St. Osmund's PSHE Department
**Subject Overview and Intent, Implementation and Impact Document**

This document is designed to give an overview of PSHE (Personal, Social, Health and Economics) education at St. Osmund's in terms of the curriculum intent, implementation and impact.

Most of PSHE education became statutory for all schools from September 2020. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

Contents
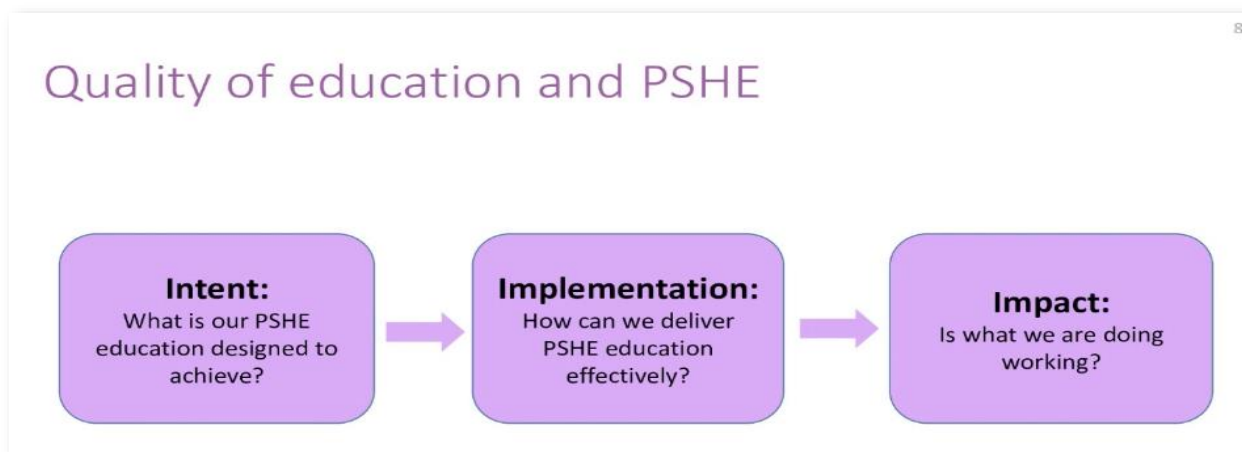
Intent	Implementation	Impact
Vision Statement	Equality, Diversity and Inclusion	Assessment in PSHE
Where We Are Now	Curriculum Planning	Examples of Assessment
Spiral Curriculum Map		Ensuring progression
Knowledge organisers		Additional Opportunities to Learn
Expectations in Teaching and Learning		
Students' Books – Pride, Purpose and Progress		

Vision Statement

PSHE (including RSE) at St. Osmund's is designed to foster positive outcomes for pupils' mental and physical health, personal resilience, relationships and economic wellbeing, in order to equip them to be fulfilled as individuals, successful and productive members of their local community and wider society. PSHE at St. Osmund's encourages pupils to develop personal attributes of kindness, teamwork, self-care, resilience, tolerance, integrity, critical thinking and honesty. **This vision is based on the importance of PSHE education that is preventative and protective – NOT therapeutic.** The curriculum is knowledge rich to enable students to make progress through the three core strands, and every lesson should be active, engaging and motivating.

Where we are now: Relationships education, Relationships and Sex Education (RSE) and health education

St. Osmund's were early adopters of new statutory Relationships and Sex Education in September 2019 as part of a new PSHE department. Timetabled, one-hour lessons are delivered fortnightly. From September 2019 PSHE lessons have been taught to all pupils by a team of teachers from a diverse range of other teaching and leadership roles.

1. Curriculum Intent

All curriculum documents are stored on the staff shared area, T:Drive > Subject Folders > PSHE 2022-2023

Spiral Curriculum – Cross Phase Model

Our knowledge-rich spiral curriculum (Years 5 to 8) intends to progress knowledge and skills through bespoke, robust and holistic PSHE/RSE education across the **three core strands** of the curriculum. These are colour-coded in the whole school curriculum map. Statutory elements of the Relationships and Sex Education curriculum are embedded within the whole curriculum, including LGBT identity (KS2) and relationships (KS3).

Health and Wellbeing

Lessons in key stage 2 include teaching about: Identifying and talking about feelings Understanding how feelings affect behaviours Strategies to manage feelings The link between mental and physical health Managing the transition to key stage 3	**Lessons in key stage 3 include teaching about:** Challenging stigma related to mental health Promoting emotional wellbeing and healthy coping strategies Developing 'digital resilience' in the context of online pressures

Relationships and Sex Education

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects of RSE are taught in science, and others in PSHE.

Lessons in key stage 2 include teaching about: Staying safe, friendship, bullying, healthy relationships and puberty – both the physical and emotional changes that occur	**Lessons in key stage 3 include teaching about:** Revisiting themes of puberty and healthy relationships, relationship values and expectations, consent, sexual diversity, sexual health, contraception and responsibilities

Living in the Wider World

Even though much of 'Living in the Wider World' is not included in statutory requirements, this core theme is equally important. Our PSHE programme covers economic wellbeing, citizenship, careers and enterprise education, as well as education for personal safety, including assessing and managing risk

Lessons in key stage 2 include teaching about: Respect, British Values, diversity, racism, careers, identity, media literacy fundraising, ethical spending	**Lessons in key stage 3 include teaching about:** Diversity, antiracism, stereotypes, career aspirations, media literacy, managing money, employability and entrepreneurship, economic wellbeing, personal strengths and transition

In Lessons

PowerPoint presentations and lesson plans are available on the shared staff area (T:Drive), organised by Subject Folders > PSHE 2022/23 > Term > Year Group scheme > Numbered lessons. Lesson sequences are designed to engage students in discussion and offer differentiated levels of challenge, led by key questions that individual teachers should then differentiate according to the needs of their students. Key vocabulary is included and should be a regular element in teaching. Teachers are expected to model the use and correct spelling of key vocabulary and terminology during class discussion and insist on its use in spoken and written work.

L Macnair
September 2022

Structuring lesson phases is crucial in PSHE, to avoid extended discussion time that has no recorded outcome in books.

Marking, Feedback and Assessment
During lessons, Teachers and Teaching Assistants will use:
- live marking techniques
- ongoing verbal feedback
- conferencing opportunities for groups of students to reflect on and refocus their learning
- intervention and bespoke support where necessary.

Lessons will feature opportunities for Dedicated Improvement Reflection Time (DIRT) that allows students to self and peer assess their work, giving 'two stars and a wish', followed by editing and responding to next steps, using purple pen. Spelling errors of key vocabulary or common words appropriate to the student's literacy ability will be corrected three times. Whole-class feedback will be shared with the class when appropriate.

Knowledge Organisers (KOs)
A4 colour copies of half-termly Knowledge Organisers are prepared for each student, also available on the shared staff area, T:Drive and the curriculum tab of the school website . These contain a Topic Overview, Key Facts, Learning Questions, Key Vocabulary and definitions as well as links to clips, videos and websites relevant to learning, further research.
Teachers are able to use this resource as a tool to initiate and guide assessment for learning, explicitly teach topic vocabulary and importantly, for signposting help and advice from accredited sources.
Students will be expected to use KOs as a learning resource during lessons and to supplement their home learning and independent research for assignments. KO quizzes allow time to recall previously taught vocabulary and knowledge to ensure learning is embedded in long term memory.

Expectations in Teaching and Learning
Expectations of PSHE teaching and learning align with whole-school expectations. Owing to the nature of PSHE lessons, carefully managed discussions are a core feature of learning. These may include general whole-class discussion which leads to small group or pair activities as appropriate. Active participation by students as speakers, listeners, scribes and chairperson is the expectation in all discussions, to be facilitated and monitored by Teachers and Teaching Assistants to provide formative assessment opportunities. Most lessons will have a written outcome.

To facilitate learning, there is an expectation of teachers that discussions are:
- Distanced – *centring around examples and third-party characters or scenarios, to avoid discomfort or accidental disclosure.*
- Informative and relevant to the learning objectives within the sequence of lessons for the topic
- Not viewed as 'therapy' or 'counselling' sessions
- Signposted for help and advice beyond the classroom
- Making use of anonymous question boxes

Students' Books - Pride, Purpose and Progress

PSHE books are a source of pride for students and teachers. Presentations standards are high and represent all students' best efforts. Written work is completed in blue or black pen, with a focus on neat handwriting. Layout on the first page for each lesson should use alternate lines and feature *(underlined with a ruler, from the left)*:

Date in full

Learning Objective (extended with a 'so that…' phrase to make learning objectives explicit to students)

Do It Now (DNA)

Key Vocabulary:

Expectations of presentation will be clearly modelled by teachers and will be monitored so that students can improve poor presentation. Diagrams or graphic work will be completed with a neat sharp pencil and labelled using a ruler. Drawing and creative work in books will use colouring pencils rather than felt tips where possible and are an invaluable part of learning in PSHE, so presentation will be at the students' artistic discretion whilst representing their best ability.

Purpose
Work in books allows students to record information, ideas, new knowledge, analysis and reflection. Different writing tasks will enable all students to experience writing for purpose; note-taking, explanation, discussion, longer analysis or personal reflection.

Progress
Every book will have a knowledge organiser stuck in prior to each topic. Following this will be a baseline assessment and subsequent sequenced student work. Topics will conclude with an endpoint assessment to evidence progress.

Baseline assessments will be carried out at the onset of each half-termly topic, to be revisited in an endpoint assessment, to evidence pupil progress. Half-termly projects are designed to allow students to apply their knowledge and skills either independently or in small groups. These progress from hypothetical, scenario-based projects to practical real-life projects at the end of the academic year. This is so students are empowered to apply purposeful learning in a real-life context, and to bring benefit to the school and wider community.

Curriculum Development
The PSHE teaching team is a diverse group with a variety of subject specialisms that enrich our department. Collaborative planning and curriculum development is encouraged and any resources which demonstrate student engagement and progress should be emailed to the Subject Lead, to be incorporated into the relevant scheme of work.

Subject Team meetings are held each half term, to evaluate and review curriculum content and share good practice. Evaluations of schemes of work, moderation of assessments and books are all included in these team meetings, to effectively review curriculum content, pupil progress and learning activities. Ongoing CPD that is specific to PSHE will be discussed and arranged where necessary to support colleagues' subject knowledge and ongoing professional development.

2. Curriculum Implementation

Equality of opportunity

The spiral curriculum has been carefully designed with pupils' progress at its heart. It is inclusive and can be accessed by all learners. Positive representation of LGBTQ, Black, Asian and Minority Ethnic peoples is embedded throughout the curriculum. Students with SEND and ASC are supported according to their specific needs, as these relate to learning in PSHE (literacy, public speaking, independent task-planning for projects) with support and guidance from the SEND department. Inclusion is vital to ensure that all students meet the same curricular goals confidently and successfully. Those students with ASC or SEND needs with 1:1 teaching assistant support are taught alongside their peers, or in small groups where curriculum content presents challenges (eg; in Year 8 Sex Education lessons).

Diversity and Inclusion

Our curriculum embeds diversity, equality, inclusion and respect at its core. An example is the British Values topic within the Living in the Wider World core strand. The four British values outlined by the DfE include -

- mutual respect
- rule of law
- democracy
- freedom of speech.

Therefore, issues of prejudice and discrimination according to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation are key elements for our curriculum coverage. Protected characteristics, Equality Act 2010 is introduced in British Values (Year 5) and then built upon in subsequent years through the spiral curriculum. Notably, our PSHE curriculum challenges stereotypes, institutional discrimination and includes examples of how prejudice affects health and wellbeing.

Curriculum Planning – Evidence-based; Well-resourced; Bespoke

Our spiral curriculum develops students' Personal, Social, Health and Economic skills and enriches their knowledge across years' 5 to 8. The National Curriculum for Key Stages 2 and 3 and new statutory guidance for Relationships and Sex Education (DfE, 2020) has been used to carefully and precisely map our programme of study. All relevant DfE and PSHE Association planning and statutory guidance documents are stored in the PSHE Subject folder for access by all teacher and TAs.

To ensure that PSHE education at St. Osmund's is bespoke and relevant to our students and the wider community, data is used to assess how specific local data differs from national trends. In addition, Parental Voice, Student Voice and collaboration with other schools in the Wessex MAT and DASP (Dorset Area Schools' Partnership) is included.

Local Data:

Public Health England - Public Health Profiles https://fingertips.phe.org.uk © Crown copyright 2019
Parental Consultation for Relationships and Sex Education (November 2019 and September 2020)
Student Voice (Anonymous) Relationships and Sex Education – July 2022)
Year Leader / Tutor Survey on Students' Mental Health and Wellbeing (July 2022)
Anti-Bullying Survey (2022)

Sources of National data: DfE Statutory guides; PSHE Association guidance; National Data – (Key Data for Young People 2019); Achievement for All (AfA: Every Child Included in Education campaign)

Spiral Curriculum Map

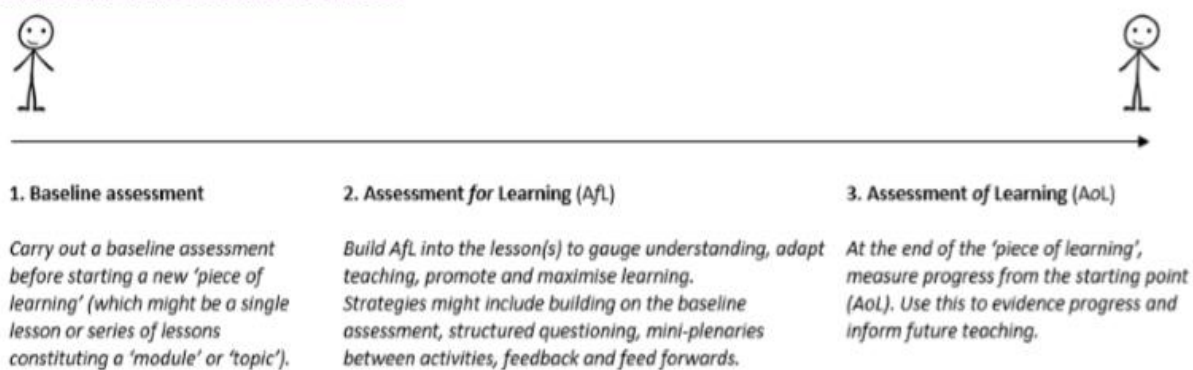**[**SEE SEPARATE DOCUMENT *PSHE SPIRAL CURRICULUM OVERVIEW 2022-2023***]**

3. Curriculum Impact

Assessment in PSHE

Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a student is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the student's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education:

A MODEL FOR ASSESSMENT IN A LESSON OR SERIES OF LESSONS

1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment *for* Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment *of* Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.
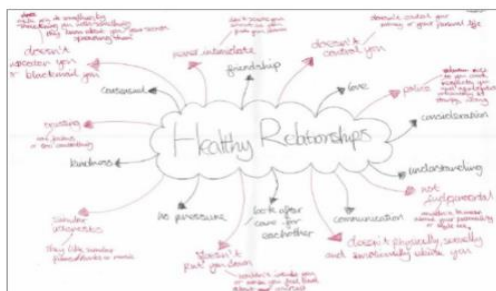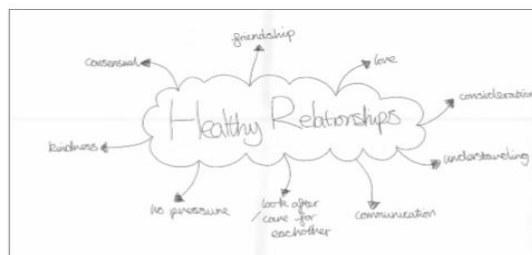
Examples of Assessment (refer to PSHE Association Guide to Assessment in Subject Folder)

MIND-MAP ACTIVITIES

Baseline assessment activity

In this example, the student was asked to mind-map their thoughts and ideas about healthy relationships, on their own before starting lessons on relationships.

Baseline revisited as an endpoint assessment

After the lessons, the student returned to their mind-map and added to it in red. Their baseline activity showed quite a good understanding of the basic features of a healthy relationship but their revisited mind-map shows their new learning, especially in relation to recognising signs of an unhealthy relationship.

USING 'I CAN' STATEMENTS

The following example illustrates how 'I can' statements can be applied to different contexts in order to assess attainment within a scheme of work.

Example A: Year 7 scheme of work on puberty

Learning aim: To understand the physical and emotional changes young people experience during puberty and the importance of personal hygiene.

Working towards	Working at	Working beyond
√ I can identify why puberty is a transitional stage in my life	√ I can explain that puberty is a transitional and temporary stage that marks the change from childhood to adulthood	√ I can confidently explain the physical and emotional changes during puberty and assess their possible impact on individuals
√ I can describe how puberty prepares a person's body for becoming a parent	√ I can describe how puberty prepares a person's body for becoming a parent, recognising that this does not necessarily mean a person is ready, or will be able to, have a child	√ I can explain how puberty prepares a person's body for becoming a parent, and explain the differences between being physically and emotionally ready for having a child
√ I can suggest examples of physical changes that occur during puberty	√ I can explain how to manage the changes that occur during puberty and how to promote physical and emotional health, including how to maintain hygiene	√ I can explain a range of strategies to manage changes that occur during puberty and ways to promote physical, mental and emotional health, including detailed knowledge of how to maintain hygiene
√ I can suggest some ways to promote health and hygiene during puberty		
√ I can list support services for someone who needs advice about puberty	√ I can identify a range of different sources of advice about puberty, including online services and how to access them	√ I can evaluate a range of sources of advice about puberty. I can make recommendations about appropriate services to match different puberty related concerns.
√ I can identify some forms of media that might influence a person's feelings about puberty, self-esteem or body image	√ I can explain the role of the media in influencing a person's self-esteem during puberty, including in relation to body image	√ I can analyse how and why the media may have a significant impact on a person's self-esteem, body image and body confidence during puberty.

Draw and write activity — this third example shows a slightly different approach to the activity above. Before any new teaching on healthy lifestyles, pupils have drawn and written about what they do during the day to stay healthy.

examples of physical activity and healthy eating. Explains why/how

Draw and write repeated to demonstrate progress against success criteria — Again, this pupil's repeated draw and write activity shows considerable progress in her understanding of a healthy lifestyle.
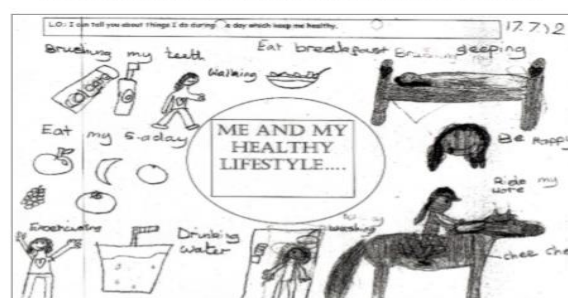
This is evidence of progress in its own right but in this case the school wished to record pupils' attainment more formally each half term, so used the following success criteria against which to gauge each pupil's progress:

Success criteria

1. *Identifies a limited number of factors that keep people healthy, for example, focussing mainly on physical activity and healthy eating*

2. *Identifies a wider range of factors that keep people healthy, for example, including personal hygiene, drinking water and emotional health. Gives more examples of physical activity and healthy eating.*

3. *Identifies a wider range of factors that make people healthy, including emotional health, personal hygiene and drinking water. Gives more*

these things keep someone healthy.

Ensuring student progression

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. Effective use of assessment allows pupils and teachers to reflect on the learning that has taken place, increases motivation for learning and helps to demonstrate impact.

Demonstrating impact on pupil progress in line with the curriculum is ensured through a variety of assessment models.

- Ipsative baseline and endpoint assessment tasks to benchmark individual pupils' progress
- AfL during lessons
- Selected written feedback and suggested extension tasks
- Approach to Learning grades (ATLs) which reflect student engagement
- Projects and presentations

Pupils' progress in Knowledge and Skills is interwoven and built upon 'horizontally' – across each academic year, and 'vertically', from Year 5 to Year 8. Impact on pupil progress per topic is assessed with some student-led projects (where appropriate) for pupils to demonstrate their competencies in applying knowledge through skills of collaboration, communication, presentation and wider impact.

Curriculum review and revision will take place in departmental meetings, where pupil progress in challenging content such as mental health (post-Covid) or RSE at KS3 may need revisiting or adapting to ensure it is taught thoroughly and effectively.

Topics are revisited and built on through the four years in a spiralled approach to learning. Disengaged students are identified by teachers and appropriate interventions or changes put into place (eg; seating plan, small group focus), in consultation with the Subject Lead, SENDCo, Tutor or Year Leader as appropriate. Individual teachers and teaching assistants offer support in class along with peer support which is evident in seating plans.

Additional opportunities to learn

Visitors and workshops in school are enabled at various times during the year. For example, Year 8, 'Escapeline' presentations dealing with Child Criminal Exploitation / Countylines drug issues, 'Staying Safe' visits from the RNLI and other Emergency Services. Careers education in Year 8 is supplemented by a Careers Fairs managed by the school Careers Lead.

L Macnair
September 2022