

Question	Notes
INTENT	
Describe the curriculum design and state why have you done it that way?	The PSHEe curriculum is designed in such a way that it covers the five key elements of the topic throughout the pupil's time at school. The topics are built upon each time they are revisited and this develops the understanding within the subject area. The subject is designed in this way to ensure that each pupil receives a broad and balanced skills set that is matched to their ability.
How have you secured a “broad and balanced” curriculum?	By using the five key elements of PSHEe we have differentiated the curriculum, for the needs of our children, to enable a breadth of topic coverage and depth of understanding.
What are the important things they need to know before they leave Elmwood?	<p>Care for self. Care for others Care for the environment. The PSHEe curriculum underpins the school's fundamental values. The pupils will be taught about; tolerance, care, compassion, diversity as well as health, sex and relationships AND Fundamental British values. Each of the core elements are met through our curriculum.</p> <p>CORE THEME 1: HEALTH AND WELLBEING. CORE THEME 2: RELATIONSHIPS. CORE THEME 3: LIVING IN THE WIDER WORLD.</p> <p>We have also broken this into 5 different subject areas that will enable our youngsters to develop a skills set that will prepare them for life beyond Elmwood, they are:</p> <ul style="list-style-type: none"> ➤ Relationship and sex education. ➤ Health and well-being. ➤ Careers Education and Guidance. ➤ British Values. ➤ Economic Well-being.

Supported through The Key Support Services “Questions Ofsted might ask middle leaders about the curriculum”

<p>How is the curriculum sequenced (long, medium, weekly, daily) and why do we do it that way?</p>	<p>The curriculum plan is sequenced over a five-year period to enable a broad depth of content. From this, each year group has a yearly curriculum to follow and furthermore the plan is broken down into five to six-week topic blocks. The long-term plan has been structured to ensure that each pupil receives a broad depth of coverage and the shorter topic blocks enable the tutors to explore each topic area and have enough time to develop understanding and address misconceptions.</p>
<p>Is there an example of where the curriculum builds on knowledge and skills?</p>	<p>As we can see from the curriculum overview, the whole PSHEe curriculum is based on a spiral format whereby each topic is revisited and developed upon. An example of this is in the SRE element where in year seven, the third block is; "Help I'm hairy" this topic covers puberty, body changes and develops an understanding of why this happens, readiness for reproduction. The topic is further developed in year nine when the pupils visit the fourth block, "Tell me more!" This topic block builds on the previous knowledge whereby the pupils are educated on sex, relationships and health issues.</p>
<p>How successful is the curriculum, and how do you know this?</p>	<p>As an early adopter, we have been running the new PSHEe curriculum from the start of Autumn Term Two. The tutor for each year group is tasked to differentiate the topic content to meet the needs of that specific year group. I hold a half termly meeting to discuss effectiveness and to standardise assessment. Early discussions within meetings have led me to believe that the curriculum is successful and that the pupils are getting a good depth of coverage. Student council members have also commented on the new PSHEe curriculum and given positive feedback to Beverly Bailey.</p>
<p>How innovative is the curriculum?</p>	<p>I believe that our curriculum is innovative as it has been created in collaboration with another Secondary Academy within the locality so the same topics are being addressed at a similar time to maximise the impact of conversations. It also supports more effective safeguarding (wider responsibilities). It has been developed with our pupils in mind, each pupil, for most topics, has a work booklet that</p>

	they can use to recap on previous lessons. The work will remain with the pupil so that each year the new tutor can quickly identify how well each student is doing and from that differentiate the new topics to ensure understanding and challenge.
IMPLEMENTATION	
How do you keep abreast of new developments?	I have secured membership to "The PSHEe Organisation". This enables me to identify any new developments within the topic area and I also attend curriculum training events provided by the S4S group. There will also be evaluations on the effectiveness of the curriculum within Elmwood and Secondary Academy which will develop further for 2020 – 21.
Are there any published schemes of work you use, if so why?	The scheme of work that we are implementing are developed in partnership with a local mainstream Secondary Academy and has been developed using the PSHEe Organisation's recommendations of topics.
What schemes are you currently working towards, and what resources are you using?	As this is a new curriculum we are evaluating after each topic to shape and develop the next rotation of the 5 year plan.
How effective is teaching?	Teaching is effectively delivered by a number of staff. The feedback from PSHEe staff is very positive and the children's' work demonstrates, in most cases, a good understanding of the topic area. This is also highlighted through pupil voice in school council meetings. Beverly Bailey questions the pupils and receives their thoughts and feeling based on the topic.
How do you ensure that pupils understand and remember information?	Through staff meetings, half termly, I have recommended that each session begins with a short recap of what was covered in the previous lesson. This achieves two things, firstly it gives the tutor an opportunity to gauge retention and, secondly, gives the tutor chance to remind pupils about the topic and further cement the knowledge imparted on them in the previous session. The work booklets will also be utilised for topics that are re-visited later in the 5 year plan.
IMPACT	

Does the curriculum lead to good results?	Early indicators from staff and pupils work are very encouraging. Feedback from staff, DSL and pupils all suggest that the curriculum is working very well and that it is working alongside the school's values.
Does learning over time show appropriate challenge, how do you know?	Unable to show evidence of this currently as this is about formulating what works and what doesn't for our pupils.

PSHFE Department