

Subject:	Personal Social and Health Education
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This is non-statutory since June 2019. At Open Academy we value the subject and teach it explicitly during Key Stage 3 and 4 and implicitly through our Open Way and assembly programme.

Our high quality PSHE curriculum enables students to understand more about themselves from a personal and health perspective. There are explicit links to science, RS and PE. As the programme develops students understand better how they can work better in social situations until they are as ready as possible to be healthy, happy, social productive members of society. Students are explicitly taught to reflect on their thoughts and the thoughts of others. The core values of the Academy are implicit in every lesson. At times teachers will explicitly state which values are being taught in the lessons.

Key Stage 3

Students learn about their identity. They understand that everyone is different and how that difference can cause conflict e.g. bullying. Students are taught explicitly what makes a social group like a team successful. Students learn about risky behaviours and how they can keep themselves safer in society e.g. drug education, sex education, alcohol, vaping, as well as e-Safety. Students learn that there is no perfect body and consider why body image is a big factor in mental wellbeing.

Key Stage 4

Students build on Key Stage 3 so that they can manage their own wellbeing. They consider modern slavery and consider deep questions like what does it mean to be human? In these topics they consider the best of what has been thought about from different philosophers.

Sex and Relationships Education

This is compulsory from age 11 and involves teaching about reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular orientation. Our Open Academy approach does teach that there are different types of relationship and what a healthy relationship is. Some parts of the sex and relationship education are compulsory – they are part of the national curriculum for science. Parents can withdraw their children from other aspects of sex and relationships education.

Key Stage 3

As well as the content covered in the science national curriculum students learn about how puberty changes our mood, our mind as well as our bodies. In every year we teach about risky behaviours relating to sex and relationships. Students learn about different types of relationships and what makes a healthy relationship. Students learn about poor relationships including bullying e.g. homophobic bullying.

Key Stage 4

Pupils build on Key Stage 3 to learn more about risky behaviours and the legal, moral, religious and philosophical issues regarding age and consent.

Citizenship

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. Our citizenship programme fosters pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. Over time the curriculum prepares pupils to better take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Key Stage 3

Teaching develops pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils are taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom

- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk

Key Stage 4

Pupils are taught about:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

Topics are taught thematically to ensure that coverage of more than one subject is possible where appropriate. The themes per half term are shown below. In Key Stage 3 RE is taught separately as per the national curriculum. In Key Stage 4 it is part of the wider curriculum.

(R = Religious Studies, F = Futures/Careers, P = Personal, Social, Health Education, S = Sex and relationship education, C = citizenship)

	Year 7 “All about me”	Year 8 “My relationships with others”	Year 9 “Society and me: mutual influences”	Year 10 “Stepping into the world”	Year 11 “Me as a citizen”
Autumn 1	What social factors influence my identity? P R C	Positive body image and mental well-being S P	What are the roles of some public institutions? C	Preparation for work experience F	Planning my future F
Autumn 2	How can friendships change over time? P	How does the criminal justice system work? C	How does voting and national Government work? C	What are the rules regarding age and consent? R S P C	How will I make my future a reality? F
Spring 1	How can I manage my feelings and emotions? P	What makes a successful life? F	Making my choices F	How can I manage my well-being? P S	What does it mean to be human? What is death? R
Spring 2	What makes a good team? How do I contribute? P C	Different kinds of relationships. Why are people intolerant? S P	What is a personal budget and how will I manage my finances? C F	What can we learn about the world from philosophers? R C	What is normal? S P R C
Summer 1	How does puberty influence my emotions? How can I deal with it? S P	What makes a healthy relationship? S P	Risky behaviours – how can I keep myself safe? S P	How does the national and international legal system work? C	How do we overthrow the Government? Should we scrap the monarchy? C
Summer 1	How can I keep myself safe? S C P	How can I keep myself safe? P	Young people and the law C	What do we mean by national, regional, religious and ethnic identities? 'Abuse' of teenagers C R S P	