

PSHCE

Curriculum Statement



Intent

The PSHCE programme runs alongside our school ethos (Intellect, Courage and Empathy) whilst fulfilling PSHE and RSE statutory requirements. We endeavour to provide pupils with a journey through the school that equips them for the wider world and educates them in life skills that will prepare them for what life may bring.

Their programme is layered throughout our curriculum at every key stage and delivered in specialised PSHCE sessions for KS3&4 and in 'Life Skills' at KS5, which all run weekly during academic monitoring 20 minute sessions. There are also 5 Power days a year where we focus on topics across the 3 areas of the PSHCE and RSE curriculum: 'The Wider World', 'Health and Wellbeing' and 'Relationships'.

We aim:

- to provide lessons and opportunities that enable pupils to experience a balance of the joy of learning with helping them feel safe and aware of issues beyond the curriculum, in their lives beyond the school gates.
- to provide pupils with the key skills and knowledge required to become effective thinkers, communicators and citizens.
- to help pupils to understand the importance of being caring and empathetic
- to encourage pupils to be open-minded and informed about cultural diversity and to be inquisitive about and appreciate a wealth of cultural heritage.

Implementation

a) Content & Skills

The progression of the PSHCE curriculum through the key stages is laid out in the

- [PSHCE overview](#) and the
- [KS5 Life skills curriculum](#)

All Schemes of Work are reviewed termly and feedback is given in regular SAM meetings where they may be adjusted in accordance to the needs of the year group and in the light of societal changes.

In KS3 we equip pupils with the skills and content they need taken from the three main areas of study in the PSHCE and RSE curriculum. These include: 'The Wider World', 'Health and Wellbeing' and 'Relationships'. Then in KS4&5 we develop and refine those skills, revisiting topics and educating them further when age-appropriate. This is done through PSHCE

sessions as well as on Power Days across the year. We often invite specialists into school on Power Days to work with pupils who benefit from their expertise. At KS5 we further explore 'The Wider World' topics in areas such as Careers and 'next steps'.

Pupils have a 20 minute session every week to cover topics and an assembly that is often linked to the current PSHCE theme. These include guest speakers as well as year group leaders and senior management. Pupils also spend five whole days a year where we collapse the timetable and work on PSHCE-related topics. We also cover some requirements through science, FBCS (including RS) and days with specific foci such as 'World Mental Health day'.

b) Learning environment

PSHCE is generally taught in form groups but may be mixed up on Power Days to personalise learning experiences for specific topics or groups of pupils.

The department is well resourced and has access to 6 large spaces (3 of which are suitable for whole year groups) and 8 computer suites. We also have large outdoor areas and where possible we try to make use of our lovely surroundings on the corner of Danson Park or use the park itself. Safety rules are made clear in practical rooms and behaviour expectations are displayed in all rooms. A member of staff is always present when external visitors are working with pupils.

c) Assessment & Feedback

Pupils tend to do baseline assessments across topics and their understanding of topics is often demonstrated through Q&A and poster-making as well as the use of their PSHCE folders. Sequencing, and the fact that we tend to revisit topics through our layered curriculum, help pupils to build upon their learning as they progress through the key stages.

d) Monitoring

Observations of PSHCE sessions are made by the relevant SAM and DOS who are supported by the PSHCE lead and Careers advisor on Power Days. The PSHCE Lead works closely with SAMs and the Wellbeing Lead to monitor content delivery and ensure consistency between classes. The PSHCE lead also works with the SEND department in preparing for each Power Day to ensure that they are made accessible to all pupils, mirroring the way that SAMs work with the SEND department regarding PSHCE sessions.

Department members carry out learning walks to observe sessions and feedback to the PSHCE lead who meets with the Assistant Head of inclusion (also a safeguarding lead) to make sure the curriculum we provide is being taught to the best of our ability and allowing all pupils to be educated in the PSHCE and RSE curriculum.

Impact

Pupils at Bexley Grammar school are happy and feel safe. They are able to discuss issues beyond the academic curriculum with understanding and sensitivity and to reflect on their learning.

As pupils move up the school through the key stages they demonstrate increasing empathy for those around them, become better communicators and are better prepared to take up their places in society. They are better informed about, and show appreciation for, cultures other than their own. The quality of the relationships between pupils and tutors/teachers develops significantly as they move up the school, much of which is the result of the trust which develops during PSHCE sessions.

Pupils can be regularly observed to be engaged in sensitive and considerate discussions both in PSCHCE sessions and in lessons across the curriculum where personal, social, health and safeguarding topics are explored.

The excellent behaviour of pupils and low exclusion rates are in part due to PSHCE where discussion of mutual respect and openness to other cultures and viewpoints contribute to the harmonious outward-looking school community. Because they are happy and feel safe, pupils contribute freely to the extra-curricular life of the school which in turn reinforces that secure sense of belonging.