



Curriculum Intent Statement for Personal, Social, Health and Economic (PSHE) Education

At Chase Terrace Academy we aspire for all of our students to achieve greater things than they ever thought possible.

We pride ourselves on being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world.

In PSHE we will champion every pupil to live healthy, safe, productive, capable, responsible and balanced lives. We will support and value every pupil so that they can reach their full potential. We will enable them to be ready for the responsibility of making life altering decisions. This will be achieved by giving pupils opportunities to learn about rights and responsibilities, exploring their own sense of self, and what it means to be a member of a diverse society. They will become more reflective, able to articulate and clarify their own values and attitudes, and 'weigh and measure' these against the vast range of attitudes they will encounter throughout their lives. Learners will also develop inter and intra personal skills allowing them to work independently and as part of a team, utilising a variety of communication skills. We will achieve this by maximising use of; assemblies, dedicated lesson time, form time activities, and external specialists.

Curriculum Implementation Plan

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. This curriculum is designed in such a way that all year groups are working on similar core theme at similar times. There is no 'correct order' to approach these topics, however the rationale below will set out why this order is effective for our school.

Subject						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 7	Hygiene and Dental Health, Emotions and Mental Health	Friendships, conflict management, bullying and cyberbullying	Online relationships, Safety and First Aid	Puberty, Families	Parenting, legal/illegal drugs, healthy eating	Healthy lifestyle, exercise and mental wellbeing
Rationale	Pupils in Year 7 tackle a variety of introductory topics that aim to build on prior knowledge from KS2 and give the foundations to topics they will cover in future years. Within these lessons we will establish the safe and open environment in which pupils will feel encouraged to contribute their ideas and engage with other ways of thinking. Content has been chosen that reflects more of the issues and problems faced by pupils of this age. Dealing with moving to a new school, understanding changes in their bodies, managing a change in friendship groups, becoming more active online, recognising how their role in the family will evolve, understanding the facts and risks associated with drugs, and how to choose and maintain a healthy lifestyle.					
Year 8	Sleep, mental wellbeing, stress	Equality, stereotyping racism and disability, positive relationships	STI's and contraception	Long term commitments, Marriage and the law	Responsibility, Trust, Smoking and Quitting	Addictions, CPR
Rationale	To deepen understanding of changing bodies and new environments pupils begin to look at the impact of sleep, mental health and stress and how these affect their everyday life. Moving on from understanding a variety of relationships we now look to explore a wider selection of people they could encounter in society and tackle stereotyping of race and disability. Most pupils will go onto develop closer relationships and begin to think about intimacy and so lessons surrounding long term commitments, marriage, positive relationships, STI's and contraception aim to give them valuable advice at an early opportunity. As they begin to grow pupils need to understand how they will have new responsibilities and levels of trust placed on them. As pupils begin to learn more about the world they must also be aware of the dangers of different substances such as smoking and other addictions. Building on their first aid knowledge pupils will also look at lifesaving CPR and use of defibrillators.					
Year 9	Improving relationships,	Stereotyping sex and gender and	Pregnancy and miscarriage and choice, mental	Consent and the law, Sexting and online sharing	Alcohol and binge drinking, prescription drugs,	County lines, online rights/risks/data

	managing break ups, anxiety	sexuality, gender identity	health and volunteering		life changing donations	
Rationale	Work on relationships is deepened by looking at how we can improve current relationships as well as looking at ending relationships and how to manage these changes/loss. Work on stereotyping is enhanced to cover sex, gender, identity and sexuality. Relationship advice develops by looking at issues surrounding pregnancy, teenage pregnancy, miscarriage and choice. Intimacy in relationships is explored through consent, sexting and online sharing. Health and wellbeing explores more substances misuse in terms of alcohol, binge drinking and prescription drugs. As young teenagers begin to explore the physical world more independently we raise awareness of their vulnerability from county lines and organised criminal groups. Their rights in respect of data and the risks of using the internet are also covered as pupils continue to make greater use of social media.					
Year 10	Online Gambling, Internet safety – online ads, depression	Sexual Harassment, managing sexual pressure, online body image, pornography	Alcohol and drugs and sex, self-examining and screening	Domestic abuse, forced marriage and HBV	Exam prep, Hate Crime, Gang and Youth Violence	Money skills, dementia
Rationale	Internet risks are explored further through online gambling and how advertising works. More intimate issues surrounding the internet are also explored through online body image and pornography. As teenagers begin to learn more about their own sexual preferences we look at how we control these by considering sexual harassment and managing sexual pressure. Relationships are also looked at in terms of domestic abuse, forced marriage and HBV. Towards the end of the year pupils will begin taking their first set of mock examinations and this is supported by looking at exam prep and the stress this can cause and how to manage it. Previous work on county lines is developed by looking at hate crime and gang and youth violence. As pupils at this age are (more) likely to seek part time work we also begin to look at key money skills. Dementia is becoming a more prevalent disease so we aim to raise this with our pupils.					
Year 11	Immunisation and Vaccination, HIV and AIDs and testing, Sexual health	Crime in relationships, violence against women and girls, extremism and radicalisation	Reproduction and fertility, FGM	Individual support and exam preparations	Individual support and exam preparations	N/A
Rationale	Health and wellbeing work is developed further by looking at the importance of immunisation and vaccinations. Previous work on STI's is revisited and developed by considering HIV and AIDs and testing, as well as general sexual health. As pupils begin to reach the age of consent for sex we look at reproduction and fertility. Relationships are further looked at in terms of crime in relationships and violence against women and girls. Previous topics of county lines and gangs are now progressed to looking at extremism and radicalisation, as well as FGM. With a shorter and vital important year good time is set aside for allowing individual support (which could be to catch up or recap previous PSHE content) and supporting pupils in preparing for their important GCSE exams.					