**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. Being mindful of this, LECA seeks to ensure that its curriculum is student focused and delivered in line to promote its ethos of **We are INSPIRED.**  |

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| **The Intent of the PSHE** |
| What are the key drivers shaping the department’s curriculum? |
| 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. The curriculum has a clear framework in equipping its students for life beyond LECA. The knowledge strands within PSHE guide the teaching and learning to be a foundation to raising aspirations and preparing them for their ongoing education and careers.As such, PSHE is intertwined into LECA in a variety of meaningful ways including through other subject areas such as Art, Languages, PE and Humanities to name but a few. In addition to this the PSHE lessons are complimented by a range of enrichment activities including Wellbeing Wednesday, A Year 10 Girls Wellbeing session and our LGBT+ group. The purpose of PSHE at LECA is for it to be a preventative curriculum whereby building empathy and tolerance is taught, whilst equality and diversity is celebrated. The curriculum supports the personal development of students in the school and works in line with the schools policies, including our Anti-Bullying Policy. PSHE at LECA, for our Key Stage 3 students is delivered once a week and for our Key Stage 4 students, the lessons are delivered once a fortnight. This enables our students to delve into a range of topics in depth. Topics are set, however, the content is adapted to ensure that local, national and current affairs are integrated smoothly into the lessons. In turn this supports our students to develop critical thinking skills as well as enhancing their knowledge of the world around them. All PSHE lessons at LECA seek to provide students with a safe and inclusive environment. To ensure this, all lessons, are built upon the foundations of the PSHE classroom code of conduct. A conduct that students are aware of and a conduct that all PSHE teachers embed into their lessons. 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. In addition to this, there is a whole school approach where lessons are shaped to ensure that continual links to British Values and the schools Core Values are made. This is an inclusive curriculum where all students are supported to achieve and make meaningful contributions and one where no student is left behind. As such,, students with SEND will be supported through the correct methods during class time and during assessments. These students are identified through our whole school student database as well as by regularly assessing the learning and raising any concerns to the SENCO. Pupil Premium Students and those with Safeguarding needs are also carefully supported using a holistic approach by the staff team at LECA. |
| 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 Addictions* **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.The themes are age appropriate and inspire dialogue between students and their teachers. Students work through workbooks, with a focus on discussion, innovation and enhancing their global awareness, whilst building their confidence, resilience and promoting their life skills.The department wants to achieve and increase cultural capital for all of its students, promoting them to become active citizens in their local communities as well as taking responsibility and pride in becoming national and international citizens, each with the ability to shape the world around them; whether it be within their school, home area or being part of a global campaign. The department also seeks to ensure that students develop relationships with one another that are respectful, supportive and encourage positive wellbeing whilst having self control when discussing sensitive topics.  |
| 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 a 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? |
| This is the first year that LECA is following the Cre8tive Curriculum and therefore the data being collected will be varying from past data in previous academic years. This is being used as a leap board and the Head of Faculty is further developing the curriculum, using student needs at the forefront of future curriculum developments. For example, the knowledge strands in September 2020 have been adapted in February 2021.The following data will be collected which will support in planning the curriculum as well as evaluating it:* Initial assessment - This enables the department to assess the students prior knowledge. This took place as part of their first PSHE lesson this academic year
* Formative assessments – at the start and end of each lesson students will complete a “confidence checker”, a simplistic tool to measure progress of knowledge prior to the lesson and again at the end.
* Feedback from staff will be collated and used to support the planning of the curriculum

Completing the above will support consistency across the whole school and within the delivery of the lessons. In addition to this, subject audits are carried out to enable a holistic PSHE curriculum. These audits gain an understanding of how other subject areas embed elements of PSHE and British Values into their lessons. |
| 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. In addition to this the lessons will contribute to both their personal development and future economic well-being. Each lesson makes reference to the real world, for example, LGBT+ History Month, Children’s Mental Health Week, Black Lives Matter 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. One example of how this is embedded can be seen through the core themes, some of which include LGBT, Proud to be Me and Exploring British Values |
| 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, to reflect the needs of our students, with each core theme viewed as a pathway. One example of this being that Year 7 start with the “Managing Change” section from Life Beyond School. Another example being Year 8 begin with Celebrating Diversity and Equality (LGBTQ+ explored). This has been done as there are a high number of students in that year group who identify as LGBTQ+In order to ensure that students’ knowledge, skills and understanding development it 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. There will also be opportunities to embed local, national and international matters when they arise. The course also lends to embedding, holistically, the topics mentioned above. |
| 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.In addition to this there are areas of the PSHE curriculum where other subject areas will take the lead. This includes First Aid – The PE and sports department will be running these sessions. |
| 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 curriculum has been designed by Cre8tive Curriculum, with the department designing the lessons to suit the needs of our students and to ensure that information and topical areas are current. The department is led by a staff with a background in some of the PSHE areas and is taught by staff who understand the curriculum well. To support staff in teaching PSHE there are regular opportunities to participate in CPD opportunities. 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 in Key Stage 4 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. Students in Key Stage 4 will have PSHE lessons once a fortnight. The workbooks provide an excellent base to promote discussion as well as writing down their ideas. Each workbook, at the end, enables teachers to feedback to the students and complete assessments. 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. Students will also be aware of their learning journeys, especially for the unit they are currently working on. The lessons are implemented using the “Principles of Instruction”1. Begin the lesson with a review of previous learning. - “focus last lesson” slide is presented and discussed
2. Present new material in small steps. - The teacher will provide new information
3. Ask a large number of questions (and to all students) - The teacher will ask a range of questions, being inclusive of all students using a variety of techniques
4. Provide models and worked examples - This could be from exemplar student work or through teacher/ theory created models
5. Practise using the new material. - Students will move onto a new activity by practicing with the material they now have. This could include furthering their knowledge.
6. Check for understanding frequently and correct errors. - This will be done using a range of methods such as group work, feedback and assessments
7. Obtain a high success rate. - A vast number of students should be able to obtain the new information and be able to demonstrate this.
8. Provide scaffolds for difficult tasks. - At LECA we teach from the top, as such, more difficult areas will then be scaffolded
9. Independent practice. - Students will complete a task and usually feedback
10. Monthly and weekly reviews. - Through Sequencing, tasks (formative and summative)

This method of teaching and learning has been proven to help students remember in the long term, the concepts that have been taught, whilst enabling them to integrate new information. |
| 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

The department therefore seeks to ensure that students develop a detailed knowledge base and skills set that can be embedded across the wider school curriculum. |
| How will the impact of this subject 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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