

PSHE at Nether Stowe Academy

Introduction

Personal, social, health and economic (PSHE) education has now been part of the National Curriculum for over 10 years and is intended to support pupils' learning and personal development.

Personal, social, health and economic education is a planned program to help children and young people develop fully as individuals and as members of families and social and economic communities. Effective PSHE education is intended to help equip them with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

What we have done so far.

As a school we in the past we have delivered PSHE in drop down days, we were unable to cover all the content that we needed to doing these days and therefore have changed to fortnightly timetabled lessons. I have now created pre-prepared power points to limit the amount of work they had to do and to ensure the students are getting all the information they need and ensure that as a school we are delivering all the national requirements of the PSHE program.

What will happen this year?

PSHE is considered a timetabled lesson and therefore, as with all other timetabled lessons, it will be considered just as important. It does not however hold the same statistical importance though which means we can make it more student focussed.

One of the major changes this year is how PSHE will be delivered. The DFE have stated that PSHE must cover three specific areas, there are:

- Health and Wellbeing
- Relationships
- Living in the wider world.

In recent years PSHE has taken elements of these in their drop down days but not covering everything. . This year we will be covering these topic areas in a spiraling curriculum, focussing for example on Relationships with every year group but developing it to meet their emotional and physical needs as they get older. We will also be focussing on skills such as revision and looking at careers and their future prospects throughout their time at Nether Stowe instead of waiting until KS4.

More emphasis will be on student discussion and participation in the lessons, we will be covering difficult topics and it is important that the students and staff have a positive relationship. Students will get the opportunity to ask questions and learn through scenario based activities.

Written work and Assessment

Students will be assessed in PSHE in a different way, they will partake in quizzes to test their knowledge of what they have learnt, but the majority of their assessment will be through questioning and discussion.

Citizenship Education

Citizenship is taught as part of the PSHE program. The purpose of citizenship education is to equip the next generation of voters with the knowledge and drive to create change in the world around them. Not only are they taught the factual knowledge that will help them to understand the way that the world around them works, but also provides them with the skills they will need to effect change in the world around them, whether this be at a local, national or international level. We will spend time over over both key stages looking at their place in the world and how they can contribute to the wider world. This will include looking at how Britain is governed and understanding the responsibilities they have as a British citizen but also equip them with the understanding of how to live in the world without the security of school or their parents. We will deliver this as part of the PSHE program to ensure Citizenship is delivered to all students and it is relevant and tailored specifically to them and their life aspirations.

British Values

Many of the requirements for British values are already delivered as part of the broad PSHE and Citizenship program I have created. It is a requirement that in one of the form slots during the week teachers deliver 'In the News' this gives students the chance to watch some of the local and national news and discuss what is going on around them. This therefore enables students to distinguish right from wrong and to respect the civil and criminal law of England through lively discussion and debate based on up to date news stories happening in the country and the wider world. Coupled with this the as part of their journal write up students will be encouraging students to accept responsibility for their behavior, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely by reflecting on what they have contributed to the world that week.

As part of the British values topic embedded in the PSHE program students will look at prejudice and discrimination and also diversity and consider how our society has changed over time. They will also be able to learn about democracy in our country and how we should behave and the consequences of not conforming to the rules of the school, the local community and nationwide.

Personal Learning and Thinking Skills

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| Independent enquirers Focus: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes. Young people: <ul style="list-style-type: none">Identify questions to answer and problems to resolveplan and carry out research, appreciating the consequences of decisionsexplore issues, events or problems from different perspectivesanalyse and evaluate information, judging its relevance and valueconsider the influence of circumstances, beliefs and feelings on decisions and eventssupport conclusions, using reasoned arguments and evidence. | Creative thinkers Focus: Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value. Young people: <ul style="list-style-type: none">generate ideas and explore possibilitiesask questions to extend their thinkingconnect their own and others' ideas and experiences in inventive waysquestion their own and others' assumptionstry out alternatives or new solutions and follow ideas throughadapt ideas as circumstances change. | Reflective learners Focus: Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning. Young people: <ul style="list-style-type: none">assess themselves and others, identifying opportunities and achievementsset goals with success criteria for their development and workreview progress, acting on the outcomesinvite feedback and deal positively with praise, setbacks and criticismevaluate experiences and learning to inform future progresscommunicate their learning in relevant ways for different audiences. |
| Team workers Focus: Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes. Young people: <ul style="list-style-type: none">collaborate with others to work towards common goalsreach agreements, managing discussions to achieve resultsadapt behaviour to suit different roles and situations, including leadership rolesshow fairness and consideration to otherstake responsibility, showing confidence in themselves and their contributionprovide constructive support and feedback to others. | Self-managers Focus: Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities. Young people: <ul style="list-style-type: none">seek out challenges or new responsibilities and show flexibility when priorities changework towards goals, showing initiative, commitment and perseveranceorganise time and resources, prioritising actionsanticipate, take and manage risksdeal with competing pressures, including personal and work-related demandsrespond positively to change, seeking advice and support when neededmanage their emotions, and build and maintain relationships. | Effective participators Focus: Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves. Young people: <ul style="list-style-type: none">discuss issues of concern, seeking resolution where neededpresent a persuasive case for actionpropose practical ways forward, breaking these down into manageable stepsidentify improvements that would benefit others as well as themselvestry to influence others, negotiating and balancing diverse views to reach workable solutionsact as an advocate for views and beliefs that may differ from their own. |

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All throughout the PSHE program there is a large emphasis on the PLTS. it gives the students a chance to take ownership of the session thus improving their ability to be an effective participant, a reflective learner and also gives them the skill set to become independent enquirers. There is also a strong emphasis on them being able to really reflect on the experiences they have had both positive and negative on a fortnightly basis and think creatively about how their weeks has been.

Once they get to KS4 they begin to become more independent and they will be supported in making independent decisions about further education and the world of work. They will have to show they can become effective participants and good self managers taking responsibility for their future choices.

Every Child Matters



It is becoming more obvious over time that students mental health and well being needs to be addressed more in schools. It was with this in mind that I decided that the journals were a good way of allowing students to express themselves but also give them the opportunity to share what has happened in their week if they want to. This could be a student that does not normally share their accomplishments through embarrassment of praise or equally a student that wants to share something personal with you but cannot articulate it. This enables the teacher to support and know their students better.