

Curriculum core purpose. Intent	Year: 9 PSHE	
<p>How does this curriculum fit into the OBHS Curriculum Specification? <i>It highlights the importance of SRE throughout KS3 and 4 and explores the rights of students but also respecting the rights of others in terms of the relationships they form, those in the LGBTQ community and risks associated with sexual activity. It also looks at stigma around mental health and teaches coping mechanisms.</i> 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. <i>Students from years 7 and 8 will have looked at different types of relationships, the law involving sexual activity and consent. They will also have looked at an introduction to personal mental health and coping with conflict and resolution.</i></p> <p>How does this curriculum respond to local and national agendas (e.g. SMSC and BV). <i>It follows the Norfolk Agreed Syllabus and incorporates one of the main aims of looking at SRE and Mental Health and Well-being through application and analysis.</i></p>		
Content-Knowledge and Skills.	Subject specific pedagogy	Resources and support
<p>Succinctly summarise the subject content and skills which students will study. <i>A look into sexual relationships with a heavy focus on the risks associated with them. STIs are covered, as is pornography. Students also complete a unit on Mental Health and Well-being, looking at the stigma attached to mental health and teaches some coping mechanisms for things such as anxiety and stress.</i></p>	<p>Describe the subject-specific pedagogical approaches which are used. <i>Tasks are designed to encourage students to think about the consequences of their actions. Tasks also help to consider those with poor mental health, and how to help/find help when suffering from it. Students are required to demonstrate knowledge and understanding, application and analysis.</i></p>	<p>How is the curriculum resourced to make sure it is personalised to the needs of learners? <i>Smart questioning is implemented by teaching staff using Blooms Taxonomy to encourage higher order thinking skills. Differentiated worksheets, information sheets and images are used to support and encourage learning.</i></p>
Feedback, assessment and progress.	Habits	
<p>How are students assessed? How does this demonstrate progress? <i>Assessments are formative and are both inclusive of subject specific knowledge and skills e.g. describe, explain, discuss, evaluate, create.</i></p> <p>How do children receive feedback on their learning? <i>Verbal feedback during circulation and whole class discussions. Written feedback and NS on formative assessments, Success criteria and peer/ self marking.</i></p> <p>How is feedback used to inform planning/ SoL? <i>In-class AFL used to adapt duration focus and discussion based tasks. Scaffolding, 3 levels of challenge with personal choice, stretch and challenge in addition to the core. Differentiated task sheets for HAPs and LAPs.</i></p>	<p>Here you might consider the minimum skills you would want students to have developed through the learning tasks and pedagogy in your subject lessons over the course of this year.</p> <p><i>Creativity – looking for meaning and purpose in life through different approaches.</i></p> <p><i>Resilience – open minded, challenging misconceptions and stereotypes.</i></p> <p><i>Collaboration – participate actively in group discussions, develop active listening skills and working together to find practical solutions for real-life issues.</i></p>	

OBHS Curriculum Specification

Specification	Criteria	How will we know?	How is this delivered
Have high success rates	Qualification	Progress data	Quality first teaching
Efficient	Cost effective	Sustainable	Control parameters
Diverse and rich	Breadth and depth	Experiential	Mixed delivery and content. Enriched with learning outside of the classroom
Fit for the 21c	Competencies framework	Habits of Minds, functional and life skills,	Thematic and specialist curricula delivery
Engaging and responsive to individuals	Personalised	Entitlement of access	Pathways and active choice
Prepare students with the skills for their next step	Relevant and reflective of the needs of local community	Progression into education and employment	‘Tapestry curriculum’