

Personal, Social, Health and Economics Education

CURRICULUM INTENT



“When educating the mind of the youth, we must not forget to educate their hearts.”

Dalai Lama

At Toot Hill School, our PSHE provision underpins the values that we hold as a school and our structured lessons plan to cultivate students who; Work Hard, Be Kind and Take Pride. Our ambition is to develop students who know how to be safe and happy, whilst being prepared to face the challenges of our modern society. Lessons aim to equip students with practical skills, knowledge and understanding that will allow them to live healthy, fulfilled lives through exposure to deliberately planned content that enables students to think critically and be confident in decision making.

Students of today live in an ever-changing, complex world where they live seamlessly on and offline. Our students not only form part of our school and local communities but also a global community that is reached in just the touch of a button. PSHE is vital in ensuring that our students are confident individuals who are enabled members of society and know how to participate safely, and well-informed, in all of the communities they serve.

We are passionate in our vision to ensure all students develop as global citizens and as part of our school's Personal Development Curriculum, lessons support students in the following areas:

- Keeping safe and happy
- Health, wellbeing and relationships
- The world around me
- What do I stand for?
- My future
- My scholarship

Toot Hill School's integrated approach through PSHE lessons, PSHE drop-down days, active tutoring, assemblies and citizenship and P&E lessons, which complements our Personal Development Curriculum, ensures that our students are empowered and develop their understanding of safe guarding, healthy relationships, British values, online safety, diversity and keeping healthy that create tolerant and articulate individuals.

Our PSHE curriculum supports students in thinking to the future and challenges students to be self-reflective. Lessons encourage students to consider their interests, strengths and skills to plan for their careers so they can make well-informed decisions that begin with choosing their options in year 8. PSHE drop-down days bring with them opportunities to discover more about career paths and prepare them for prospective interviews.

Central to our teaching is empowering our students. Our lessons carefully interleave opportunities for students to develop resilience and character that is fundamental to pupils being happy and successful. Lessons are designed to build students' confidence so that they believe they can achieve goals, both academic and personal, no matter how distant or uncertain the challenge to get there is. Students will develop skills that enable them to overcome setbacks and manage change that will help them recover from any challenges they encounter.

Toot Hill School's PSHE provision will continue to develop and mould as the needs of our students change; meeting the new challenges as they arise in our ever-developing world.

Curriculum Design

Our PSHE curriculum understands that parents and carers are the prime educators for children on many of the matters discussed in PSHE education. Our curriculum is designed to complement this, building on what is learned at home. Our focus is to look at areas of risk, such as alcohol and drugs, to give students the skills and knowledge to manage these situations safely.

Our dedicated curriculum builds on prior knowledge, so that students learning is deliberately sequenced in an age-appropriate manner. New learning is carefully introduced, with student-led discussions and live feedback used to deliver bespoke lessons, meeting the individual needs of each class.

Students' wellbeing is at the heart of our PSHE education curriculum. It underpins every aspect of our curriculum and develops personal attributes that inform our students' values. Our knowledge of mental health and wellbeing informs our planning to meet the needs of our students in managing the increasing challenges they face. To further support this, the PSHE curriculum at Toot Hill School is developed through Student Voice. This is a vital stage of our curriculum planning and helps us to deliver PSHE education at the highest standard.

Our extensive curriculum is ever-developing; adapting to the research and guidance that informs it. The most up-to-date government advice guides us to uphold integrity in the work we do and offers our students the most current forms of support available.

Our PSHE curriculum has the responsibility of ensuring students leave school equipped with the skills necessary to be safe and happy. It is a huge responsibility and we whole-heartedly believe that our diligent practice and care has enabled us to provide a curriculum that achieves that.

Implementation

At Toot Hill School, PSHE delivery is carefully considered for each year group. We feel that each age group has its own needs and these should be met in the manner that serves them best. Year 7 students are taught by their tutors; using their relationship to create a supportive and safe environment for meaningful conversation and embedding further the transition process from primary to secondary education. Year 8 students continue to receive weekly lessons with our staff whilst our Year 9 students have a bespoke curriculum mixed between lessons and a drop-down day. This enables us to give our older students some more specialist delivery by experts as well as continue to have meaningful conversations established through the relationships with our staff. Year 10 students receive a drop-down day per term in order to provide them wholesome delivery on our three key themes over the days.

PSHE education is woven through the Personal Development Curriculum with tutor time and assemblies working alongside PSHE lesson content to embed deeper, students' learning.

PSHE lessons are structured to provide students with open discussion and scenarios to inform their decision-making processes. Careful questioning throughout all lessons encourage students to be reflective and provoke thought. Clear guidelines are agreed to ensure all students can participate in conversation in safe a space and ask questions to further develop their understanding.

Students are regularly guided to, and reminded of, a variety of support available with specific support being highlighted for key topics.