

PSHE Programme of Study at Lansdown Park Academy

Intent/Aims

The PSHE Programme of study at Lansdown Park is matched to the mainstream curriculum and adapted to the specific needs of our students and fit within the 5 Curriculum Aims (Ethos, Relating to Staff, Relating to Others, Managing Learning and Managing Situations) of Lansdown Park Academy.

The PSHE programme of study at Lansdown Park Academy identifies the key concepts, skills and attributes that are developed through PSHE education. It fulfils our statutory responsibility to safeguard pupils, support their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

The KS3 Programme of study at Lansdown Park Academy is based on the development of overarching concepts and essential skills and attributes provided in the PSHE Association Programme of Study. This programme of study promotes the revisiting of themes which will gradually extend thinking, expand knowledge and developing skills, rather than providing a series of 'one-off' topics.

The PSHE curriculum is intended to allow pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.

Core Themes of PSHE at Lansdown Park Academy

The PSHE Programme of study at Lansdown Park focuses on 3 key areas:

- Health and wellbeing
- Relationships
- Living in the wider world

Implementation

The PSHE curriculum reflects the needs of our learners by addressing the gaps in prior knowledge and providing them with the tools to successfully embark on the next stage of their education.

The PSHE curriculum is sequenced in an order which maintains a narrative of building on previous learning. The curriculum makes distinct reference to pedagogical practice and provides opportunity for frequent retrieval practice; progress tasks; check outs; frequent low stakes testing; worked examples; engaging learning that supports encoding; explicit teaching of vocabulary—linking new words/ concepts to old learning using scaffolds and

differentiation.

Assessment is used as a tool to inform teachers and leaders where gaps in knowledge may lie. The intent of assessment both formative and summative is to ensure that the 'spikey profile' of the vast majority of our students is combatted by offering a second layer of personalised learning.

Impact

As Evidenced in the DFE report on 'Personal, social, health and economic (PSHE) education: a review of impact and effective practice' (March 2015) personal, social, health and economic (PSHE) education will improve the physical and psychological well-being of pupils. The comprehensive PSHE curriculum at Lansdown Park Academy will achieve a virtuous cycle: pupils with better health and well-being can achieve better academically, which in turn leads to greater success. The World Health Organisation (WHO) also found positive effects from an evidence based PSHE programme on diet, exercise, smoking and bullying.

As part of students' PSHE curriculum at Lansdown Park Students will also have input from an array of outside agencies including: BROOK Sexual Health Clinic, OTR (Off the Record) and School Nurse intervention.

We recognise the importance of Cultural Capital for all of our students and regularly plan opportunities for our students to be exposed to positive experiences they wouldn't normally have.

The PSHE curriculum will also impact on non-cognitive and social skills play: an important part in success at school and in employment. Our PSHE curriculum will enhance students' skills such as perseverance, conflict resolution, emotional intelligence, self-management, self-respect, team work, time and stress management. This, in turn, will have a significant impact on pupil behaviour and well-being on educational outcomes. Pupils with greater emotional, behavioural, social and school well-being will have, on average, higher engagement and be more engaged with their schooling.

KS3 - PSHE Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject Key Area	Living in the wider world		Relationships	Health and Wellbeing	Relationships	Living in the wider world
Core Theme	Identity Personal strengths achievements		Diversity Prejudice and Bullying including cyber bullying	The risks of alcohol, tobacco and other substances	Self-esteem, romance and friendships	Making ethical financial decisions

	and areas for development	Managing on- and off-line friendships Resilience lab	Managing puberty and the issues of unwanted contact and FGM	Exploring family life	Saving, spending and budgeting our money
Subject Content	L1, L2, L7, L9, L10, L12, L15, L16	H19, H20, R1, R3, R4, R5, R6, R7, R8, R11, R13, R27, R28, R29, R30, R35, R36 L3, L4, L6, L17	H4, H5, H7, H8, H9, H10, H18, H20, H24, H25, H26, H27, H28, H29, H30, H31 R30, R31, R32 L5, L6	H12 R1, R4, R5, R6, R7, R8, R9, R10, R11, R13, R14, R15, R17, R22, R23	L18, L20

KS2 - PSHE Overview

Term 1	What is important to me? - Children explore what it is that is important to them and makes them special and unique.
Term 2	The Wider Community- Children talk about and discuss what roles they have in the wider community and not just to themselves. Stranger danger and how to use emergency services.
Term 3	Relationships 1- Learning to trust one another and how to forge safe friendships.
Term 4	Relationships 2- Working together and a class to create and build a project. Coupled with DT
Term 5	Health and Wellbeing 1- Healthy eating- What makes a healthy meal? How can we make sure that we eat the right food.
Term 6	Health and Wellbeing 2- Exercise and its importance. Build on knowledge of healthy food to make 2 parts of the puzzle in healthy living.