

PSHCE at The Hurlingham Academy

“Today’s children are growing up in a rapidly changing world. It is a world that is more complex and competitive than ever before and, while this presents many positive opportunities, it also presents challenges (Department for Education, 2020).

1. Introduction and aims of PSHCE

Vision Statement

Our vision as a staff is....

1. To develop happy and healthy learners who achieve the highest possible academic outcomes for success in life.
2. To nurture responsible young citizens who care for their communities and who are committed to bettering them.

Mission statement

Our vision is achieved through...

1. A passionate dedication to rigour and excellence in teaching and learning for all pupils.
2. A thorough commitment to the deep pastoral care and personal development of every child.

Our vision at The Hurlingham Academy is to nurture our students into young people who leave our school community with the best GCSE results possible, but also as happy and healthy citizens with a deep commitment to bettering their communities. PSHCE plays a significant role in this pastoral nurture and personal development. It is happy and healthy students who make the best learners and therefore achieve the finest outcomes. While our staff have a deep pastoral care for our young people and will always give of their time and energy to support students personally, they also recognise that it is in their interest as educators who are accountable for outcomes to ensure that our students are physically, emotionally and mentally healthy.

2. Curriculum Intent

The PSHCE curriculum at The Hurlingham Academy is broad, engaging and relevant to our students’ lives and needs. It explores a range of topics that they need to think through, know about and form views and opinions on in order to live successfully now and in the future.

The aims of the curriculum are:

1. To inform students about issues and topics regarding personal health, citizenship, relationships, society and lifestyle. To give students knowledge which is as factual, scientifically based, unbiased and as current as possible in order for students to have well thought through views and for them to make informed decisions about their lives.
2. To create students who care about others. Our aim is to nurture our children to identify as citizens whose focus is their responsibilities to their families, communities and society. We want them to be committed to serving their communities and bettering the lives others.
3. To develop our students’ ability to speak audibly, confidently and appropriately in formal settings. We want to develop orators who express themselves clearly and communicate well in all types of situations.
4. To develop our students to be people who are tolerant, respectful and compassionate towards others while also rigorous, honest and skilled in the communication of their ideas and beliefs. We do not encourage cancel culture, hate or the moral wrath that has become the norm on social media. We want our students to embrace, engage with and promote different views, ideas and beliefs

regarding politics, sexual ethics, religion and current affairs. Our staff allow our students to have different views, even when these may differ to the norms of the majority in our society; to allow disagreement and to understand that to disagree is not to hate. We want our students to be tolerant of people, but not ideas. Therefore, the PSHCE programme includes guidance on how to foster discussion and debate between students where respect, listening and empathy are prized equally alongside rigorously engaging with ideas and views different to their own.

3. Curriculum Content

The five areas of learning in PSHCE are:

Term 1-2: Health and well-being: In this unity, students look at topics relating to their physical, mental and emotional health, safety and well-being.

Terms 2-3: Relationships and sex education: In this section of the curriculum, students think about the wide range of relationships which exist in our society, how these relationships function best as well as some of the issues that can occur. It is important that our students are not made to solely focus on sexual relationships but are allowed to think about some of the other key relationships they experience such as family, siblings and friendships.

Term 4: Living in the Wider World: The aim of Wider World is to broaden and deepen our students' general knowledge. Many of our students lack the cultural enrichment that children from more privileged backgrounds experience. They attend 6th form and university interviews and are disadvantaged in the depth of their general knowledge, the breadth of their cultural experience and the limited range of their personal interests. The aim is to start to build student knowledge and subsequently create young people who are both interested and interesting. The focus of the Y7 curriculum is the UK and British values while Y8 explore a unit of financial literacy with a visit from The Bank of England.

Term 5: People you need to know: The aim of this unit is two-fold. It is again to build students' general knowledge of important historical/current world figures. However, it is also an opportunity to think about positive character traits and what they look like in people alongside flawed people and the mistakes we all make. Important and topical issues such as cancel culture, leadership and patriarchy are explored.

Term 6: Life skills: Building practical and financial skills as well as perspectives for success in future life. This unit is taught through classroom-based learning as well as assemblies and practical workshops. It is vital that our students can successfully access all areas of life in the future and have the skills to make life work. Sessions include coping with grief, failure and rejection, safe swimming, firework safety, hygiene, doing laundry and survival skills. The Year 8 unit which looks at financial literacy includes debt, tax, credit, interest, pensions and budgeting.

4. Curriculum Implementation

PSHCE is delivered by form tutors in weekly sessions, one day a week. This totals 45 minutes of learning time to focus on each topic per week. The content is usually delivered using both written articles and videos. The videos used are typically from TedTalks, TedEd, BBC Teach and TrueTube. Articles are also used with material edited from documents written by experts from leading UK organisations and charities such as MIND, the NHS or Anna Freud. Links are shared to podcasts within the lesson and linked on SMHW for students who want to think and explore the topics and issues further. These podcasts include 'Teenage Therapy', 'This Teenage Life', 'Mental Music', 'Science Friday', 'Dear Hank and John', 'Part Time Genius' and 'Stuff you missed in history class'.

Topics within the curriculum are sequenced and will often build from each year into the next.

When topics are taught will be determined by:

- How complex or nuanced the topic or issue is and the level of maturity required to explore it properly.
- How age appropriate an issue or topic might be.
- Guidance from professional agencies as to when young people face an issue, for example, most children will start looking at pornography from the age of 12 years old and so this issue is explored in Y7.
- Whether there are direct curriculum links to other subjects and when that subject will be teaching the topic.

Topics are updated annually based on prevalent issues or new concepts such as AI and Deepfakes or as a result of government notice of statutory provision. For example, Y11 students now look at coercive control.

Assemblies

Throughout each half term, assemblies are held for both whole year groups and also separately for boys and girls looking at specific issues to help students understand how to think rightly and also act wisely and considerately. These are led by the Senior Vice Principal. They also create a safe forum for students to ask questions and to share experiences. There are also single sex assemblies led by the SVP and a male member of the pastoral KS3 team. These will look at issues that are more unique to either the boys or the girls.

Half Term	Assembly topic
1	Sexual harassment
2	Use of social media – positive female relationships (girls only)
3	Relationships and when to have sex
4	How to view and treat girls (boys only)
5	Peer relationships

Figure 1. Year group assemblies led by Ms. Quinton and Ross Cheetham

Other assemblies with external providers will also take place throughout the year, usually one per half term. These will include sessions from The Arc Theatre, St. Giles Trust or from Mind. They will occur based on what is being offered or to address a specific issue within a year group.

Drop Down Days

Each term students are off timetable for a Drop-Down Day. These focus on topics connected to the curriculum being covered that term. There is a rolling curriculum of topics and providers each year. Drop Downs Days provide the opportunity for students to have more extended time to explore issues and think more deeply with the guidance of professionals and experts. Regular past topics and providers include:

Year	Topic	Provider
7	Sexual harassment, FGM, racism, mental health, extremism and radicalisation.	Arc Theatre, Stand Against Violence, Prevent and Mind.
8	Anti-smoking, social media and relationships and financial literacy.	Ctrl-Z, Tender and The Bank of England.
9	Mental health, pornography and diet and exercise	Mind, NT Project and H&F Fitness
10	sexting and e-safety, prisons – why should we care? knife crime	Tender, Unlocked, Red Thread
11	Consent, Sleep and healthy relationships	Arc Theatre, Tender, NT Project
8 and 9	Masculinity, gender equality and inclusive communities	Beyond Equality

Figure 2. Programme of Drop-Down Day workshops and assemblies

External speakers and professionals

External speakers and professionals come into school to speak on Drop Down Days and in assemblies and workshops – embedded annual examples include professionals from The Bank of England, Prevent and Mind.

External workshops

Additionally, providers will come in to work with year groups outside of the timetabled PSHCE and these are calendared annually. Provision includes 'Prison, me? No way!', Sharp (knife crime awareness programme), Humza Arshad and the Met Police and a boys' mentoring programme. This Autumn Term, the Arc Theatre group are scheduled as always to come in and deliver theatre productions on FGM to Y7 and Consent to Y8 and Y9.

Community Projects

In order to grow our students as young people who see themselves as citizens and want to contribute to their communities, projects and events are held to provide a context in which students can develop this vision and character traits. These include our annual tea dance for the elderly, food banks and Christmas hampers. We also provide students with the context and training in school in which to develop their understanding of responsibility, citizenship and that leadership is about service. Examples include the Franklin Scholars programme, the Prefect system, Student Receptionist and our bunny and guinea-pig monitors.

5. Curriculum Impact

PSHCE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, to make informed choices and to understand what influences their decisions. It gives every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing, change and lifestyle choices. Students also have the knowledge and skills to identify and acquire the help and support they may need from professionals and external agencies. Our students, (including those from KS4) regularly share in Student Council how much they enjoy their PSHCE lessons and feel well supported. They know who they can talk to if they want help, support or to talk. Our students are happy in school and this allows them to engage well in lessons and to go on and achieve success at GCSE. Learning impacts are assessed through work scrutiny that includes extended writing, lesson observations and monitoring, student voice and the tracking of all enrichment and provision on Arbor.

6. Additional Information

Class Reader

Students also have three registration sessions of Class Reader each week in which both fiction and non-fiction are read aloud. While this activity is aimed at improving literacy and increasing reading for pleasure, it is also a key part of the PSHCE programme. Class texts have been selected with important pastoral themes which specifically fit into the PSHCE curriculum. Form tutors are encouraged to read ahead and are given significant pastoral questions to debate and discuss with form groups at key points in the narrative. It is as much about the discussion and reflection as it is the reading. The goal is to create a pastoral environment in which issues and topics including gang violence, refugees, ethnicity, relationships, gender and identity. For example, one Y7 tutor group is reading 'The Jungle' by Pooja Puri about the Calais refugee camp. One of the discussions 7H have had is about the stereotype of refugees being identified solely as victims rather than identifying the resilience and courage they display too.

Teacher guidance

It is acknowledged that while many of our teaching staff will have experience of some of the issues and topics within the PSHCE curriculum, none of them are experts in them. Therefore, inset time is used every term to provide training and to show good practice from lessons which have been videoed using Iris. Resources are provided for staff in the form of videos, articles and voice over PowerPoints for staff who need additional support or for topics which need professional input. This guidance will only be derived from accredited and recognised professional sources and will be specifically designed for teachers and school contexts. An example is the Anna Freud Centre who provide both written and video resources on how to teach mental health issues for use in schools. Teacher guidance is stored with the relevant PSHCE session in a folder which staff can access when needed. It is understood that the better prepared teachers are, the better pastoral care the students receive. Videoing PSHCE sessions also takes place to show good teacher practice and raise standards of pastoral provision amongst staff. For some staff, some topics and issues are extremely sensitive or personally triggering and there is always the option for a senior member of staff to teach that session. Staff can and do use this support.

Assessment

A range of summative assessment strategies are used to assess the learning of PSHCE. Weekly AFL strategies are used to measure learning gains. These include quizzes, true or false/agree or disagree quizzes, whiteboards to check for understanding and moving debates. Prior learning is assessed through recall questions both of the previous lesson but also of the topics from previous years. This enables the sequencing and building of depth of knowledge and understanding of the themes and issues. There is also a Knowledge Organiser used to embed key learning of technical vocab such as depression, LGBTQ and harassment. These are assessed in the same way Knowledge Organisers are used within other curriculum subjects. Summative assessment is applied using extended writing and Microsoft Forms and assessing the learning during the main school assessment points. This often focuses on the application of student learning and applying it to real scenarios. Students are given revision materials as part of their Revision Manifest and all tutor groups will spend one period in a computer room during assessment window. Videoing is also used to assess students' ability to discuss, debate and show empathy as well as the delivering of the PSHCE content.

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