

PSHE Curriculum Review 2021/22

Introduction and Challenges

In response to SLT structural changes, taught elements of PSHE underwent a large change at Thomas Adams at the start of the 2021/22 academic year. In addition to the 6 My Future Day drop down days, the school will also hold PSHE sessions during assemblies and as part of the form time curriculum. The review date was moved forward to October in an effort to see gaps and review the programme over the course of the year. There are two elements to this review, the traditional mapping document against the PSHE Association's recommended content and mapping against the DFE's statutory RSE 2020 content.

During the 2021/22, the school will have at the forefront of its RSE provision, aspects relating to harmful sexual behaviour.

Rationale

The lesson introduced in 2018/19 year were evaluated against the new PSHE Association Programme of Study KS1-5 (<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>) which is based on the governments statutory guidelines for RSHE programme 2020 (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>).

The current Programme of Study was evaluated against the recommended aspects of learning for Key Stages 3 -5 in the 3 areas of Health and Wellbeing, Relationships and Living in the Wider World.

Key Findings and SMART Targets

These percentages will be evaluated against next years' findings to determine progress in relation to coverage of key topics.

Target	2018/19 Percentage	2019/20 Percentage	2020/21 Percentage	2021/22 Percentage	Difference compared to 2019/20
Percentage of overall aspects covered	64.4%	83%	78%	<u>92.59%</u>	+9.59%
Percentage of KS3 aspects covered	82.7%	90.9%	81.8%	95.45%	+4.55%
Percentage of KS4 aspects covered	53.6%	77%	71%	96%	19%
Percentage of KS5 aspects covered	46.9%	81%	NA	85.13%	+4.13%
Lower School Coverage of Health and Wellbeing	53.6%	86.6%	88.4%	98.5%	+11.9%
Lower School Coverage of Relationships	49.4%	85.5%	84.7%	94.11%	+11.71
Lower School Coverage of Living in Wider World	73.8%	82.4%	55.3%	94.64%	+12.24%
KS3 Coverage of Health and Wellbeing	78.1%	94.4%	88.8%	100%	+5.6%
KS3 Coverage of Relationships	94.7%	89.3%	89.36%	93.62%	+4.32%
KS3 Coverage of Living in Wider World	80%	88.9%	70%	92.6%	+3.7%

KS4 Coverage of Health and Wellbeing	66.6%	78.8%	87.8%	96.97%	+18.17 (2020) +9.17% (2021)
KS4 Coverage of Relationships	27.5%	81.6%	78.9%	94.5%	+12.9%
KS4 Coverage of Living in Wider World	77.2%	75.9%	41.37%	96.56%	+20.66%
Sixth Form Coverage of Health and Wellbeing	78.9%	91.67%	NA	95.83%	+4.16%
Sixth Form Coverage of Relationships	13.6%	84%	NA	88%	+4%
Sixth Form Coverage of Living in Wider World	52%	64%	NA	72%	+8%
Overall Coverage of Health and Wellbeing	75.3%	82.8%	NA	97.84%	+15.04%
Overall Coverage of Relationships	52.8%	84.5%	NA	92.72%	+8.22%
Overall Coverage of Living in the Wider World	68.6%	76.5%	NA	87.65%	+11.15%

Key Stage 3 Analysis

The excel mapping document shows the following from our planned 2021/22 provision.

Areas that have strong coverage in the mapping document (4 or more)

Health and Wellbeing	Relationships	Living in the Wider World
H1	R1	L1

H2	R2	L2
H3	R3	L3
H4	R4	L4
H5	R5	L5
H6	R7	L6
H7	R9	L7
H8	R10	L8
H9	R11	L9
H10	R12	L10
H11	R13	L11
H12	R14	L12
H13	R15	L15
H26	R16	L16
H27	R17	L17
H29	R18	L20
H30	R19	L21
H31	R23	L23
	R29	L24
	R33	L26
	R37	L27
	R38	
	R39	
	R40	
	R41	
	R42	
	R43	
	R44	

Topics that are covered well

- Students explore their idea of self concept well, with all of those lesson themes explored several times.
- The school explores the concept of mental health frequently, especially through the school’s assembly programme which after the initial early lessons in PSHE during Years 7 and 8, continues exploring into year 9.
- Drugs and substance misuse are looked at frequently,
- Online safety is explored frequently, supported through form sessions and assemblies.
- We explore the concept of positive relationships and relationship values throughout KS3 often.
- We often explore the issue of bullying, abuse and discrimination throughout keystage 3, most notably due to the push on harmful sexual behaviour as part of our review.
- The programme features a number of opportunities for students to develop their learning skills throughout key stage 3. The assessment days are particularly valuable in this respect.

Areas briefly mentioned (3 or less “sessions”)

Health and Wellbeing	Relationships	Living in the Wider World
H15	R6	L18
H16	R8	L19
H19	R20	L25
H20	R21	
H21	R25	
H22 (FGM)	R26	
H32	R27	
H33	R35	
H34	R36	
H36	R45	
	R47	

- Sessions should include more on physical health including sleep and dental hygiene and how to manage physical activity.
- Another session on gambling would be beneficial.
- We should cover the use of contraception more (currently 3 times during KS3).
- The majority of these are age appropriate lessons and their absence can be seen in this context.
- The idea of consent is explored but not frequently, this is partly due to the limitations for Sex Education due to form time and non-sex ed students.
- Career education is strong in key stage 3 with numerous opportunities for students to learn about pathways.
- Finance education features regularly once introduced in Year 8 and continues in Year 9. Some aspects are taught in year 7 as part of the form time activities.
- Prevent aspects are taught regularly throughout Years 7-9.

Areas not in the Programme of Study

Health and Wellbeing	Relationships	Living in the Wider World
	R22	L13
	R28	L14
	R31	

Relationships

R22. The effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support

R28. To gauge readiness for sexual intimacy

R31. That intimate relationships should be pleasurable

Living in the Wider World

L13. About young people's employment rights and responsibilities

L14. To manage emotions in relation to future employment

Evaluation

The Living in the Wider World themes missing are taught as part of the Key Stage 4 curriculum in Year 11. Although we recognise the benefit of these themes. It would be difficult to fit these in with the focus on other aspects. We will include how to judge readiness for sexual intimacy as part of the sex ed lessons in Year 8. With regard to relationships been pleasurable, this is something we would include once we have training for our sex education leaders, as we feel without this, students may get a mixed messages.

Lesson Coverage Breakdown

Classification	2019/20 Percentage	2021/22 Percentage	Change
Covered well (6+ Sessions)	56.36%	60.9%	+4.54%
Acceptable Coverage	2.71%	12.75%	+10.04%
Limited Coverage (3-Sessions)	(2 sessions) 31.81%	21.81%	-10%
No coverage (0)	9.09%	4.54%	-4.55%

The analysis shows that there is an increase in the coverage of key themes and a reduction in those not covered and those that had limited coverage.

Key Stage 3 Recommendations

- Sessions should include more on physical health including sleep and dental hygiene and how to manage physical activity.
- Another session on gambling would be beneficial.
- We should cover the use of contraception more (currently 3 times during KS3).
- The majority of these are age appropriate lessons and their absence can be seen in this context.
- KS3 form programme needs to have a session on employability rights and how to behave in the work place
- KS3 needs to cover gauging readiness for sex and the idea it should be pleasurable.
- Employment law and managing emotions in the work place should be considered.

Key Stage 4 Evaluation

Areas that have strong coverage in the mapping document (6 or more)

Health and Wellbeing	Relationships	Living in the Wider World
H1	R1	L1
H2	R3	L2
H3	R5	L3
H4	R6	L4
H5	R7	L5
H6	R9	L6
H7	R11	L7
H8	R12	L8
H9	R16	L15
H10	R19	L17
H13	R28	L19
H16	R29	L28
H19	R30	L29
H21	R31	
H22	R32	
H23	R34	
	R35	

Topics that are covered well

- As with Key stage 3, the school focuses well on exploring positive relationships and relationship values throughout the programme.
- The school supports students through difficult relationship situations such as grief, break ups, harassment and recognising unwanted attention.
- Another key elements is the challenging of discrimination, including bullying and harassment. The form sessions on the key protected characteristics of the equality 2010 act support this agenda.
- Again, as with Key Stage 3, the school promotes the idea of positive relationship values and relationship values strongly.
- Concept is explored as a concept frequently throughout key stage 4. This mitigates the lower amount of interactions with the theme in lower school.
- As with Key Stage 3, bullying and discrimination are strongly featured, with particular emphasis on the 2010 equality act.
- Key stage 4 has a strong careers theme with particular emphasis on learning skills and choices and pathways.
- There is a strong number of opportunities for KS4 students to learn about extremism and how to challenge it.

Areas briefly mentioned (3 or less “hits”)

Health and Wellbeing	Relationships	Living in the Wider World
H12	R8	L11
H17	R10	L12
H18	R13	L14
H20	R20	L20
H24	R21	L21
H25	R22	L22
H27	R23	L23
H28	R24	L24
H29	R25	L25
H30	R26	L26
H31	R27	L27
H32	R33	
H33	R38	

- Due to the limited time in KS4 to explore these topics, students have less opportunity to explore some of the more niche themes such as cosmetic procedures.

- Consent could be explored further in relation to other aspects such as drugs, alcohol.
- Students are exposed to strong emotional topics at the start of KS4, however due to time this is not revisited.
- Due to the danger of county lines, we should consider including more details on how to prevent students from becoming prey to organised crime.
- We should focus more on how students can use online opportunities to springboard their career.
- Media literacy in Key stage 4 would benefit from more encounters.

Areas not in the Programme of Study

Health and Wellbeing	Relationships	Living in the Wider World
H15	R2	L26
	R36	

Aspects of Curriculum not currently covered

Health and Wellbeing

H15. the purpose of blood, organ and stem cell donation for individuals and society (Can be taught in Science). *This is taught as part of the science curriculum in KS3 and 4.*

Relationships

R2. the role of pleasure in intimate relationships, including orgasms

R36. skills to support younger peers when in positions of influence

Living in the Wider World

L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

Lesson Coverage Breakdown

Classification	2019/20 Percentage	2021/22 Percentage	Change
Covered well (6+ Sessions)	33%	46%	+13%
Acceptable Coverage	10%	13%	+3%
Limited Coverage (3- Sessions)	34%	37%	+3%
No coverage (0)	23%	4%	-19%

The analysis shows that there is an increase in the amount of themes covered and shows a positive uplift in the number of themes covered.

Key Stage 4 Recommendations

- An assembly on media literacy which covers the topics we lack would be beneficial, possibly on two different occasions, this would also link to L26 about data collection and targeted advertising.
- Should definitely have something more on preventing students become prey to organised crime given the prominence of county lines as a local issue.
- Another lesson on consent should be a priority if there is space.

Key Stage 5 Evaluation

Areas that have strong coverage in the mapping document (4 or more)

Health and Wellbeing	Relationships	Living in the Wider World
H1	R2	L1
H4	R3	L2
H5	R19	L3
H6		L13
H7		L15
H8		
H9		
H14		
H15		
H20		

Topics that are covered well

- We cover the topics of self-concept well in KS5, just as we do for the other key stages.
- We continue the emphasis on mental health in the sixth form as we do in KS4.
- We discuss how students should keep themselves safe in a variety of circumstances often.
- We explore relationships values fairly frequently, with the exception of R1.
- We give students good information in PSHE on choices and pathways.

Areas briefly mentioned (2 or less “hits”)

Health and Wellbeing	Relationships	Living in the Wider World
H2	R1	L6
H10	R4	L7
H11	R5	L9
H12	R8	L11
H16	R9	L12
H19	R10	L20
H21	R13	L21
H22	R14	L22
H23	R15	
H24	R16	
	R18	
	R20	
	R21	
	R22	
	R23	

- Some of the PSHE association’s themes on keeping healthy are not explored frequently, however, some of these are niche and given the limited time frame, you would not expect these to be repeated more than once.
- We would benefit from doing more sessions on drugs, alcohol and smoking.
- The provision is currently sparse relating to forming and maintaining relationships.
- We should be pleased that we include more on contraception than previous years but another session would be beneficial.
- We should not be too concerned about the lack of detail on CV writing and other career related aspects due to the additional careers programme offer and the CV writing support offer within the sixth form from KJB.
- A session on positive media literacy and how to use online platforms to promote your career would be beneficial (potentially as an assembly)

Areas not in the Programme of Study

Health and Wellbeing	Relationships	Living in the Wider World
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H17	R7	L10
	R17	L14
	R24	L16
		L18
		L19
		L23
		L24

Aspects of Curriculum not currently covered

Health and Wellbeing

H17. to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime

Relationships

R7. to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'

R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)

R24. to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon

Living in the Wider World

L10. to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection

L14. to understand and manage salary deductions including taxation, national insurance and pensions

L16. to exercise consumer rights, including resolving disputes and accessing appropriate support

L18. to evaluate the potential gains and risks of different debt arrangements and repayment implications

L19. to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers

L23. how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this

There is a need for a session relating to financial management for the sixth form. This could be done as a one off session for a year group in the Stanier once per year.

Lesson Coverage Breakdown

Classification	2019/20 Percentage	2021/22 Percentage	Change
Covered well (4+ Sessions)	21.62%	24.32%	+2.7%
Acceptable Coverage	10.82%	16.23%	+5.41%
Limited Coverage (2-Sessions)	47.29%	44.59%	-2.7%
No coverage (0)	20.27%	14.86%	-5.41%

The analysis shows that there has been an improvement in the coverage of topics taught in sixth form, with an increase in the positive and a decrease in the negative scores.

Key Stage 5 Recommendations

- An assembly on dangerous substances should be included in order to raise awareness on issues relating to addiction and misuse.
- Would benefit from another session talking about contraception.
- A session on positive media literacy and how to use online platforms to promote your career would be beneficial (potentially as an assembly)
- There is a need for a session relating to financial management for the sixth form. This could be done as a one off session for a year group in the Stanier once per year.
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Key Findings and recommendations

- Not surprisingly, increasing the number of opportunities for teaching PSHE topics means that we have increased the coverage of key topics which has seen a reduction in the number of themes not explored and an increase in the number of themes that are covered well. To account for this, the top classification has been increased from 4 to 6.
- For some themes that are only looked at 3 times or less, are restricted due to age appropriate topics, e.g gambling and FGM. Also, after Year 7, the lessons on hygiene (including oral) would be seen as below the age level of the students.
- It is difficult to achieve a reduction in the limited coverage themes for KS4 due to only having 5 terms of time with the students.
- We allow the students the opportunity to explore the idea of themselves as a self concept throughout all key stages
- Sixth form needs to have some financial management sessions, may be difficult to do in form time so would recommend a one off session during Year 12.

- KS3 needs to cover gauging readiness for sex and employment law.
- We need to be more aware of the dangers of organised crime and raise more awareness of this – seeing the local context of county lines should be a priority and should be included as one of the HOY themed assemblies during each year.
- Overall we are seeing an improvement in the coverage of topics in almost all areas of the school and by using alternative methods of delivery in the sixth form, e.g briefings and one hour extended briefings, may be the solution to the limited time for the sixth form.