

Intent

PSHRE and Citizenship education are school subjects through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.' PSHE Association 2019.

The PSHRE and Citizenship Department at The Beacon Centre aims to provide a coherent programme of personal, health, social, relationship, citizenship and careers education. As a department we aim to encourage high aspirations to maximise progress and to enable all pupils to experience the joy of success.

Our aims for PSHE also reflect the PSHE Association syllabus which is to equip pupils to live healthy, safe productive, capable, responsible and balanced lives through core themes of health and wellbeing, relationships and living in the wider world.

Our intent is to provide a PSHRE curriculum that provides opportunities for pupils to reflect on and clarify their own values and attitudes and explore complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHRE aims to help pupils to:

- Identify their personal qualities, attitudes, skills, attributes and achievements and what influences these.
- Explore their attitudes, values and beliefs about them and develop the skills, language and strategies needed to manage any issues should they encounter them in their lives.
- Apply academic skills such as critical thinking and resilience, to their approach to the study of PSHRE.
- Promote pupils' spiritual, moral, social and cultural development.
- Equip all pupils with the knowledge and skills they need to stay safe and be able to communicate when they do not feel safe
- Provide expert independent, up-to-date careers guidance that gives our pupils the best information and opportunities available and helps them progress into further education, training and employment.

Citizenship aims to help pupils to:

- Prepare pupils to play a full and active part in society by promoting Social, Moral, Spiritual and Cultural development. In particular, citizenship education fosters pupils' keen awareness and understanding of democracy, government and how laws are made and upheld.
- Understand the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.
- Prepare to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

PSHRE promotes personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It provokes challenging questions about health and wellbeing, relationships and living in the wider world. In addition, amendments have been made at both KS3 and KS4 to develop a knowledge-rich curriculum where pupils are taught about cultural capital. PSHRE provides great opportunities for the pupils to learn in order to be successful in the world of work, in relationships forged throughout life and as a valued contributor to society as a whole. These tools consist of knowledge gained, behaviours learned and skills mastered and it is our job to ensure that all learners have the opportunity to develop these attributes through their school experience.²

Programmes of study, for PSHE have a clear plan for what pupils should know and be able to do in PSHE by the end of KS3 and KS4. This is explicit in planning and there is a shared understanding across all those who teach PSHRE. The PSHRE programme supports the pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging. It takes the 'learning opportunities' outlined within the three core themes and helps develop the pupils' concepts, skills and attributes and engage in respectful discussions about these issues.

Implementation

In KS3, pupils have a 45 minute PSHRE lesson and a 45 minute Citizenship lesson each week. KS4 years have a combined RE/PSHRE lesson once a week, 2 45 minute Citizenship lessons per week. PSHRE is delivered to each class by a carousel system of teachers where each teacher has a specific area in which they teach to all classes. Students also have additional B4L, P4A and Experiential learning lessons timetabled weekly in addition to the PSHRE and Citizenship lessons.

The three core themes are covered in our KS3 and KS4 curriculum. The intention is that the pupils will learn about being confident in addressing the challenges of effective learning and making a full and active contribution to society but will have opportunities to revisit their learning about Health and wellbeing, Relationships and Living in the wider world in order to build on and deepen prior knowledge and understanding.

In Key Stage 3 , curriculum planning and delivery is in line with the PSHE Association guidelines and builds on the skills, attitudes, values, knowledge and understanding they have acquired during the primary phase. It acknowledges and addresses the changes young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence.

The Key Stage 4 curriculum is delivered as part of a combined RE, PSHRE programme and Edexcel Citizenship Studies. This curriculum is also planned and delivered to extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3.

The purpose of Citizenship is to develop capacities that allow pupils to become informed, responsible and active citizens. They learn the knowledge required to be able to think critically about complex issues, evaluate sources, weigh evidence, problem solve, take part in debates, advocate their viewpoint, sustain arguments and take forward democratic action on issues and matters of concern.

The department has strong links with the professional association for PSHE and accesses all the subject specific support and up to date guidance available. All PSHE teachers are routinely supported through relevant in-school training and access to a suite of suitable and relevant resources.

The quality of teaching and learning in PSHRE creates a positive environment which is safe and interesting and excites pupils to be inquisitive, ask questions and listen to others. The curriculum is engaging and varied using case studies and research that is relevant to our pupils and our school setting. We have amended the schemes of work at both KS3 and KS4 to include the new Relationships Education, Relationships and Sex Education (RSE) and Health Education' to follow statutory guidelines. This ensures that the pupils are very well-equipped for the next stage of their education or employment.

Subject-specific vocabulary is demonstrated in every PSHRE lesson and teachers regularly use and encourage pupils to use. Etymology of key words is taught to improve pupils' understanding and lists of key words for topics at KS3 and KS4 are found on displays in classrooms at The Beacon Centre. This is supported by a wide variety of case studies, newspaper articles, silent starter reading activities that are embedded in PSHE lessons. Teachers in the department make excellent use of mini-whiteboards and extended mind maps, to check understanding at the beginning, during and at the end of the lessons. This then helps decide whether to progress a theme or revisit certain aspects. Questioning is a key tool used throughout the department and pupils feel safe and valued when answering and discussing in class. Pupils are given the opportunity to improve their work based on teacher feedback. There are good examples of this in the pupil books, but especially in the extended mind maps and end of unit assessments. Pupils are encouraged to improve their work each lesson by adding new information they have learnt onto their extended mind maps.

Impact

A recent pupil voice from year 7-11, suggests that the curriculum is enjoyed by pupils, pupils learn a lot in their lessons and the topics covered in PSHE are relevant to pupils of their age. The curriculum is deliberately planned to enable pupils to revisit core themes and deepen understanding. Retrieval of relevant prior learning at the start of core theme aims to embed these concepts. In order to help recall this information 'low stakes testing' is used in the form of diagnostic tests, which does not just help measure understanding, it also develops understanding.

Pupils are expected to use key vocabulary in both oral and written answers. Knowledge organisers contain vocabulary lists to help deepen the knowledge and understanding of key terminology. Pupils are assessed through multiple choice diagnostic testing which are built into each unit of work and challenge all abilities throughout Key Stage 3 and 4. This identifies gaps and misunderstandings in knowledge. This allows staff to compare where a pupil is at the end of a unit against where they were at the beginning. The benchmark against which progress is measured is the pupil's own starting point, not the performance of others.

In order to help Year 11 pupils with college applications/employment PSHRE teachers revisited lessons to ensure pupils were fully prepared for their next step into education or employment. The feedback from these lessons was positive from pupils, saying it helped them feel more prepared and understood the processes involved better. Due to this, the living in the wider world unit in Year 11, will be revisited later in the year to ensure a greater understanding and importance of the world after The Beacon Centre.