the wider curriculum, as evidenced in our subject audit. |

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| **The Intent of the PSHE** |
| What are the key drivers shaping the department’s curriculum? |
| At LECA, the teachers aim to make lessons engaging and challenging but, above all, that are memorable and enjoyable. We hope to use our lessons to encourage our students to look at the world with an informed and enquiring mind. We believe that the most important part of our work is to equip all of our young people with the ability to live a full life, where they can become confident and questioning individuals and provide them with the future to which they aspire. The vision of delivering PSHE at LECA is that it can become the means by which our students can become resilient individuals who are prepared and equipped for an ever-changing world to which they feel certain they can contribute in a meaningful way. |
| What does the department want to achieve through the curriculum that it is providing to students? |
| The department aims to help young people develop a sense of self-worth and the wisdom to see the world through the eyes of others and to understand their place within the world. We also want our learners to develop and have empathy for those around them, locally and globally and to be able to consider the dilemmas some people face from all walks of life.For this particular curriculum students will cover 6 core themes which are broken down into individual pathways. The themes that they will cover include:* **Core Theme 1 – Rights Responsibilities & British Values**.

 Some of the content includes Politics, Parliament, Campaigns, Law Making, Crimes and Prisons. It also includes Conspiracy theories, Extremism, Terrorism and Radicalisation. Furthermore it includes Critical thinking, Fake News, Cults, Human Rights and British Values* **Core Theme 2 – Celebrating Differences**

Some of the content includes Identity, Multicultural Societies, LGBTQ+, Homophobia and Transphobia. Other contents include Brexit, Peace, War and Conflict as well as Global Campaigns* **Core Theme 3 – Relationships & Sex Education**

Some of the content includes Consent and Boundaries, Respectful relationships, Dealing with Conflict and Sexual Orientation. Furthermore it covers issues such as FGM, Sexual Health, Bullying and contraception.* **Core Theme 4 – Staying Safe Online & Offline**

Some content includes County Lines, Gang Culture, Social Media, Digital Footprints, Wellbeing and Grooming. It also covers Drug Education and Addicitons* **Core Theme 5 – Health and & Wellbeing**

Some content includes Puberty, body confidence and self-esteem. Health and Wellbeing is also covered, including Cancer Prevention and abuse. * **Core Theme 6 – Life Beyond School**

Some of the content includes Communities, Employability & Careers and money management. In addition to this, life skills and digital rights and responsibilities are covered. |
| How are the department’s vision underpinning the whole school curriculum? |
| The PSHE department seeks to have high aspirations for all our students, support them to progress during their time at LECA, and encourage them to achieve the best that they are able to. We seek to design, implement (and evaluate) a curriculum which offers breadth and balance, impacts on students’ personal development and welfare and have positive impact on the wider curriculum. While we support students to develop their knowledge and skills, we encourage them to ask questions, develop their understanding and build confidence in their own abilities. Students will be provided with transferable skills and tools to improve their learning in other subjects, thus enhancing their employability when leaving education.  |
| What data or information does the department use in order to plan an appropriate curriculum for your students? |
| Students will be required to complete end of theme evaluations. This will measure their knowledge and act as an evaluative tool to ensure that the curriculum is robust. In addition to this subject audits are carried out to enable a holistic PSHE curriculum. |
| What does the department do to ensure that students are prepared for the next stage of education, training or employment? |
| Our curriculum is designed to meet the needs of our young people, preparing them for adult and working life in the 21st century, contributing to both their personal development and future economic well-being. Each lesson makes reference to the real world, for example, the MeToo Campaign and Brexit. |
| How does the department plan to deliver the teaching of equality and diversity through the curriculum? |
| Throughout the curriculum equality and diversity is at the heart of what we do. A focus of quality and diversity is embedded into the curriculum. Legislation is also introduced and regularly referred to throughout. Each core theme embeds equality and diversity throughout too. |
| How does the department order the content to ensure that it develops students’ knowledge, skills and understanding progressively? |
| The design of the curriculum is sequenced, with each core theme viewed as a pathway. This means that core themes are regularly revisited, built upon and intertwined into other themes. As students work their way through the curriculum they are able to build on previous knowledge and as such increase their critical thinking skills. |
| How is safeguarding built into the curriculum, including extremism, mental health, ( HRSE health, relationships and sex education, consent) etc.? |
| Our curriculum has time given to issues such as anti-bullying, extremism, mental health, abuse, healthy relationships and sex education. Safeguarding is at the heart of the curriculum and delivered holistically. |
| How does the department ensure that its curriculum is in line with the National Curriculum? |
| The curriculum has close links to other core subjects including English, maths and ICT. Where relevant links to other subjects will be made. Sequencing the curriculum will be evident throughout. The subject audit also seeks to ensure that staff are mindful of where links can be made. |
| What cross-curricular opportunities does the department offer? |
| The department has many cross-curricular opportunities with Art, English, Science, Health and Social Care and RE. For example contraception, fake news, STI’s and development. |
| What are the future plans for the department? |
| Opportunities for educational trips.Links with other schoolsGuest speakersCommunity links being created  |

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| **The Implementation of PSHE** |
| How has the course been designed? |
| The PSHE curriculum has been designed as a 5 year programme, starting in year 7. The curriculum covers all of the required content and is delivered in a sequenced order. With each year group building on their prior knowledge. Students will have weekly PSHE lessons, where workbooks will be completed and assessed throughout. The content has been carefully considered to ensure that it is suitable for the students. The curriculum has been designed with an inclusive approach, supporting the diverse range of its students. This includes personalised resources and lessons for students at LECA.All Schemes of work and evidence of planning is available to review. Throughout this process, the lessons and schemes of work are ‘working documents’ and as such are under continual review.  |
| PSHE provides a wide range of learning experiences which are accessible to students of all abilities. These involve: |
| * Activities to develop communication and presentation skills, both in individual and group scenarios.
* An emphasis on real world experiences, through the use of realistic case studies, and increasing the level of contact with the community and services, through trips and visitors.
* Aspirational teaching – all students are encouraged and supported to complete work tasks above their target grade as well as having a teacher with sector experience.
* Individual feedback is given on tasks to facilitate further progress.
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| How will this course enrich students experience within PSHE? |
| The curriculum will embed opportunities for guest speakers, educational visits and additional support sessions. Students will be taught the curriculum, with, real life events and current affairs being embedded. Students will also be taught by staff who have extensive industry background within some of the core themes. |

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| **The Impact of PSHE** |
| What is the intended impact of this course? |
| The PSHE curriculum has the intended impact of supporting 100% of its students in achieving a clear understanding of the real world by* Widening students’ knowledge of the world around them
* Opening opportunities for students to explore their own identities and the communities around them
* Exploring global issues and becoming active citizens
* Building resilience, promote a growth mindset and develop students confidence as well as other soft skills to prepare them for their future
* Connections between the local community and LECA students
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| How will the impact of this course be measured? |
| * Through Student feedback – evaluation forms will be used at the end of each theme.
* Raising aspirations through increased awareness and understanding world around them
* The completion of key elements to support them in KS5 such as having a CV and Personal Statement
* Engagement, as evidenced through behaviour data.
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