

Personal Development: PSHE KS4

Curriculum core purpose. Intent

How does this curriculum fit into the OBHS Curriculum Specification?

Careers at KS4 builds upon students experiences at KS3 by furthering their knowledge, skills and attributes they need to keep themselves healthy and safe and prepare them for life in modern Britain.

Curriculum is fit for 21st century by enabling students to manage their lives now and in the future. PSHE helps students to manage critical opportunities, challenges and responsibilities they will face growing up.

How is this linked to prior learning? How do units/ topics/ chunks fit together to form the curriculum narrative and prepare students for the next phase of their learning. By using a spiral curriculum all of the three main PSHE themes have been delivered at KS3. They are revisited at KS4 with signposting to advice and guidance and material covered at an age appropriate level. Focus on wellbeing and mental health post-Covid.

How does this curriculum respond to local and national agendas (e.g. SMSC, and BV)

SMSC is embedded throughout PSHE with every lesson closely intertwined to all aspects. British Values are again an integral part of PSHE and are mainly featured when looking at living in the wider world.

Content-Knowledge and Skills.

The skills focussed on are; explaining, recognising, predicting, demonstrating, assessing, analysing, identifying, comparing, justifying, discussing, summarising.

The main content at KS4 is based on living in the wider world, health and wellbeing and relationships and sex education. These all build on prior learning from KS3 and many topics are covered again at an age appropriate level with more explicit in-depth information.

Subject specific pedagogy

Students need will be equipped with the knowledge to enable them to make informed decisions about their wellbeing, health and relationships and to build on their self-efficacy. Pupils can put this knowledge into practice when facing risks, challenges and complex contexts. When faced with a difficult situation students will be able to develop resilience and to know how, when, who and where to access support.

Resources and support

The curriculum is full of signposting and many resources have been developed from external agencies. Safeguarding is used when delivering information about keeping safe and the Safeguarding team of staff. PSHE Association, Stonewall, Bish Training, BBC Teach, MIND, Thinkuknow, Educate Against Hate, Show Racism the Red Card.

Feedback, assessment and progress.

Habits

How are students assessed? How does this demonstrate progress?

Assessment is an integral part of the PSHE learning and development process. Its purpose is to check whether success criteria has been achieved. Assessment for learning is particularly beneficial as it promotes students' skills of learning how to learn and lets them take responsibility for their own learning. It helps students to recognise where they are in their learning, where they need to go, and how best to get there. Self-assessment tools are regularly implemented in learning phases including colour coding, highlighting, ticking statements before and after, with extended writing personal opinion questions reflecting on students own ideas and opinions.

How do children receive feedback on their learning?

Students are marked on extended writing tasks, including SPaG, their level of explanation and justification of opinion. Verbal feedback from peers and members of staff.

How is feedback used to inform planning/ SoL?

Lessons have been adapted to incorporate the 3 levels of challenge so that students are more driven and are able to self-regulate their learning. In class AfL is used to develop future learning phases.

Resilience – safe classroom environment where students can express their ideas without fear of judgement or criticism. Know how to keep themselves and other safe.

Independence – students think of their own targets, independent work particularly on extended writing tasks. Make informed decisions both in and outside of school.

Ambition – students encouraged to complete high levels of challenge. Aim high, explore all opportunities.

Collaboration – many group activity tasks planned throughout. Lots of class discussion.

Creativity – explore different ways to look at problems – particularly looking at solutions.