

PSHE Intent, Implementation and Impact

Intent

At The Observatory School, we recognise the importance of the delivery of personal, social health and economic (PSHE) education and relationship and sex education (RSE) and therefore it is at the heart of everything that we do. It is our intent to enable the students within our school to become healthy, safe, independent, responsible members of society who demonstrate respect and tolerance and who are prepared to face and manage the challenges and opportunities of an ever-changing modern Britain. We recognise the importance of preventative education and therefore we intend for our students to develop the skills to support each other, manage their own behaviour and get help for themselves and their friends when they need it.

At The Observatory School, we aim to develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies. We encourage the exploration of, and respect for, values held by different cultures and groups within our local community, and promote the development of positive attitudes. We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others.

We recognise the importance of not only providing students with the opportunity to develop their skills and extend their knowledge, but also to reflect on and clarify their own values and attitudes and explore complex and sometimes conflicting range of values and attitudes they encounter now and in the future. Our ultimate goal is to adequately prepare our students for adult life - its decisions, experiences, opportunities and responsibilities whilst developing their resilience, confidence and independence.

Implementation

PSHE is taught across both of our school sites by form teachers, in addition to being delivered to the students accessing the personalised school programme (PSP) and vulnerable pupil unit (VPU), a minimum of one timetabled lessons per week (and in some cases up to three). However, we recognise that PSHE happens in many more ways such as whole school themes delivered in assemblies and focus days. Some PSHE topics are embedded into other subjects, especially computing, PE and science and teachers other than the class teacher may teach these specific topics. The curriculum is based on statutory guidance from the National Curriculum

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frameworks and the PSHE association programme of study, in addition to specific programmes such as My Happy Mind and The Christopher Winter Project, with more detailed planning developed by the subject leader specialists, Miss Scott and Mr Wood.

The PSHE curriculum is split into three key terms:

- Health and wellbeing
- Living in the wider world
- Relationships

These themes are revisited throughout all key stages to deepen understanding and develop knowledge and skills further whilst allowing for the introduction of some concepts at age-appropriate points. This progression of skills can be seen within the curriculum maps. However, due to the specific need of our students at the Observatory School, we choose to continuously deliver the relationships topic throughout the year in KS2 & KS3 and alternate each half term between living in the wider world and health and wellbeing whilst including relevant and important topics such as climate change and being a global citizen. Throughout KS2, students have an additional lesson of PSHE every Monday morning where they follow the My Happy Mind programme, which develops positive behaviours that strengthen pupil mental health, resilience and wellbeing.

In KS4, students deepen their knowledge and understanding, extend and rehearse their skills, and further explore their attitudes, values and attributes that they have acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. Throughout KS4, students work towards their ASDAN short course in PSHE. The course involves collecting evidence and therefore earning up to five credits for the five modules studied:

- Emotional wellbeing
- Keeping safe and healthy
- Social media
- Financial choices
- Careers and your future

We ensure our curriculum is differentiated to meet the needs of our learners in all key stages. Lessons delivered are engaging and challenging, but provide

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opportunities for pupils to work at their own pace and revisit subject content where necessary. Lessons are delivered in a positive way with lots of access to movement breaks, fiddle toys and time out cards to ensure students are able to focus on their work for as long as possible; ensuring that SEND needs are catered to. At the start of each lesson we use student's regulation charts to determine if students are regulated and therefore ready to work; if not strategies are put in place in order for them to regulate and continue with the work as quickly as possible.

All classes have a teaching assistant to help learners with the expected lesson objectives. Teaching assistance will support lower ability pupils as well as higher ability pupils as directed by the class teacher. Some pupils may be supported one to one away from the class by a teaching assistant.

Assessment for learning opportunities are built into each lesson in addition to the start and end of each unit. Self-evaluation and reflective learning is also encouraged in each piece of work completed using self-evaluation slips and with the pupil's reflective diaries in the My Happy Mind modules.

Impact

The impact of PSHE at the Observatory School is to prepare our pupils for life, equipping them with the skills, knowledge, motivation and tolerance to best deal with life and the challenges they may face for years to come. We prioritise the development of mental wellbeing, and therefore encourage and promote the student's ability to best evaluate their own well-being needs and contribute positively to the well-being of those around them. Our aim is to have a positive impact on our pupils and by doing so they will develop a true sense of self and value not only who they are but also how they can relate to those around them in this ever-changing world.

The department will measure the impact and progress at key stage 2 and 3 by using BSquared tracking and assessment tools that will therefore provide the foundations for key stage 4 pupils completing their ASDAN short course. Key areas are revisited so pupils can gain a good understanding of how to be healthy, create and maintain respectful relationships and look after their own mental wellbeing.

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