



# St Ives School – PSHE Curriculum Statement



“Educating the mind without educating the heart is no education at all” - Aristotle

## Curriculum Intent

The St Ives School Curriculum ensures that all our students have the opportunity for academic and personal development across a broad range of subjects and experiences. It combines equality of opportunity to our core learning with opportunities for students to make individual choices regarding their learning experiences. Acquisition of knowledge and transferable skills are the cornerstones of our student's progress and we place a high value on building their understanding of community, place and social justice. Lessons and other learning experiences are sequenced to build on students' prior knowledge, and to ensure that students deepen their understanding of each subject, and the interconnection between subjects and their global context.

Our Curriculum is the foundation to achieving our Core Principles:

- Students leave St Ives with high value achievements and the life skills and resilience that provide a platform for future success and happiness.
- We are inspired to work together to research, design and implement highly effective and sustainable solutions to develop and maintain our thriving school community.
- Continuous improvement is achieved through a whole school culture of, and commitment to, creativity, engagement and professionalism.

## What is unique to the study of PSHE?

At St Ives School, we feel that students' personal development is vital to their wellbeing and future success. The intent of the PSHE curriculum is to be responsive to the needs of the school and the individuals within it, and to deliver high quality education in the areas outlined below:

- Health and Wellbeing
- Living in the Wider World
- Relationships and Sexual Education
- Careers (as part of the wider CIAEG program)

Students will have the opportunity to develop their understanding of the world around them through the study of a range of challenging topics. This not only takes place within PSHE lessons but also within the wider school curriculum including tutor time and the assembly program. There is also a program of additional activities which is regularly reviewed and updated according to the needs of our students, these may include the

inclusion of external speakers, performances or workshops. The PSHE curriculum aims to be flexible in its ability to respond to different situations that may occur whilst maintaining the level of academic rigour expected of all curriculum areas.

**Literacy in PSHE is developed via the teaching and discussion of Tier 2 and 3 vocabularies in lessons. Students are encouraged to explore the use and meaning of specific language, particularly when studying relationships and where this language is used in the wider context. Guided reading texts are being used throughout the curriculum to provide students with accurate information as well as develop their literacy skills and recognise the cross-curricular links attributed to reading and interpreting text.**

## Curriculum Implementation

### General principles

- PSHE is sequenced according to guidance from the DfE and PSHE Association. Links are also made to the CDI Framework and Gatsby benchmarks where appropriate. These are mapped to ensure content coverage.
- Where possible, strands from the different areas are interleaved so that there is a cohesive approach to PSHE education. For example, when students are studying careers, they may also look at how to manage personal finances.
- The curriculum is delivered at an age-appropriate level and strands that are begun in Year 7 are repeated with increasing depth and complexity throughout the curriculum. An example of a typical topic structure can be seen in the Relationships (as part of RSE) strand below:

Year 7	Year 8	Year 9
Managing a successful transition - Managing emotions around transition and building resilience.	Bereavement, loss and separation.	Personal safety and consent - Consent both online and offline, including sexting. Influence of media on relationships (Including pornography)
Healthy Relationships - The Equality Act	What is love, contraception and an introduction to consent	Healthy relationships, CSE , victim blaming and FGM.
Healthy Relationships - Self esteem, peer pressure and health	Discrimination and prejudice.	

- The curriculum is responsive and is adapted where a need has been identified. An example of this is the inclusion of Incel Culture following the rise in interest amongst students in this area.
- RSE is included at the beginning of Year 7 to encourage and develop positive relationships at this time of transition.

- PSHE is in a unique position when it comes to embedding knowledge. Where there are areas that need to be committed to memory, we follow strategies to support this:
  - Basic knowledge is selected as 10 pieces of fundamental information and is named “The Basic 10” These are given at the start of each topic for students to develop their understanding and use throughout the topic. (New for Jan 2023)
  - Use of topic trackers to enable students to refer to prior knowledge and develop new learning (New for Jan 2023)
  - Low stakes questioning

### Student organisation

- PSHE mirrors English setting owing to the core skills involved in the subject
  - Y7- mixed ability
  - Y8- bands (5 classes inc. 1 x Nurture)
  - Y9- bands (4 classes)
  - Y10- bands (5 classes inc. 1 x Nurture)
  - Y11- sets (5 classes)

### Accumulation of knowledge

- We ensure knowledge is embedded into long term memory by tracking the **repeat concepts** and repeating them with increased complexity.
- A retrieval toolkit is currently under development which aims to give teachers a range of techniques and examples that can be used in the classroom (New for Jan 2023)

### Time allocation

Each year group will have the following allocation for hours where that are taught the PSHE Curriculum across a two-week cycle:

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Hours allocated	1.25	1.25	1.25	1.25	1.25
Percentage of curriculum time	2.5%	2.5%	2.5%	2.5%	2.5%

## **Teaching and learning provision**

- Lessons start with a retrieval task which may be in the form, last lesson, last week, last month, last year - a spaced retrieval based activity OR may be based upon students own knowledge and experience.
- Checking for understanding points are used in lessons to review previously learned key skills that are relevant to the lesson taught. It highlights misconceptions and prevents barriers to learning throughout the lessons by reminding students of these skills.
- Modelling of worked examples is present in lessons using a format of 'I do, We do, You do' to ensure students meet the high expectations we have of them with communicating their work (both written and verbal) using tier 2 and tier 3 vocabulary. This is especially important when introducing new concepts.
- Feedback is provided to students 'live' throughout the lessons to ensure students make rapid progress through activities. Whole class feedback is provided regularly to students using peer assessment, verbal feedback and low stakes quizzing.
- Repeat concepts are being developed to link curriculum ideas together.

## **Adapted provision**

- Explicit instruction for SEND and LPA students focused on teacher demonstration followed by guided practice and independent practice.
- Cognitive strategies like memorisation techniques and metacognitive strategies to help students plan, monitor and evaluate their learning. Chunking the task at each stage will support students with SEND to make the information easier to process.

## **Enrichment provision**

- SIS offers a range of enrichment activities that support students' development within PSHE but are not exclusive to the subject. For example:
  - Sporting Activities – resilience, teamwork, health & wellbeing
  - College visits – post-16 provision, living in the wider world
  - Work Experience

## **Curriculum impact**

### **Formative assessment**

- Formative assessment is more of a diagnostic tool with some elements of our formative and summative assessments based on knowledge retrieval to enhance knowledge retention.

- Formative assessment strategies include:
  - Impromptu quizzes and low stakes testing
  - Short comparative assessments to see how pupils are performing against their peers
  - Extended written responses
- Formative assessment is used to monitor student learning style and ability (metacognition) and to provide on-going feedback for student development.
- Planning and teaching methods are adapted to aid students to improve their learning rapidly.

## **Progress**

- The quality of teaching and learning is monitored through lesson visits by the faculty lead and by senior leaders.
- Visits are recorded using Sisra Observe, where follow up action points are actioned as necessary.
- In link meetings between the faculty lead and senior leaders, teaching and learning is a standard agenda item and where any necessary action is discussed and agreed.
- Work scrutiny is also completed and recorded on Sisra Observe by the faculty lead and senior leaders. HOF work scrutiny has a strong focus on tier 2/3 vocabulary being used and student productivity.
- Peer book reviews are also completed in faculty meetings as a form of moderation and to ensure all faculty staff are consistent in their approaches and monitoring progress.

## **Summative Assessment**

- Whole class feedback is given to classes once per term. Students respond to this in purple pen.
- Targeted and live marking is completed by the teacher in lessons. This involves the teacher looking at student work in the lesson and prompting and supporting to accelerate progress. Live marking is short and focused, for example prompting with 'this means that...' to encourage the student to develop their point.

## **Student Feedback**

- Student voice is completed to monitor student's understanding and building knowledge of the strategies used in maths. Results from this are used to inform future planning.
- Students have the opportunity to communicate with teachers during the school day and by using Show My Homework and Google Classroom.