



United Learning
The best in everyone™

SHOREHAM ACADEMY

PSHE Education Policy

Updated Jan 2024

Next review Jan 2026

Curriculum Aims

Shoreham Academy is committed to the spiritual, moral, cultural, mental and physical development of every child and young person. Personal, Social, Health and Economic (PSHE) education is a key part of a well-rounded education which prepares students for their lives both in and out of school, providing them with the knowledge, understanding and skills they need to manage their lives now and in the future. It also incorporates aspects of **Citizenship**. Citizenship is taught through the curriculum in addition to our PSHE education Enrichment Days (see Appendix for details of Curriculum areas where Citizenship is taught). Children need to know how to be safe and healthy and how to manage their lives in a positive way in an increasingly complex world. In particular, the development of productive and lasting relationships with others is a deeply important part of human growth and personal development.

At Shoreham Academy we promote wellbeing in line with United Learning's values of ambition, confidence, creativity, respect, enthusiasm and determination.

PSHE education equips students with a sound knowledge and understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. It is delivered in an age-appropriate way and focusses on topics which will help students to become active and caring members of the community, recognise and accept their own strengths and weaknesses, and learn to face new challenges with confidence. Students will develop a sound understanding of risk, they will also develop knowledge and skills necessary to make safe and informed decisions. PSHE is centrally concerned with supporting children and young people through their physical, emotional and moral development, helping to ensure they develop resilience, know how and when to ask for help, and know where to access support.

Learning and undertaking activities in personal wellbeing, economic wellbeing and financial capability contribute to achievement of the curriculum aims for all young people to become:

- Successful learners who enjoy learning, make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

We aim to provide opportunities for all pupils to learn and to achieve. This will enable students to develop their self-knowledge, self-esteem and self-confidence. Students will develop the qualities and attributes needed to thrive as individuals, family members and members of society.

The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally, play a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils and to create an environment where pupils feel safe, secure, happy and confident.

PSHE education plays an important role in the development of students at Shoreham Academy building their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise,

accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

PSHEe equips students with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It also encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic well-being.

The overarching aim for the PSHE curriculum is to provide students with:

- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Rationale

From September 2020:

- Relationships and Sex Education has been compulsory in all secondary schools
- Health Education has been compulsory in all state-funded schools.

PSHE education helps to give students the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Through the PSHE curriculum students will be able to develop the skills to be lifelong learners. The religious background of all pupils is taken into account when planning teaching so that sensitive topics that need to be taught are handled appropriately. PSHE curriculum planning and provision at Shoreham Academy also takes into account:

- a) The law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make; and
- b) The recommendations for teaching content regarding intimate and sexual relationships, including sexual health as set out at in the Annex to this document (pages 20 & 21).

Shoreham Academy strives to create a whole school culture where difference is celebrated which supports positive mental health and outcomes for all children and young people. Our students know they have a right to express who they are and a responsibility to respect others. For example, LGBTQ+ relationships (age-appropriate content) is fully integrated into the RSE or Relationships Education curriculum rather than being delivered as a stand-alone unit or lesson. (Please see Shoreham Academy RSE Policy).

Students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the community.

In doing so they are able to:

- a) Recognise their own worth, work well with others and become increasingly responsible for their own learning.

- b) Reflect on their experiences and understand how they are developing personally, emotionally and socially, tackling many of the spiritual, moral, social, economic and cultural issues that are part of growing up.
- c) Distinguish right from wrong; understand and respect our common humanity; understand diversity and differences, so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- d) Accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the local community.
- e) Have appreciation and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
- f) Find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.

The framework for PSHE education

PSHE education promotes pupils' personal, social and emotional development, as well as their health and wellbeing. It provides the knowledge, skills and attributes pupils need to lead healthy, safe, responsible and fulfilled lives. Pupils learn about businesses and different types of work, how to manage money and budget. PSHE education helps to promote the safety and well-being of pupils, provide advice and guidance on sex, relationships and drugs, as well as offering careers education and work-related learning. Parents and outside agencies (including the police) are often invited to contribute to the programme. The content of the PSHE curriculum in Shoreham Academy supports the current Academic Resilience Approach within Shoreham Academy. For example, children and young people learn and thrive when they are healthy, safe and engaged and the evidence shows clearly that educational achievement is the most effective route out of poverty. Students are provided with the knowledge, skills and attitudes which will enable them to make rational and informed decisions and identify appropriate sources of personal support.

The PSHE education Programme of Study has 3 Core Themes:

- 1. Health and Well-being** – development of physical, mental and emotional well-being. Making informed choices about health and wellbeing matters including drugs, alcohol and tobacco; sexual health; maintaining a balanced diet and physical activity.
- 2. Relationships** - develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop understanding of parenting skills. Also, having the ability to recognise and manage emotions within a range of relationships.
- 3. Living in the Wider World** - which brings together careers education, work-related learning, enterprise, and financial capability.

Key concepts and processes are taught through a variety of strategies and ensure that students develop the knowledge, understanding and skills to lead a healthy lifestyle.

As the world changes, new or emerging issues are identified. As a school we cover all statutory elements of PSHE education. In addition, we select elements from the suggested content in the National Curriculum which are relevant to our students and the local community and use this as a context through which to explore the overarching concepts and to develop the essential skills and attributes.

In order to develop the concepts and skills in each theme students are taught the following:

Core Theme	Skills Taught
Health and Well-being	<ol style="list-style-type: none"> 1. how to manage transition (e.g. from primary to secondary school/ from school to college OR work/ from living at home to moving out) 2. how to maintain physical, mental and emotional health and wellbeing including sexual health 3. about parenthood and the consequences of teenage pregnancy 4. how to assess and manage risks to health and to stay, and keep others, safe 5. how to identify and access help, advice and support 6. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health 7. how to respond in an emergency including administering first aid 8. the role and influence of the media on lifestyle.
Relationships	<ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop knowledge of good parenting skills for the future 2. how to recognise and manage emotions within a range of relationships 3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters 4. about the concept of consent in a variety of contexts (including in sexual relationships) 5. about managing loss including bereavement, separation and divorce 6. to respect equality and be a productive member of a diverse community 7. how to identify and access appropriate advice and support.

<p>Living in the Wider World: economic well-being, careers and the world of work</p>	<ol style="list-style-type: none"> 1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy 2. how to make informed choices and be enterprising and ambitious 3. how to develop employability, team working and leadership skills and develop flexibility and resilience 4. about the economic and business environment 5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.
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The overarching concepts for PSHEe are:

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (to be managed rather than simply avoided) **and safety** (including behaviour and strategies in different settings)
- **Diversity and equality** (in all its forms)
- **Rights, responsibilities** (including fairness and justice) **and consent** (in different contexts)
- **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)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Career** (including enterprise and economic understanding)

PSHE education makes a significant contribution to the development of a wide range of essential skills including:

- Intrapersonal skills required for self-management
- Interpersonal skills required for positive relationships in a wide variety of settings
- The skills of enquiry

Intrapersonal skills - are those skills and communications that occur within a person's own mind, and are not to be confused with interpersonal skills (e.g. intrapersonal skills include; emotional intelligence, self-confidence, initiative, the ability to stay calm in stressful situations)

Interpersonal skills - refer to interactions with other people or personalities (e.g. communication, listening, teamwork, problem solving, decision making)

Economic Well-Being and Financial Capability

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, pupils begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Education for economic wellbeing and financial capability improves motivation and progression by helping pupils see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choose. It helps pupils to aim high. Pupils build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Pupils learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change, and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

At Shoreham Academy students are taught:

- In KS3 –
 - How to manage risk in terms of financial and career choices
 - How to make important decisions regarding career choices
 - About the Economic and Business Environment
 - About the functions and uses of money
 - About the World of Work
- In KS4 -
 - How to manage money and personal finances
 - How to be enterprising
 - How to make further important decisions regarding career choices
 - How to prepare for the World of Work (interviews, CVs, etc)

Personal Well-Being

Personal well-being helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives.

Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal well-being helps pupils explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships

with a wide range of people. Personal well-being makes a major contribution to the promotion of personal development.

United Learning's ethos of 'the best in everyone', coupled with our Framework for Integrity, Hard Work, Excellence and High Standards, creates a positive whole school approach which encourages openness alongside the development of personal resilience, self-control and self-regulation.

Within this context, the delivery of Health Education has the potential to have a positive impact on behaviour and attainment.

At Shoreham Academy students are taught:

- In KS3 – How to manage their own feelings
How to recognise their own qualities, attitudes, skills and achievements
How to deal with growth and change
How to deal with risk
The importance of positive relationships
- In KS4 - How self-esteem can be affected by personal circumstances
To recognise the importance of having a healthy lifestyle
To recognise diversity and the different roles people have during their life

Keeping Children Safe

At the heart of these subjects is keeping children safe. The policy on Keeping Children Safe in Education (KCSIE) can be found on our website and should be read alongside this policy.

PSHE Education provision at Shoreham Academy

a) Teaching PSHE education over 3 Full Enrichment Days and 2 Half Days

- A lead teacher is allocated to each year group on each day according to their strengths in the curriculum. This member of staff will be responsible for Quality Assurance and will be supported by a member of the Senior Leadership Team. On half days – groups are taught by their mentors and led by a member of the senior leadership team.
- Teams of teachers, selected according to strengths, are allocated to each year group with support from specialists such as the PSHE Curriculum Leader, The Fire Service, Sussex Police, Christians Against Poverty, Terrence Higgins Trust, Safe in Sussex, Safer Roads Sussex, British Transport Police, Acorn Pregnancy Counselling, Natwest, RNLI.
- Each teacher is responsible for a workshop which they will teach for the day (this may vary for certain year groups).

- Groups may have an assembly, a performance or workshop going on during the day which will generally be led by external agencies.
- Sessions have lesson plans written by the Curriculum Leader for PSHE education and, in the case of RSE workshops, the co-ordinator for RSE, which are available as guidance only and are expected to be adapted to suit the teaching styles and the dynamics of the group.
- CPD is provided for all staff (see Page 17)

This approach has the advantages of enabling clear planning for identifiable provision and easier monitoring. Key subject areas are covered, including Relationships and Sex, Drugs Education, Careers Education, Economic Awareness, Managing Risk, Internet Safety, Sustainable Development, Financial Capability (see Appendix for full programme with details of lesson content)

b) Teaching PSHE education and Citizenship through and in other subjects/curriculum areas

Provision for some aspects of PSHE education is made through other subjects including RE, History, Geography, Science.

- **English:** skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- **Mathematics:** aspects of financial capability, counting and sharing.
- **Science:** (including medicines), sex, health, safety and the environment.
- **Design & Technology:** health and safety, healthy eating, realising that people have needs as they generate design ideas (e.g. the need to communicate with a range of people, the need to use problem solving skills, the need to make decisions), use of technology.
- **ICT:** communicating with others via e-mail, finding information on the internet and checking its relevance and accuracy.
- **History:** use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- **Geography:** topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
- **Art and Design:** reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures and its relevance to the development of other cultures.
- **Music:** making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression. Concerts and music events.
- **Physical Education:** teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- **RE:** religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

c) Through PSHE education and Citizenship activities and school events

Residential experiences, visits and special days in school provide opportunities for children to plan and work together and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. Most subjects have special events that enhance and support the curriculum and give students the opportunity to develop their skills and participate. The links between the National Healthy School Standard, PSHEe and Citizenship and pastoral care and guidance are important. Where children are taught largely by a class teacher, these links may occur more naturally, but the role of other staff is also important.

Pupils are encouraged to participate in their school and local community through events such as Experience Week, Duke of Edinburgh Award, Tough Runner, cake sales, music concerts, drama production, peer mentoring, coffee mornings (elderly communities) and much more. This involves members of the community such as school governors, parents, nurses, youth workers and the police.

Activities carried out in mentor time play an important part in raising awareness of national and global events/ days such as World Aids Day, No Smoking Day, Anti Bullying Week, etc. as well as embedding the information shared on PSHE enrichment days.

Students are able to contribute to decisions made within the school and the local community through opportunities such as student voice surveys, being student council representatives and beyond that by becoming a member of the local Youth Council (Speak Easy). There are also opportunities to visit the House of Commons and the Houses of Parliament.

Students are encouraged to use and develop key skills such as team skills, decision making, discussion work through pastoral care and guidance, through assemblies and through extra-curricular activities.

PSHE education and Academic Resilience at Shoreham Academy

The PSHE education Policy supports Academic Resilience. Although the Every Child Matters (ECM) Agenda is no longer a current National policy many of its Outcomes are relevant and the PSHE Curriculum ensures students engage in activities that promote the 5 ECM outcomes.

- a. Healthy Lifestyles** – The PSHE curriculum fully supports the Healthy Lifestyles agenda through a comprehensive programme of Relationships and Sex Education, Drug and Alcohol Education. There is an extensive programme which includes healthy eating, mental and emotional health and how to lead a healthy lifestyle throughout KS3, 4 & 5. The PSHE curriculum is supported by enrichment activities, such as, extra-curricular clubs provided that promote healthy lifestyles.
- b. Stay Safe** – In Shoreham Academy the PSHE curriculum has an extensive range of activities that allow students to develop skills to stay safe. External agencies are used to help promote safety in school, the home and the community; these include the police and RNLI. Bullying issues are tackled in Year 7.

- c. **Enjoy and Achieve** – As part of the PSHE curriculum students are encouraged to record achievements. They take part in activities that promote enjoyment and allow students to achieve their potential. The use of UNIFROG enables students to recognise and develop skills to support their career choices.
- d. **Making a Positive Contribution** – The PSHE education programme involves students making decisions at all levels, but in particular in Year 9 choosing their options for GCSE Level, Year 11 choosing their options at 16+ and Year 13 when choosing Career Pathways. Students are taught how to develop positive relationships throughout the curriculum. Students are encouraged to develop enterprising behaviour.
- e. **Achieve Economic Well-Being** - Economic well-being is an intrinsic part of the PSHE curriculum; at KS3 students cover key areas of money matters, making decisions and the world of work. The REAL Game is a resource used in Year 7 to develop financial capability. At KS4 students complete three further areas including financial capability (supported by Natwest volunteers), preparing for adult life and options at 16+ using platforms such as UNIFROG. In the 6th Form, students engage in various discussions on how to manage their money and financial decision making, as well as career planning supported by UNIFROG activities.

Teaching methods and learning approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

Teaching and Learning:

- Effective Do NOWs and KEY TAKEAWAYS
- Setting learning objectives and outcomes.
- High order questioning skills.
- Climate building and ground rules.

Methods/ Skills

- Decision making – Diamond Nines, card sorts, continuums.
- Working together – group work and paired work; team teaching with other groups.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Scenarios (e.g the use of pictures/ videos/ stories or REAL-LIFE situations).
- School Council.
- Drama and role-play.

Feelings and Values

- Values and clarification.
- Empathy.
- Working with feelings and imagination.
- Reflection, review and evaluation.

Although lesson plans and resources are provided by the curriculum leader and RSE co-ordinator, individual teachers should adapt their lessons to allow them to teach using their strengths and to meet the needs of their students. Planning for these sessions should take into account pupils' self worth and their comfort in discussing potentially sensitive issues. Grouping should be flexible to allow pupils to discuss the issues. Within PSHE education pupils should not be forced to speak, rather encouraged.

Adaptive Teaching

Teachers are encouraged to differentiate the material based on students' literacy needs through adaptive teaching by resource and support. Furthermore, teachers are encouraged to adapt resources and delivery based on the personal, social and emotional development of the pupils.

The statutory inclusion statement of the National Curriculum requires staff to modify the programmes of study to give all pupils relevant and appropriately challenging work at each key stage. Staff should teach knowledge, skills and understanding in ways that match and challenge their pupils' abilities.

Staff can modify the PSHE education programmes of study for pupils with learning difficulties by:

- Choosing material from an earlier key stage, or more than one key stage.
- Maintaining, consolidating, reinforcing and generalising previous learning, as well as introducing new knowledge, skills and understanding.

PSHE curriculum meetings are held at least two weeks prior to the PSHE education days to enable staff to discuss ways of adapting resources and share good practice.

Learning the PSHE curriculum helps all students develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

In particular, PSHE education offers students with learning difficulties opportunities to:

- Make choices and decisions.
- Develop personal autonomy by having a degree of responsibility and control over their lives.
- Make a difference or make changes by their individual or collective actions.
- Find out that there are different viewpoints which lead to a respect for the opinions of others.

Relationships and Sex education

For all pupils, there is a need for clear, explicit and repeated teaching about relationships and sex education to avoid confusion. Pupils with learning difficulties may need to specifically learn things

which other pupils learn incidentally, *for example, what being 'private' actually means*. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety. External agencies are used to help support Relationships and Sex Education.

The role of parents in the development of their children's understanding about relationships is vital: they have the most significant influence in enabling their children to grow and mature and form healthy relationships. At Shoreham Academy we work with parents when planning and delivering these subjects, including communicating to parents that they have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Note: there is no right to withdraw a child from the science curriculum, which relates to sex education in terms of teaching about the human body and the changes to it as grows, including puberty.

(Please see Shoreham Academy RSE Policy).

Improving access to PSHE education

Staff can make PSHE education and citizenship more accessible by focusing on the senses. They can improve access by:

- Using materials and resources that pupils can understand through sight, touch, sound, taste or smell.
- Organising a range of activities to compensate for a lack of first-hand experiences, for example, decision-making scenarios.
- Giving first-hand and direct experiences through play, visits, drama, puppets.

Staff can also improve access by:

- Using ICT, visual and other materials to increase pupils' knowledge of their personal surroundings and the wider world, for example, through stories.
- Using specialist aids and equipment, adapting tasks or environments, or providing alternative activities, where necessary.
- Encouraging support from adults or other pupils, whilst giving pupils space and freedom to do things for themselves and allowing time to respond. Pupils with learning difficulties are often dependent on the consistent and sensitive responses and support of staff to ensure proper access to learning opportunities.
- Being aware of the pace at which pupils work and of the physical effort required.
- Balancing consistency and challenge, according to individual needs.
- Giving opportunities to make choices and have control in all activities.

Teaching PSHE can help pupils develop their broader communication and literacy skills through encouraging interaction with other pupils as well as staff. With some pupils, communication and literacy skills will develop as they use a range of visual, written and tactile materials, for example, large print, symbols and symbol text. These skills also develop as pupils use ICT and other

technological aids. Other pupils' skills develop as they use alternative and augmentative communication, for example, body movements, eye gaze, facial expressions and gestures including pointing and signing.

Answering difficult questions

At Shoreham Academy we are careful to ensure that personal beliefs and attitudes do not influence the teaching of PSHE. To this end, ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE education Curriculum Leader. Any questions that may indicate child protection issues should be passed on to a member of the safeguarding team at Shoreham Academy.

Dealing with Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Principal should be informed and the usual child protection procedures followed.
- Students should be advised that confidentiality may not always be appropriate. They should be aware of the consequences of disclosing inappropriate behaviour which (although should not deter them) they may be asked to discuss further with relevant agencies (such as the police or social services).

The role of the PSHE education Curriculum Leader

At Shoreham Academy the PSHE education Curriculum Leader will:

- Plan effective Enrichment days that provide a wide range of activities to promote student engagement throughout the day.
- Raise awareness amongst all staff of their contribution to the pupils' personal, social, health and economic development and agree the overall aims, objectives and priorities.
- Establish a shared view of best practice to which all pupils are entitled.
- Lead policy development.
- Agree the main priorities for the pupils' personal, social, health and economic development and identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for staff.
- Monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Attend relevant courses and network meetings.
- Order and monitor resources.
- Provide lesson plans and teaching resources for teaching staff with the help of the RSE co-ordinator.

Resources

PSHE education resources are kept centrally by the PSHE education Curriculum Leader and delivered in advance to all teachers. Sets of materials are available. There is an expectation that all the resources will be valued and returned in good order.

Resources are selected and used after they have been trialled or disseminated, usually by the Curriculum Lead for PSHE education or the RSE co-ordinator. Resources brought into school by visitors are carefully vetted for their appropriateness.

Resources updated annually and reviewed by Curriculum Leader for PSHE education and RSE co-ordinator. Attendance at the PSHE education Association Conference and discussions with appropriate external practitioners will inform any reviews undertaken.

Assessment, monitoring and evaluation

The PSHE education programme is assessed and monitored by the PSHE education Curriculum Leader.

Furthermore, teachers and students are invited to evaluate their learning and the programme through different forms of evaluation, such as questionnaires and feedback sheets. The information is then read and acted upon. Lessons or schemes of work may be altered according to a specific cohort or individual needs.

The PSHE curriculum is evaluated annually as part of the School Improvement Plan and new initiatives are considered.

Generally, the policy and content will be audited on a 2–3-year basis. This will enable government changes and subject curriculum changes to be made as appropriate.

Assessment, recording and reporting

Assessment in PSHE education at Shoreham Academy looks positively at achievement. It is not a judgment on the worth, personality or value of an individual child or their family. A record of work during PSHE education lessons are kept providing evidence.

Clearly defined learning outcomes based on the Framework assist the assessment process.

What can be assessed?

- **Factual knowledge and understanding** - knowledge of facts is the least difficult aspect of personal and social development to assess. Non-threatening approaches using quizzes, word searches, and games work best. Understanding and being able to apply knowledge may be observed and assessed in real or simulated experiences eg, during the planning of projects or in role-play.
- **Developing personal and social skills, including how well children can use their knowledge and understanding in developing skills and attitudes**, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Who can be involved in assessing skill level and progress?

- Self and peer assessment, teacher assessment, mentors.

Recording:

At present assessment at Shoreham Academy is informal and takes many forms:

Self-assessment	I can Statement Assessment Continuums Diary Display Mind Maps
Peers	Observation of role-play Checklist Reflection in pairs or small groups
The group	Reflection on a group activity
Teacher	Checklist Observation of role-play Written records

Teacher and pupil	One to one reflection based on evidence
Other adults	Eg, Mentor interviews

Other related policies/procedures

- Relationships and Sex Education.
- Drug Education.
- Safeguarding.
- Equal Opportunities.
- Inclusion.
- Behaviour Policy/Discipline.
- Special Needs.
- Bullying.
- Confidentiality.
- Visitors.
- Careers Education and Guidance.

Dissemination and professional development

This policy will be available on the Academy website and on the shared staff area.

Staff will be given regular opportunities to develop their thinking and skills in delivery of PSHE education by:

- Staff meetings
- INSET
- CPD Sessions within the School CPD Programme
- Bespoke CPD (for colleagues leading sessions where sensitive material is discussed)

The CPD Programme can also be accessed on the shared staff area

Informing Parents and Carers

The PSHE education Policy will be available to parents and Carers through the schools' website. This policy was produced by the Curriculum Leader for PSHE education in consultation with the Link Governor.

Parents will be informed of the PSHE education content and topics being taught via the Weekly Parents email. Examples of resources can be accessed via Firefly.



Shoreham Academy

The best in everyone™

Part of United Learning

APPENDIX

PSHE Education Provision at Shoreham Academy

Summary of DFE requirements for Relationship Education, Relationship and Sex Education, and Health Education

Relationships and Sex Education – Secondary Schools

Secondary schools should continue to develop pupils' knowledge on topics specified for primary schools and in addition cover the following content by the end of Year 11.

<p>Families</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ That there are different types of committed, stable relationships. ▪ How these relationships might contribute to human happiness and their importance for bringing up children. ▪ What marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ▪ Why marriage is an important relationship choice for many couples and why it must be freely entered into. ▪ The characteristics and legal status of other types of long-term relationships. ▪ The roles and responsibilities of parents with respect to the raising of children. ▪ How to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships including friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ The characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ▪ How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). ▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority. ▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ▪ That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ▪ What constitutes sexual harassment and sexual violence and why these are always unacceptable. ▪ The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
<p>Online and media</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. ▪ About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. ▪ Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ▪ What to do and where to get support to report material or manage issues online. ▪ The impact of viewing harmful content.

	<ul style="list-style-type: none"> ▪ That specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ▪ That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ▪ How information and data is generated, collected, shared and used online.
Being Safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. ▪ How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).
Intimate and sexual relationships including sexual health	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ▪ That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. ▪ The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. ▪ That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ▪ That they have a choice to delay sex or to enjoy intimacy without sex. ▪ The facts about the full range of contraceptive choices and options available. ▪ The facts around pregnancy including miscarriage. ▪ That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). ▪ How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. ▪ How prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ▪ How the use of alcohol and drugs can lead to risky sexual behaviour. ▪ How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Health Education: Physical Health and Wellbeing – Secondary Schools

Secondary schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of Year 11.

Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
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	<ul style="list-style-type: none"> ▪ That happiness is linked to being connected to others. ▪ How to recognise the early signs of mental wellbeing issues. ▪ Common types of mental ill health (e.g. anxiety and depression). ▪ How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ▪ The benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. ▪ How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours.
Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. ▪ The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. ▪ Facts about wider issues including blood, organ and stem cell donation.
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, eating disorders and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ The facts about legal substances and illegal substances, including drug-taking, and the associated risks, including the link to serious mental health conditions. ▪ The law relating to the supply and possession of illegal substances. ▪ The physical and psychological risks associated with alcohol consumption and what constitutes (relatively) safe alcohol consumption. ▪ The physical and psychological consequences of addiction, including alcohol dependency. ▪ Awareness of the dangers of drugs which are prescribed but still present serious health risks. ▪ The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ About personal hygiene, germs (including microbes), the spread, treatment and prevention of infection, and about antibiotics. ▪ About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

	<ul style="list-style-type: none"> ▪ (Late secondary) the benefits of regular self-examination (including screening and immunisation). ▪ The facts and science relating to immunisation and vaccination. ▪ The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ Basic treatment for common injuries. ▪ Life-saving skills, including how to administer CPR. ▪ The purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ Key facts about puberty, the changing adolescent body and menstrual wellbeing. ▪ The main changes which take place in males and females, and the implications for emotional and physical health.

Shoreham Academy
PSHE education Schedule (subject to change)

YEAR	October (Half Day)	November	January (Half Day)	March	July
7	BUILDING RELATIONSHIPS (Getting to know each other & Positive Relationships)	BULLYING (Bullying – to include Online Safety and a production on Road Safety – being a pedestrian)	FINANCIAL DECISION MAKING EconoME (Decision Making/ Finance)	BEING RESPONSIBLE (Relationships) CSE – Healthy Relationships	HEALTHY LIFESTYLE (Eating, Personal Hygiene, etc) CSE – Feelings, Bodies and Brains
8	SAFETY & RELATIONSHIPS Unwanted Contact CSE – Grooming & Exploitation	DRUGS, SEX & ALCOHOL THE CONSEQUENCES (to include a session on online safety)	SAFETY CSE – Being Safe FGM	COMMUNITY & CAREERS (World of Work)	INDEPENDENCE (Rail/ Road/ Water/ Fire) Responsible health choices and safety in independent contexts
9	IDENTITY & RELATIONSHIPS (Celebrating Difference) Different Families Celebrating Differences	HEALTHY RELATIONSHIPS (Sexual Health) CSE – Technology & Relationships	RESPECTFUL RELATIONSHIPS (Healthy vs Unhealthy, roles & responsibilities)	SETTING GOALS (Options) to include a session on online safety	EMOTIONAL WELL-BEING (Emotional & Emotional Health)
10	EXPLORING INFLUENCE Resilience – How to say no (to include a session on online safety)	FINANCIAL DECISION MAKING SAFE IN SUSSEX – Financial Control in Relationships	BUILDING FOR THE FUTURE (Coping Strategies)	DRUGS & ALCOHOL (Misuse and pressures)	EMPLOYABILITY SKILLS (Enterprise)
11	DIVERSITY (Diversity & Prejudice)	NEXT STEPS (Options 16+ and Road Safety – being a passenger)	DIGITAL LITERACY & SAFETY (Lawful behaviour) to include a session on online safety	INTIMATE RELATIONSHIPS (RSE)	
12	SAFETY & CAREERS (RSE – Sexual Harassment & Study Skills)	STAYING SAFE WHEN OUT AND ABOUT (Safe Drive Stay Alive, First Aid, Being Safe out & about)	CITIZENSHIP & CAREERS (British Values & Principles of Learning)	HEALTHY LIFESTYLES (Sex, Drugs and Alcohol, Financial Health)	CAREERS (Work Experience)
13	SAFETY & CAREERS (RSE – Sexual Harassment & Personal Statement Support)	DESTINATIONS (UCAS Applications & Life as a Student)	CITIZENSHIP & CAREERS (British Values & Principles of Learning)	INTIMATE RELATIONSHIPS (RSE)	

PSHE education Across the Curriculum

Units covered across curriculum:

Year 7 – Changes – My Body (Puberty – Science Dept)

Year 8 – Healthy Lifestyles (PE Dept)

**Year 9 – Money Matters (Money Week – Maths Dept)
Healthy Bodies/ Body Image (PE Dept)**

Year 10 – Healthy Citizens (PE Dept)

CITIZENSHIP is taught across the Curriculum through subjects, mentor time and special events.

In Years 12 and 13 PSHE education is also covered within Mentor Time a planned programme of topics can be seen below:

Year 12					
AT1	AT2	ST1	ST2	Su1	Su2
Wellbeing	Finance	Sex	Drugs	Safety	Mental health
Anxiety	Tax	Sexual health	Drugs and effects	Knife crime	Sleep
Fears	Banks	STIs	Classification	Going out	Stress
Emotional wellbeing	Debt	Doctors/ dentists	MDMA	Online safety	
Year 13					
AT1	AT2	ST1	ST2	Su1	Su2
Finance	Drugs	Sex	Wellbeing	NA	NA
Borrowing money	Festivals	Porn	Mental health		
Value of money	War on drugs	Relationships	Self- Image		
Inflation	GHB	Fertility/ menstrual cycle	Stress		

PSHE education Whole School Curriculum at Shoreham Academy

YEAR	October (Half Day)	November	January (Half Day)	March	July
7	BUILDING RELATIONSHIPS (Getting to Know Each Other)	BULLYING	FINANCIAL DECISION MAKING (EconoME)	BEING RESPONSIBLE (Relationships)	HEALTHY LIFESTYLE (Eating, Personal Hygiene, etc)
	Introduction to Relationships	Road Safety - Being a Pedestrian	Decision Making	Promoting Emotional Well Being	Fitness
		Internet Safety - CEOP Workshop		Attitudes to Mental Health	Healthy Eating
	Positive Relationships	What is Bullying?	Finance	Real Game 1	Personal Hygiene
		Respecting Differences		Real Game 2	CSE - Feelings, Brains and Bodies
		Drama Workshop - Bullying & Emotions		CSE - Healthy Relationships	Smoking & Vaping
8	SAFETY & RELATIONSHIPS (What is Acceptable?)	DRUGS< SEX & ALCOHOL THE CONSEQUENCES	SAFETY (Keeping Safe)	COMMUNITY & CAREERS (World of Work)	INDEPENDENCE (Rail/ Road/ Water/ Fire)
	CSE - Grooming	Risk Affecting Health - Drugs and Alcohol	CSE - Being Safe	Windows to the World of Work	Road Safety
		What is Risk?		What is Work?	FIRE - Fire Safety
	Unwanted Contact	Internet Safety	FGM	Getting a Job	RNLI - Water Safety
		Sexual Activity		Skills for the Workplace	TRANSPORT - Rail Safety
		How to get out of difficult situations		Changing World of Work	Electricity Safety
9	RESPECTING OTHERS (Celebrating Difference)	HEALTHY RELATIONSHIPS (Sexual Health)	RESPECTFUL RELATIONSHIPS	SETTING GOALS (Options)	EMOTIONAL WELL-BEING (Mental & Emotional Health)
	What Types of Relationships?	HIV - Terrence Higgins Trust	Healthy vs Unhealthy Relationships	ASSEMBLY - KF & MFL	Stress Circuit
		STI Party		My Achievements, Goals and Plans	Stress Management Techniques
	Different Families	Contraception Circuit	Roles & Responsibilities	Making the Right Decisions	SAFE IN SUSSEX - Relationships & Self-esteem
		CSE - Technology and Relationships		Internet Safety - Gaming & Coding	What is Stress?

		What Happens at Sexual Health Clinics?		Where will my Options Take me?	Being Emotionally Healthy
10	BEING SAFE (Resilience)	FINANCIAL DECISION MAKING	BUILDING FOR THE FUTURE	DRUGS & ALCOHOL	EMPLOYABILITY SKILLS (Enterprise)
	How to say no	Money Sense - Make a Difference	Internet Safety - Digital Footprint	Drugs Workshop	Lawful Behaviour
	Consent	Budgeting	Coping with Stress	Consequences - Shaun Attwood	Enterprise - Introduction to the challenge
		How do I stay in control of my money?		Resisting Alcohol	Enterprise - Planning
Money and Well-Being	Who takes Drugs?	Enterprise - Developing, Designing & Presenting			
			Consequences of taking drugs	Enterprise - Class winner presentations	
11	RELATIONSHIPS (Diversity & Prejudices)	NEXT STEPS (Options 16+)	DIGITAL LITERACY & SAFETY	INTIMATE RELATIONSHIPS (RSE)	
	Diversity, Discrimination & Prejudices	Assembly in Hall - SA 6 th Form	Sex and the Media	Acorn Pregnancy Group - Pregnancy & Abortion	
		What will I learn?		Sex and the Law	
	Challenging Offensive Behaviour	6 th Form	Internet Safety - Exploited	SAFE in SUSSEX - Healthy & Unhealthy Relationships & Abuse	
Careers Skills		Sexual Health Checks			
SSRP - Road Safety (Being a Passenger)		HIV - Terrence Higgins Trust			

Shoreham Academy
PSHE Education Schedule - Sixth Form

	October (Half Day)	November	January (Half Day)	March	July
12	SAFETY & CAREERS	STAYING SAFE WHEN OUT & ABOUT	CITIZENSHIP & CAREERS (Citizenship and Mental Health)	HEALTHY LIFESTYLES (Exploring how to live a healthy lifestyle into adulthood)	EMPLOYABILITY WEEK

	Sexual Harassment	SAFE DRIVE STAY ALIVE virtual Presentation	Citizenship and British Values	Healthy Eating	Work Experience Placements
		E-Safety		Exercise for Health	
		First Aid		Alcohol Awareness	
		Safety in Relationships		CAP - Financial Health	
	Study Skills, independence and resilience	Being Safe when out and about	How we learn: memory, procrastination and stress	Sexual Health	
		Travel Safety		HSC Workshop	
13	SAFETY & CAREERS	DESTINATIONS & UCAS APPLICATIONS (Destinations - Being a Student UCAS Applications)	CITIZENSHIP & CAREERS	STUDY DAY (Study Skills/ Study Day)	
	Sexual Harassment (revisit)	Eating on a budget	British values and how we can embed these in college life	Study Skills	
		Finance - Living on a shoestring		Where to study	
		Interview skills and techniques	Principles of learning - cognitive load theory	Healthy Studying	
	Post-18 options/ Personal Statement Support	UCAS/ Personal Statements		Time to Study	
		CV Writing/ Letters of Application/ Application Forms		Coping with Exam Pressure/ Meeting Deadlines	

Citizenship Audit: Explicit Coverage

Key Stage 4

Subject: Cross Curricular

Citizenship Programme of Study		Range & Content	
CITIZENSHIP	CONCEPTS	Explicit	Where/When
1.1 Democracy & Justice	a) Participating actively in different kinds of decision-making and voting in order to influence public life.		
	b) Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.	X	<ul style="list-style-type: none"> ➤ Health and Social ➤ Food Tech ➤ Sociology ➤ Geography- Yr 10& 8 ➤ Drama- Yr 9&10
	c) Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.	X	<ul style="list-style-type: none"> ➤ Health and Social ➤ MFL- Yr 10 ➤ GCSE PE ➤ Sociology ➤ Media ➤ Drama- Yr 9&10
	d) Understanding and exploring the roles of citizens and parliament in holding government and those in power to account.	x	<ul style="list-style-type: none"> ➤ Sociology
1.2 Rights & Responsibilities	a) Exploring different kinds of rights and obligations and how these affect both individuals and communities.	X	<ul style="list-style-type: none"> ➤ Health and Social ➤ GCSE Business ➤ DT& food Tech ➤ Sociology ➤ Drama ➤ Arts Award
	b) Understanding that individuals, organizations and governments have responsibilities to ensure that rights are balanced, supported and protected.	x	<ul style="list-style-type: none"> ➤ Health and social ➤ GCSE Business ➤ Sociology ➤ Drama ➤ Arts Award
	c) Investigating ways in which rights can compete and conflict and understanding that hard decisions have to be made to try to balance these.	x	<ul style="list-style-type: none"> ➤ Health and Social ➤ GCSE Business ➤ Sociology ➤ Drama

1.3 Identities & Diversity: Living together in the UK	a) Appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK.	x	<ul style="list-style-type: none"> ➤ Sociology ➤ Drama
	b) Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.	x	<ul style="list-style-type: none"> ➤ Health and Social ➤ GCSE PE ➤ sociology ➤ DT & Food Tech ➤ RE ➤ Drama
	c) Considering the interconnections between the UK and the rest of Europe and the wider world.	x	<ul style="list-style-type: none"> ➤ GCSE Business ➤ GCSE PE ➤ MFL ➤ Sociology ➤ Media ➤ Yr 8 Geography -Tourism ➤ Yr 10 Geography - Wasteful World ➤ Drama
	d) Exploring community cohesion and the different forces that bring about change in communities over time.	x	<ul style="list-style-type: none"> ➤ Health and Social ➤ GCSE PE ➤ RE ➤ Sociology ➤ Drama
2.1 Critical Thinking & Enquiry	a) question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems	x	<ul style="list-style-type: none"> ➤ GCSE Business ➤ Health and Social ➤ GCSE PE ➤ RE ➤ Media ➤ Drama ➤ Art Awards
	b) research, plan and undertake enquiries into issues and problems, using a range of information, sources and methods	x	<ul style="list-style-type: none"> ➤ Health and Social ➤ GCSE Business ➤ Media ➤ Yr 11 Geography - CA ➤ Drama ➤ Arts Award
	c) interpret and analyze critically sources used, identifying different values, ideas and viewpoints and recognizing bias	x	<ul style="list-style-type: none"> ➤ GCSE Business ➤ Media ➤ Drama ➤ Arts Award

	d) evaluate different viewpoints, exploring connections and relationships between viewpoints and actions in different contexts (from local to global).	x	<ul style="list-style-type: none"> ➤ GCSE Business ➤ GCSE PE ➤ Drama
2.2 Advocacy & Representation	a) evaluate critically different ideas and viewpoints including those with which they do not necessarily agree	x	<ul style="list-style-type: none"> ➤ Drama ➤ Arts Award
	b) explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions, including formal debates and votes	x	<ul style="list-style-type: none"> ➤ Health and Social ➤ Yr 11 Geography - CA ➤ Drama ➤ Arts Award
	c) present a convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them.	x	<ul style="list-style-type: none"> ➤ Health and Social ➤ Drama ➤ Arts Award