
Subject Intent

The Why

At CMA we believe that Physical, Social, Health and Economic (PSHE) education is a **key element** to our school's curriculum offer. The PSHE curriculum is designed to help scholars of CMA become **citizens of Leicester** as well as understand their place in a **global community**. Furthermore, the curriculum is spiralled and designed to be **reflective** of the needs of CMA scholars and this **flexibility** allows the PSHE offer to be as inclusive and tailored as needed.

During key stage 3 scholars will **build on the attributes** they acquired during their time at primary school. Between years 7 and 9 PSHE needs to address the **changes** young people are experiencing as they move into their adolescence and gain increasing independence. Scholars must learn to manage **diverse relationships**, their **online lives** and the pressures of **media** as well as the changes which their bodies are experiencing.

During key stage 4, scholars will further **deepen their understanding** gained at key stage 3 and will extend the skills and knowledge into years 10 and 11. Here there will be a greater emphasis on students moving towards an **independent, adult life** as they take on more responsibility for themselves and others. Scholars will need to be prepared for the **challenges, opportunities and responsibilities** of life.

The How

PSHE will be taught thematically under the titles of **celebrating differences, positive relationships, healthy living, risky choices and life after CMA**.

Celebrating Differences	This theme explores the power of diversity within our lives and considers why it is important to celebrate uniqueness rather than let it divide us.
Positive Relationships	Within this theme scholars explore the significance of healthy relationships and consider what this looks like in friendships, family relationships and intimate relationships.
Healthy Living	Scholars learn about looking after their physical and mental health and apply this to different stages of life.
Risky Choices	This theme explores the risks in society and scholars will consider the dangers in relation to substance abuse and gang crime as well as the influences behind these choices.
Life after CMA	Within this theme scholars will explore life after from CMA as they consider digital literacy, and future opportunities .

When is PSHE taught?

In KS3, PSHE education is delivered in tutor groups on a Wednesday afternoon for 40 minutes. This session is focused on scholars acquiring the knowledge they need to answer the Big Question of the week. This knowledge is then applied to a debate motion or discussion question during one tutor session of 20 minutes a week. Here scholars have the opportunity to explore and deepen their opinion on subjects in a safe and kind environment.

In KS4, PSHE education is woven into our Tutor Time Programme. All scholars will have three, 20-minute sessions a week focused on PSHE. Two of these sessions are focussed on delivering the core knowledge which scholars need to know and the final session is focussed on debate and discussion.

Knowledge Sessions

These sessions are the main input for the week. They involve the delivery of key knowledge which is broken into small-manageable chunks with tasks. During these sessions scholars will be striving to answer the Big Question of the week.

Debate and Discussion Sessions

These sessions offer scholars the opportunity to consolidate their understanding through either a debate motion or discussion question. They also offer a gateway into the practise of oracy and communication.

SMSC and British Values

The PSHE curriculum has also been designed to align with the scholars' development of spiritual, moral, social, and cultural beliefs. Alongside this the PSHE curriculum also incorporates the British Values; democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. British Values are explicitly taught to scholars and referred to throughout their PSHE journey.

Key Elements

PSHE at CMA has been designed to incorporate four key elements:

- Through delivery of PSHE in tutor groups **relationships** can thrive. This is particularly important because PSHE deals with sensitive and difficult topics which can be most appropriately delivered by the member of staff who is most constant to the scholar – in this case their form tutor.
- PSHE is centrally planned which allows **consistency** across year groups and teachers. Also, as scholars are aware of the PSHE routine and time allocation they are also better equipped to succeed as they know the expectations clearly.
- PSHE is valued and seen as a **purposeful** use of time by not only scholars but also staff. This allows for PSHE to be delivered with rigour and enthusiasm whilst maximising learning time.
- Form tutors and their classrooms are often a consistent and **safe** environment for scholars so to capitalise on this PSHE is delivered through tutor time. It's important that during the delivery of sensitive content scholars still feel safe and protected.