

# PSHE and RSHE at Ormiston Latimer Academy

***Intent:***

***Our PSHE provision aims to educate learners in a way that allows them to voice opinions and facts and be able to distinguish between both. This subject will develop the knowledge, skills and attributes our learners need to manage their lives, now and in the future. These skills and attributes will help our learners stay healthy, safe and prepare them for life and work in modern Britain and beyond.***

### Progress

Units of work will be assessed by the subject teacher, using the learning outcomes and objectives which were discussed. Learners will check their own learning which will inform it may help them in their day to day life.

Work will be marked using green pen with next steps.

Learners will have the chance to amend pieces of work on

A regular basis.

Learners responses (keywords used) will be noted through class discussion.

Summative assessment will happen at key points in the year and all learners will have the opportunity to gain AQA Unit awards and NCFE qualifications. These suite of qualifications will be used as a way of assessing and accrediting pre-entry to level 2.

### Support

- All key stages will be able to access the curriculum via adaptive MTLP's.
- Outside agencies will come in and give talks to influence and be a part of targeted discussions.
- Differentiated work will be given to individuals when needed.
- Certain learners have different support mechanisms which are in their EHCPs.
- Student voice i.e. surveys, feedback forms and signposting on the schools website. This will allow us to flag the most important parts of the PSHE curriculum .

### Links with SMSC, Literacy and Numeracy

- Calculations in the Drugs Awareness lessons
- Speaking about the British Values
- Emphasis on the Laws in England
- Looking at statics and ratios over a number of topics
- CV and Cover Letter writing
- Listening skills
- Reading out aloud
- Learning new vocabulary
- RSE: Contraception, reproduction, body parts, STI 'S and STD'S.

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### Implementation and Content

#### KS3

- Students will learn about relations, right and myths. They will use the AQA PSE worksheets to complete this unit.
- Students will discuss and analyse ways of understanding and dealing with different emotions. This will be through class discussion, listening and understanding each other.
- Learners will engage through class discussion on the topic of crime and the effect it is having on their education and mind-set. There will be discussions about ways of how it can be resolved and the barriers that are put before them.
- Facts about young people and the justice system will be discussed.
- Identity and discrimination will be taught through looking at stereotyping, prejudice-based language and behaviours.
- Students will have the opportunity to talk about promoting inclusion through policies and procedures in a learning environment.
- Students will learn about employment, money and economic well-being.
- Students will learn about health responsibilities and emotional well-being.
- Students will learn about addiction and gangs
- Students will learn about intimate relationships and contraception

#### KS4

- Students will learn about the understanding for safeguarding in a learning environment.
- Students will be able to describe how to stay safe online and investigating cyberbullying
- Students will learn how to recognise abuse in a learning environment
- Students will learn about stress, mental health and stress management
- Students will learn how to develop their personal safety
- Students will learn about substance misuse and the importance of a healthy diet, this will cover body image and eating disorders
- Students will develop an awareness of relationship and sexual health.

#### CIAG

- Learners will practise how to apply for a job through applications and face to face interview.
- Learners will examine information based on good and bad practices on written applications.
- Learners will prepare and take part in a mock interview, asking questions based on the job and answering questions based on personal goals.
- Learners will be able to recognise the opportunities that exist for lifelong learning.
- Learners will be introduction to Diversity, Prejudice and Discrimination through the work place and on a day to day basis.
- Learners will be able to identify the difference between discrimination and prejudice. Learners will be able to give examples of what they can both look like.

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## What are the objectives for your curriculum?

The objectives are for our pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and the world of work. The curriculum is planned to have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. PSHE also acts as an intervention for learners identified with greater needs than others.

## Impact: What do you want pupils to be able to know and do by the time they leave?

PSHE and RSHE is a curriculum for life, this subject enables pupils to develop their prior knowledge, skills and attributes they need to thrive as an individual. By the time pupils leave they will know how to keep themselves healthy, safe and prepared for life and work. Pupils will see an impact on both academic and non-academic outcomes, particularly the most vulnerable and disadvantaged.

Pupils will cover all topics written in the [statutory guidance](#) written by the department for Education. Pupils will understand emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. This will be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

## What values have guided your decisions about the curriculum you have in place?

SMSC and British values are embedded throughout curriculum planning, these both allow pupils to feel included, not isolated. It promotes democracy by pupils showing a mutual respect for others and what we all believe in. Pupils are encouraged to promote the OAT school values which are: anyone can excel, enjoy the challenge, share what is best and be inclusive. These values are evident when questioning, marking and assessing.

## How does your curriculum reflect your school's context?

The PSHE curriculum allows teachers to listen to the pupils and to seek an understanding of their journey and what difficulties they may face or are still facing. Both PSHE and RSHE allows the learners to express themselves through learning. Teachers are here to guide and teach life-long skills, but the crucial aspect is listening to their conversations, observing how they interact with each other, watching their body language and listening to their debates. This is promoting their individual liberty. It allows leaders to lead, it allows the learners to emphasize on what they believe in a climate of respect and maturity.

## How does it cater for disadvantaged and minority groups?

PSHE and RSHE is an inclusive curriculum, there are many accessible qualifications pupils can achieve. There are NCFE, AQA unit awards, BTEC and Prince's Trust. These all range from pupils having an opportunity to successfully achieve awards and/or certifications.

All the pupils that attend Ormiston Latimer Academy will have the opportunity to progress into further education with the help of having topics such as Careers and Work skills, which cover all the Gatsby Benchmarks.

## How does your curriculum reflect national policy (for example, British values and PSHE)?

The PSHE curriculum reflects the national policy by teaching topics such as relationships, understanding risks, diversity and equality of which are all related to the British Values. Our focus is to have an inclusive curriculum and to allow parents to welcome a partnership between home and school, which supports their children's personal and social development, and helps to deal with issues of increasing complexity. SMSC allows us to break down our teaching and discover where we can give the pupils the best opportunity to learn but most of all to evolve in life.