



PSHEE CURRICULUM OVERVIEW

A Lakelands PSHEE student should be inquisitive about the world around them, embracing everything the curriculum has on offer to enable them to become a well-rounded and positive member of their community, who is equipped to make informed choices for their future.



Lakelands Whole Academy Curriculum Intent:

Our aim is to provide a diverse, accessible, challenging and inspiring curriculum for the students of Lakelands, our core purpose to develop well-rounded, confident young people, with the integrity, resilience and high aspirations to thrive in the future. The curriculum is designed to provide them with the core knowledge they need to succeed in education, and to become successful members of society. We encourage them to be curious and open-minded, and develop the necessary critical, creative and problem-solving skills to be able to make a difference in their future lives. All students benefit from a culturally enriching curriculum that has depth, breadth and regular revisiting of knowledge to give them the confidence to succeed. It is a curriculum designed to encourage learners to step outside their comfort zone and embrace challenge. By drawing on the best that's been thought, said and done in each subject, we hope that our curriculum enables our young people to appreciate and participate in the full richness of the human experience.

PHSE Curriculum Intent:

The PSHEE Curriculum at Lakelands Academy is designed to provide learners with the core knowledge they need for success in education and in later life. They will develop as a person, and will become positive, responsible and independent members of the Lakelands community and that of the area in which they live. Through a breadth of knowledge and skills, they will begin to understand the world around them and their place within it. By the end of KS4, students will understand different types of relationships, their place in the wider world and how to maintain positive physical and mental health and wellbeing. They will be able to make choices to enable them to achieve economic stability, and will be sympathetic and inclusive to all members of our diverse British community.

How the PSHEE curriculum links to our core Curriculum Principles:

Lifelong Learning	PSHEE encourages learners to think with depth around key principles, with particular focus on building and maintaining healthy relationships, enabling them to make positive choices for their futures.
Aspiration to succeed	In every lesson, there is built-in challenge of differing levels, to enable all learners to extend their understanding of key concepts.
Knowledge building	Building on prior knowledge, regular revisiting of key themes and assessing this knowledge means effective embedding of learning.
Empathy for others	Effective relationships, diversity, kindness and compassion are explicitly taught throughout all stages of the PSHEE curriculum, to ensure all learners understand that difference is something to celebrate and leads to an accepting and supportive community, both in school and beyond.

IMPLEMENTATION

Year 7 Curriculum Implementation		
In Year 7, our students will extend the skills learned at KS2, initially focussing on the transition to secondary school, friendships and goal setting, then progressing to age-related changes and what to expect. There is a focus on physical health and hygiene, and an introduction to the concept of consent.		
	Knowledge and skills	Assessment
1	Health and Wellbeing Students will consolidate their transition to secondary school by looking at friendships and bullying. As many students are becoming more independent as part of their transition to secondary school, they will develop their understanding of personal safety in and outside school, and will gain an understanding of basic first aid	Continuous assessment through discussion, quizzes and AfL strategies.
2	Living in the Wider World Students will start to develop skills and aspirations for the future, as they start to think about careers. They will be introduced to the idea of teamwork and body language, and will start to consider enterprise skills.	Continuous assessment through discussion, quizzes and AfL strategies.
3	Relationships Students will start to think about what diversity is, and will be introduced to the concept of prejudice and bullying related to protected characteristics. They will be supported to gain a greater understanding of acceptance and how to support those that are affected by prejudice. Students will also start to consider what makes a family.	Baseline assessment and review at end of topic
4	Health and Wellbeing Students consider the changes that are associated with age, including how to maintain healthy routines, influences on health and the physical and emotional changes that puberty brings. Students also discuss unwanted physical contact and are introduced to the idea of consent. While learning about physical changes, students start to consider how their feelings about their bodies may change, as they consider the concept of body image.	Continuous assessment through discussion, quizzes and AfL strategies.
5	Relationships Students start to think about what self-worth means. They are introduced to the idea of romantic relationships compared to friendship relationships (including online) and learn about the importance of relationship boundaries.	Baseline assessment and review at end of topic
6	Living in the Wider World Students start to think about money management, such as saving, borrowing, budgeting and making sound financial choices.	Continuous assessment through discussion, quizzes and AfL strategies.
Cross-curricular links in Y7: Science – Biological changes in puberty. Business – enterprise skills. RS – Families.		

Year 8 Curriculum Implementation

In Year 8, our students build on learning from Year 7 to develop a deeper understanding of the challenges brought by relationships, health and wellbeing and living in the wider world. Due to pressures in the local community, we consider the impact of drug and alcohol misuse. STIs, contraception and consent are also discussed as key elements of the RSE curriculum. We start to consider employment and career choices, and look at some soft skills that can increase chances of successful employment in the future. Students will also learn about keeping safe online and the dangers inappropriate online behaviour can pose.

	Knowledge and skills	Assessment
1	Health and Wellbeing Students are introduced to the idea of alcohol and drug misuse, and will start to become aware of some of the pressures relating to drug use, including a basic understanding of exploitation.	Continuous assessment through discussion, quizzes and AfL strategies.
2	Living in the Wider World Students will explore what equality of opportunity in careers are, and start to think about life choices that lead to successful careers. They will also consider different types and patterns of work. The concepts of teamwork, communication skills and self-awareness will be taught in preparation for the world of further education and employment. The important issues surrounding climate change and the environment will be discussed, as students start to gain an understanding of their impact on the world.	Continuous assessment through discussion, quizzes and AfL strategies.
3	Relationships Students will consider discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism and homophobia. They will explore ways to recognise and challenge this.	Baseline assessment and end of topic review.
4	Health and Wellbeing Students will be introduced to the importance of good mental health and emotional wellbeing, including being aware of body image and coping strategies to support themselves and others who may be facing challenges.	Continuous assessment through discussion, quizzes and AfL strategies.
5	Relationships Students will start to think about sexual orientation, consent, and an introduction to contraception, as part of the mandatory RSE curriculum.	Continuous assessment through discussion, quizzes and AfL strategies.
6	Living in the Wider World Students will start to think about their digital literacy, including online safety and sexting.	Baseline assessment and end of topic review.
Cross-curricular links in Y8: IT – Online safety. Science – Drug and Alcohol use. Geography – Climate change and the environment.		

Year 9 Curriculum Implementation

In Year 9, our students start to consider how mental wellbeing is important for all aspects of life, and how to recognise and support people showing signs of poor mental health. Students will explore different types of relationships in greater detail, building on work from Years 7 and 8 and will learn about the key features of a respectful relationship. They will continue to consider career options and employability skills as they begin the GCSE options process. They will learn about physical health and wellbeing, and will build on their existing knowledge about consent, contraception and STIs, as part of the statutory RSE curriculum.

	Knowledge and skills	Assessment
1	Health and Wellbeing Students look in more detail into mental health and the stigma surrounding mental health issues. They consider the importance of safeguarding health, including during periods of transition or change. The topic of peer pressure is considered, especially in relation to alcohol and drug use.	Continuous assessment through discussion, quizzes and AfL strategies.
2	Living in the Wider World Students consider themselves as learners, focusing on their learning strengths, career options and goal setting as part of the GCSE options process.	Continuous assessment through discussion, quizzes and AfL strategies.
3	Relationships Students explore what it looks like to be in a respectful relationship. They will consider families and parenting, healthy relationships, conflict resolution, and what happens when a relationship changes, and how to navigate this.	Baseline assessment and end of topic review.
4	Health and Wellbeing Students explore the facets of a healthy lifestyle, including the importance of a healthy diet, exercise, lifestyle balance and healthy choices. They will consider the risks and impact of alcohol/substance misuse.	Continuous assessment through discussion, quizzes and AfL strategies.
5	Relationships Students start to think about what is meant by 'intimate' relationships. This includes sex education, and includes the importance of consent, selecting and using contraception, and the risks of STIs.	Baseline assessment and end of topic review.
6	Living in the Wider World Students think in more details about employability skills and their online presence.	Continuous assessment through discussion, quizzes and AfL strategies.

Cross-curricular links in Y9: IT – Online safety. Science – Healthy diet and exercise. RS – Families, parenting.

Year 10 Curriculum Implementation

In Year 10, our students will start preparations to leave school. They address more hard-hitting issues, especially those that are relevant to our local area, including exploitation. They will consider challenging issues such as FGM, fake news and gang culture, and will consider how their choices can help them to prepare for financial responsibilities. They continue to study these topics under the wider umbrellas of Health and Wellbeing, Living in the Wider World and Relationships, including the statutory elements of the RSE curriculum.

	Knowledge and skills	Assessment
1	Health and Wellbeing Students build on prior learning to consider peer influence, substance use, anti-social behaviour and exploitation. They then recap and develop the idea of healthy and unhealthy friendships, assertiveness, including conflict management.	Continuous assessment through discussion, quizzes and AfL strategies.
2	Living in the Wider World Students start to consider financial decision making, including the impact of financial decisions. This includes debt and gambling. They will also consider the impact of advertising on making sensible financial choices.	Continuous assessment through discussion, quizzes and AfL strategies.
3	Relationships Students look again at healthy relationships. They think about sex expectations, myths, pleasure and challenges, including the impact of the media and pornography. They also look at how culture and diversity can impact relationship choices, e.g. the illegal practices of FGM and Breast Binding – how to recognise the signs of these and how to report this.	Baseline assessment and end of topic review.
4	Health and Wellbeing Students will explore the influence and impact of drugs and gangs. They will also look at role models and how the media can influence our thinking. Students then look at the idea of fake news and develop their critical thinking skills. Due to concerns in our local area, students will consider the concept of child sexual exploitation, and how to protect themselves from becoming involved in this.	Continuous assessment through discussion, quizzes and AfL strategies.
5	Relationships In this topic, students will look at diversity in relationships, including LGBT issues. They will then look at stereotypes, including stereotypes in respect of disability, race and gender.	Baseline assessment and end of topic review.
6	Living in the Wider World Students will be involved in the preparation for and evaluation of work experience and readiness for work, including the undertaking of their work experience placement.	Continuous assessment through discussion, quizzes and AfL strategies.

Cross-curricular links in Y10: Biology – Health, Alcohol and Drug misuse. Media Studies – The role of media.

Year 11 Curriculum Implementation

In Year 11, our students continue to think about their place in the wider world, including making firm plans for their future education and training. With a focus on health and wellbeing, they look at stress management as part of their preparation for exams and interviews. They also explore some relationships in more details, including different family structures, pregnancy and marriage. They also revisit the idea of consent and consider the issues of harassment. The statutory elements of the RSE curriculum are also covered.

	Knowledge and skills	Assessment
1	Health and Wellbeing Students start building for the future, by looking at self-efficacy, stress management, and future opportunities. They look at study skills and start preparing for their upcoming exams.	Continuous assessment through discussion, quizzes and AfL strategies.
2	Living in the Wider World Students continue to work on their next steps, start some of their college/training application processes, and develop skills for further education, employment and career progression.	Continuous assessment through discussion, quizzes and AfL strategies.
3	Relationships Students explore the importance of effective communication in relationships, including developing an understanding personal values, assertive communication and consent (including in relation to contraception and sexual health), relationship challenges and abuse. They will discuss the issues of stalking and sexual harassment and will consider attitudes to pornography and its impact on romantic relationships.	Baseline assessment and end of topic review.
4	Living in the Wider World Students continue to think about their independence and discuss how to make responsible health choices, and maintain their safety in independent contexts.	Continuous assessment through discussion, quizzes and AfL strategies.
5	Relationships Students consider different families and parental responsibilities, including pregnancy, marriage and forced marriage. They will also look at changing relationships and consider some of the challenges that can bring.	Baseline assessment and end of topic review.
Cross-curricular links in Y11: Biology – Healthy lifestyle, pregnancy. RS – Marriage, ethical issues surrounding pregnancy.		

IMPACT OF THE PSHEE CURRICULUM

Progress in PSHEE is measured within lessons, and over terms, years and key stages. In lessons, progress is assessed through questioning, discussion and debate, as well as baseline assessment and reviews throughout the year. Key terms will be learnt for each topic studied. There is no summative assessment in PSHEE. Identified gaps are addressed and closed at the end of each topic to ensure students have a solid understanding before another topic is taught. This may lead to classes starting topics in different weeks but will ensure all students are secure in their understanding. Topics in PSHEE are also flexible to meet needs and changes in the cohort and local area, to ensure that key issues are addressed in a timely matter.

Engagement in PSHEE will be demonstrated by student involvement in school wide events and initiatives, such as Student Senate and World Mental Health Day. Conversations that demonstrate an understanding of the rich variety of opportunities that life both in and out of school offers will demonstrate the impact of the PSHEE curriculum. The diverse and knowledge rich curriculum at Lakelands should develop confident and articulate learners who are confident of their place in the world and are keen to learn more about the world around them.

The impact of teaching in PSHEE will also be evident in wider school data linked to attitude to learning, attendance, health and wellbeing and NEET data.

WIDER CURRICULUM OFFER

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum.

Personal Development within the PSHEE curriculum

Personal Development	PSHEE discusses a wide range of topics, which provides students with an opportunity to learn and recognise their role as active and informed citizens. We encourage inclusivity and explore diversity, and consider many challenging issues, including drug and alcohol misuse, teenage pregnancy and mental health issues. Student will learn to thoughtfully and respectfully consider these issues and discuss them in a way that ensures tolerance and kindness.
SMSC	PSHEE is all about people. We consider moral issues from a range of viewpoints and discuss the impact of people on their local environment as well as how they interact with each other. Through the study of PSHEE, students become aware of their sense of identity, community and place in the world. We aim to build knowledge, tolerance and understanding and help to encourage social cohesion through the recognition and acceptance of what makes us different as well as of our commonalities with others.
British Values	Students in PSHEE learn about these values through our consideration of topics relating to relationships, health & well-being, citizenship responsibilities and living in the wider world. This helps students to understand the source of our values and to build mutual respect and tolerance. Students can gain a better understanding of their own sense of self within a multicultural society which fosters Fundamental British Values.
Extracurricular & Enrichment	Students are given opportunities to utilise the skills they have learnt in the PSHEE curriculum, by involving themselves in school wide initiatives such as the school senate, and Mental Health week, and are signposted in every lesson to external providers such as St John's Ambulance, Youth Parliament and NSPCC, where they can further their knowledge and develop any interests they may have. Students are encouraged to share their knowledge and interests through assemblies and fundraising activities. Guest speakers such as Loudmouth and the British Heart Foundation are also invited to school to enhance the curriculum where relevant.

Careers in the PSHEE curriculum
We work closely with the Careers Lead to ensure that students have good preparation for post-16 and working life from Key Stage 3. Dedicated teaching slots are allocated to this element of Living in The Wider World. Three times a year, there is an extended PSHEE slot which is a Careers Focus morning. During this, all students will meet with a variety of guests from local and national employers and academic institutions, and have the chance to participate in activities run by them which help broaden their employability skills or introduce them to new experiences and opportunities.
Cultural Capital in the PSHEE curriculum
Cultural Capital is encouraged in PSHEE through regular reference to the most up to date topics, especially those relevant to our local and national picture. This includes research, television programmes and a wide range of reading material from a variety of credible sources. We utilise the PSHEE Association and DfE guidance to help plan the curriculum and ensure the content is as up to date and relevant as possible and make links to current issues and laws.