



Groveside
School

PSHE

Curriculum Statement



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Through the delivery of PSHE we want to enable all our pupils to become independent and responsible young people who are able to approach the issues they will encounter throughout adult life with confidence and the knowledge to make appropriate choices and decisions. The curriculum will allow them the opportunity to understand the diversity of relationships they will form throughout life. We aim to equip our young people with the skills and knowledge they need to enable them to take a successful role in the workplace.

Pupils will demonstrate feeling safe and confident in the school environment, at home and in the wider community and will be aware of how to seek support and advice if they need it. Pupils build the confidence to take on a variety of roles and responsibilities in school including being the representatives of the pupil voice on the School Council.

We have a well-planned spiral PSHE curriculum which pupils follow from Year 7 through to the end of Year 11. The PSHE curriculum runs alongside our RSE (Relationships and Sex Education) curriculum and Social Thinking curriculum allowing pupils the opportunity to focus on a large spectrum of topics including emotional health and wellbeing, relationships, alcohol, careers, and being safe. This spiral curriculum, both in PSHE and RSE, continues for our young people who continue their journey through school further enhancing their learning and experience of vital everyday life skills.

We create a nurturing environment in which our young people can explore their feelings and emotions, worries and questions at what can be a challenging time. Both our PSHE and RSE curricula link to SMSC as part of a cross curricular approach. Lesson activities include the opportunity to discuss and debate, share opinions and knowledge.

Many themes of assemblies also support the learning opportunities in PSHE lessons, as part of a cross curricular SMSC programme. During lessons, pupils will have access to key vocabulary and meanings in order to access and develop their learning. PSHE lessons are designed to be delivered in a variety of ways including whole group or small group discussion, role play, individual reflection activities, question and answer tasks, all designed to support the pupil in developing their self-confidence, knowledge, opinions and to challenge new ideas.

How is reading promoted in PSHE?

All teachers are expected to be aware of each pupil's current reading age, this will allow staff to differentiate all learning resources so independent reading can be encouraged every lesson and appropriate questioning of knowledge is utilised so each learner is more able to build upon their personal, social and health, knowledge.

Measuring impact in PSHE

At Groveside School, staff use an online platform called Evidence for Learning to record pupil attainment in PSHE. This system uses the **Groveside Progress Steps** Assessment Framework.

At Key Stage 3 and 4 the **Groveside Progress Steps** cover a broad range of ability, from the 'Foundation Learning Skills' that cover Early Years education, through to the main Key Stage 3 and 4 curriculum that takes pupils from year 7 through to year 11. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the PSHE curriculum helping to ensure that learning builds upon prior attainment.

All the knowledge and skills that we would like our learners to achieve by the end of year 11 are set out in sequential order on Evidence for Learning. It is our intention to ensure that all pupils progress at an expected rate, so they are able to achieve their personal best.

At all Key Stages, pupils will be assessed against the criteria each term. Each set of criteria will have 4 aspects.

1 - Fully Supported

2 - Partially Supported

3 - Independence

4 - Wow (transferrable skills /Application)