

PSHE at Great Western



At GWA we believe it is crucial that students benefit from a planned, developmental scheme of learning through which they can acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole-school approach, PSHE education at GWA is delivered through our **SUCCESSFUL LIVES** programme. In line with guidance from the PSHE Association, this programme develops the qualities and skills required to thrive in the 21st Century.

The PSHE Programme of Study at GWA develops the following **overarching themes**:

- 1. Identity:** personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around personal privacy, including online
- 2. Relationships:** different types and in different settings, including online
- 3. A healthy, balanced lifestyle:** including physical, emotional and social health within relationships, work-life, exercise and rest, spending and saving and lifestyle choices
- 4. Risk:** identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others and safety - including behaviour and strategies to employ in different settings, including online
- 5. Diversity and equality:** in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010
- 6. Rights:** including the notion of universal human rights, responsibilities (including fairness and justice) and consent in different contexts
- 7. Change:** as something to be managed and resilience; the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- 8. Power:** how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes
- 9. Career:** including enterprise, employability and economic understanding

We teach across three core themes:

HEALTH AND WELLBEING

- What is meant by a healthy lifestyle?
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- Managing change, including puberty, transition and loss
- How to make informed choices about health and wellbeing and to get help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

RELATIONSHIPS

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

LIVING IN THE WIDER WORLD

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect diversity and equality and how to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- The part that money plays in people's lives and understanding of enterprise

At GWA we deliver PSHE across the school in the following ways:

- Our **'Successful Lives'** programme, delivered weekly in tutor sessions, is designed to explore the overarching themes of PSHE across Key Stages 3 and 4 using a 'spiral' curriculum to return to, and build upon, core knowledge, skills and understanding. In addition, we hold 'Successful Lives' collapsed timetable days requiring students to examine the 9 overarching themes of the programme of study
- Our RS, Geography and History curriculums focus closely on issues related to living in the wider world
- Our assemblies programme delivers regular whole year group and house assemblies, focusing on PSHE themes
- Our Enterprise focus across the curriculum, referenced and developed in every taught unit, builds creativity, problem solving, presentation, listening, teamwork and leadership skills, drawing upon some of the core themes

PSHE through the 'SUCCESSFUL LIVES' Programme

Students start at GWA with an induction process introducing them to the school; its vision, values and ethos and the learning routines we insist upon. This helps to achieve the consistency necessary for swift, successful transition from Key Stage 2 to 3 and ensures students understand what is expected of them in order to be successful at GWA.

Tutors use the resources on the 'Successful Lives' programme to deliver short sessions of 20 minutes in length across 3-4 sessions in a fortnight in morning tutor time.

The sessions are designed around the three core themes of 'Health and Wellbeing', 'Relationships and' Living in the Wider World' and incorporate both the 9 overarching themes of PSHE at GWA (Identity, Relationships, Healthy lifestyle, Risk, Diversity and Equality, Rights, Change, Power and Careers).

In addition, the programme aims to explicitly develop knowledge, understanding and skills through exploration of Enterprise skills (Teamwork, Listening, Leadership, Creativity, Problem Solving and Presenting) so valued by employers.

Sessions are deliberately flexible, allowing the demands of assemblies and special occasions to be managed easily. Resources are stored and accessed centrally using OneNote Classroom and students are encouraged to use their tablet devices to record their ideas and responses, returning to them at various points across key stages 3 and 4.

The PSHE curriculum is 'spiralised', ensuring key concepts are returned to across key stages 3 and 4. There is no requirement for assessment of PSHE knowledge, skills and understanding. However, development of Enterprise skills will be tracked and monitored. Assessment is ipsative, but makes use of guidance criteria to enable target setting and feedback where necessary/appropriate.