

Intent	
What are the aims of this subject?	What are the broad areas of knowledge and skills being developed in this subject?
<ul style="list-style-type: none"> To develop knowledge and skills which will equip them for opportunities and challenges in life. To engage in activities that develop empathy and understanding. To develop independence through learning how to take a greater responsibility for their actions. To promote health awareness and the value of adopting a healthy lifestyle. To instil awareness and understanding of the media and their online presence. To develop responsibility and self-awareness in relation to the treatment of others. To support the development of self-esteem. To know and recognise relevant laws so that they know they are protected from harm, harassment and abuse, as well as following these laws themselves. To provide access to external providers for advice and support. To ensure all pupils leave Kettlebrook Short Stay School with knowledge and skills that will help them make positive choices. 	<p style="text-align: center;">KS3 & 4</p> <p>HEALTH:</p> <p>Self-concept, mental health and emotional wellbeing, drugs, alcohol and tobacco, personal safety, sexual health and fertility</p> <p>RELATIONSHIPS:</p> <p>Positive relationships, values, forming and maintaining positive relationships, consent, contraception and parenthood, bullying, abuse and discrimination, social influences.</p> <p>LIVING IN THE WIDER WORLD: Learning skills, choices and pathways, work and career, employment rights and responsibilities, financial choices, media literacy and digital resilience.</p>

Implementation

How is this subject delivered/taught to students?	How is formative and summative assessment used in this subject to improve student's skills and knowledge?
<p>Key Stage 3</p> <p>At Key Stage 3 students are taught in small groups with a variety of activities being incorporated into each lesson.</p> <p>Topics taught include:</p> <p>Autumn Term: Kettlebrook Core Values (Honesty, Trust, Care, Respect), why do people bully, what is discrimination, supporting positive mental health, consent.</p> <p>Spring Term: Media, hygiene, strengths and weaknesses as a learner, addiction, the law in relation to drugs, peer pressure.</p> <p>Summer Term: Emergency first aid, positive healthy relationships, keeping physically well.</p> <p>Key Stage 4</p> <p>Students are taught in small groups with a variety of activities being incorporated into each lesson.</p> <p>Autumn Term: Child Sexual Exploitation, Stalking, bullying, discrimination and the law, choices, curriculum vitae writing.</p> <p>Spring Term: Online safety and presence, mental and physical health and how to access health services. Drugs and alcohol and the law.</p> <p>Summer Term: Emergency first aid, cosmetic procedures, staying well.</p>	<p>Students complete written work in exercise books which are marked regularly with feedback being offered in line with the school marking policy.</p> <p>A range of formative and summative assessment is used to assess progress and attainment, including:</p> <p>Daily marking Self / peer assessment Targeted questioning Informal / formal examinations Simple baseline assessments (for example true/false activities) are used.</p> <p>Baseline assessments have also been designed to discover initial subject knowledge when a student joins the school. Summative assessments are also conducted at the end of a half term.</p>
How is enrichment (e.g. residentials, clubs) implemented to enhance the components of this subject?	How are spiritual, moral, social and cultural values developed in this subject?

PSHE continually seeks to allow for enrichment opportunities within the curriculum and community.

Visiting speakers include:-

- Sexual Health Prevention Team
- Knife crime victim
- Catch 22
- Fire Service
- Wellbeing Day with students working together to complete tasks such as smoothie making, bath bombs and activities to promote self care, healthy eating and positive relationships.

Whole school activities and visits to promote PSHE themes include

- Weekly Food lessons
- The Kindness Curriculum (2023 onwards) to embed wellbeing across the curriculum further.
- PE activities offered at breaktimes and lunchtimes
- Whole school approach to drugs and alcohol
- Whole school approach to positive relationships, wellbeing, and bullying
- Wellbeing Weekly published for all staff, parents and students promoting positive approaches and choices

Spiritual:

- Students develop curiosity and interest and gain a sense of enjoyment learning about themselves and others.
- Experience and consider beliefs of others and how it affects their lifestyle and gain knowledge of different beliefs.
- Use of imagination and creativity to explore their own feelings and viewpoints as well as gain an interest for the viewpoints of others.
- Celebrate their achievement and what they need to do to be successful in the future, gaining a willingness to reflect on themselves and their own learning. knowledge and understanding of the.

Moral:

- Students develop the ability to experience and recognise the difference between right and wrong and their readiness to apply this understanding to their own lives.
- Understanding of the consequences of their actions.
- Interest in investigating and offering reasoned views about moral and ethical issues.

Social:

- Pair and small group work within the classroom.
- Listening to and collaborating with outside speakers and other staff.
- Students learn how to resolve conflict with others.
- Students learn the successful management of personal and professional management of relationships including their ending.
- Students know what makes a good friend and how to maintain positive relationships.

Cultural:

- Students build an understanding and appreciation for their own culture and other cultures locally, nationally and internationally.
- Students build respect and a positive interest in different cultures by finding out more about them.

Careers:

- Students explore different learning styles.
- Students conduct strength analysis on themselves and explore opportunities for improvement.

- Students explore different career options in PSHE lessons and beyond.

MHWB:

- Students learn about the 5 ways to well being.
- Students gain knowledge about common mental health conditions and where to seek support.
- Students learn emotion literacy to help them identify, communicate and explore different emotions in themselves and others in order to find ways forward.
- Students learn to identify when they or others require support and where to find help, advice and support as required.
- The Kindness Curriculum to help students identify, explore and develop specific core values.

British Values:

- Students learn about aspects of the law and that it is there to protect them.
- Students find out about democracy.
- Students learn about individual liberty and it is gained through mutual respect and responsibility.
- Tolerance of different faiths and backgrounds is encouraged through exploration and greater understanding and knowledge.

Impact – Top 5

1. Students know how to support their own physical and mental health and wellbeing.

2. Students know how to begin, maintain and (if necessary) end positive relationships successfully and with respect.

3. Students know that they (and others) are protected by law and can expect to be treated with respect and without discrimination.

4. Students are able to maintain a positive relationship with social media and media generally. They know that social media may disproportionately feature exaggerated or inaccurate information. They know that they must question the source of information and question whether it is correct or not and evaluate bias. They know that their digital presence should be a positive one. They know how to seek support if they become aware of extremism and other concerns.

5. Students know how to identify when they (or others) need support and know how to find that support whether it be for physical or mental health, healthy or unhealthy relationships or employment and housing.