

CURRICULUM INTENT

We aim to develop a sense of social awareness, exploring what makes us human and how we can impact on the lives of others.

Today's children and young adults are growing up in a rapidly changing world, full of opportunities but also many challenges and few guarantees. PHSE and Citizenship education is the school subject, which prepares them for life and work in this changing world, helping to keep them safe, healthy and boosting their life chances – a curriculum for life.

PHSE/Citizenship at Avanti Fields is a planned, developmental programme of learning through which our young people can acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PHSE/Citizenship education aims to develop the qualities and attributes needed to thrive as individual human beings, family members, citizens, employees and members of society.

The PHSE/Citizenship programme makes a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their attitudes and safety, and the school's statutory responsibility to promote well-being. It plays a key role in safeguarding education at Avanti Fields.

It encourages them to be enterprising, confident and supports them in making effective transitions, positive learning and career choices and in achieving economic and personal well-being. A critical article of intent is providing opportunities for students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PHSE/Citizenship education will contribute to personal development by supporting students to build confidence, resilience and self-esteem, identify and manage risk, make informed choices and understand what influences their decisions. It will enable them to recognise, accept and shape their identities, understand and accommodate different viewpoints, change, manage emotions and to communicate effectively and meaningfully.



THE AVANTI WAY		
EDUCATIONAL EXCELLENCE 	CHARACTER FORMATION 	SPIRITUAL INSIGHT 
<p>The overarching aim for PHSE/Citizenship education is to provide students with accurate, meaningful and relevant knowledge.</p> <p>Opportunities to turn that knowledge into personal understanding and academic excellence.</p> <p>Opportunities to explore, clarify, develop and when appropriate challenge their own and others' values, attitudes, beliefs, rights and responsibilities.</p> <p>The educational and personal standards, skills, language and strategies they need in order to thrive educationally and in their wider lives.</p>	<p>PHSE/Citizenship education is fundamental to character formation. It supports and encourages the development of confidence and self-esteem and is rooted in the notion of how character formation through PHSE can provide students with the knowledge and tools they need to live healthy, fulfilling, responsible, kind and balanced lives.</p> <p>By reflecting on our own thoughts, values, attitudes and beliefs, we also reflect on our character and how it may develop and change.</p> <p>PHSE encourages students to think about, celebrate and if necessary, challenge the makeup of their character.</p> <p>A focus on character enables students to develop ideas and principles around belief, relationships, values and how we act and inter-act in the world. The development of open thought, respecting individual opinion and different belief systems, will allow for meaningful engagement with key character elements such as empathy, tolerance, responsibility and kindness.</p>	<p>PHSE/Citizenship will use a range of moral and ethical issues to cultivate an exploration of how spiritual insight is important in cultivating ourselves as spiritual human beings. This will help cultivate a deeper and more meaningful connection to ourselves, the world and to God. In many varied ways PHSE will encourage our students to reflect on how they view themselves in relation to matters spiritual and how that insight can be used in terms of relationships and our place in the world.</p>
PROGRAMME OF STUDY		
<ul style="list-style-type: none"> • The three overlapping and linked "Core Themes" (Health and Well-being, Relationships, Living in the Wider World) are expressed as areas of core knowledge, understanding, language skills and strategies, and are taught in accordance with student readiness, are appropriate to the key stage and taught across key stages. They build upon Early Years Foundation Learning and take account of prior learning and experiences. • PHSE/Citizenship education at Avanti Fields is taught through a spiral program, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening students' thinking. • It is important to recognise that many decisions about health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others. This programme of study reflects the universal needs shared by all children and young people as well as the specific needs of the students in our school. 		



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- It is essential that our students have opportunities to recognise and reflect on how the learning is relevant to them and how it can be applied to their own lives. PHSE/Citizenship education has within it a rich body of knowledge taught through modules which will enable our learners to know about, know how to and be able to.
- The chosen modules within the programme of study will provide a context to progressively expand and enrich overarching concepts and transferable skills as set out below.
- Safeguarding and British values will form essential elements within the programme of study
 1. Identity – personal qualities, attitudes, skills and attributes and what influences these.
 2. Relationships including different types and in different settings
 3. A healthy, balanced lifestyle – physically, emotionally and socially
 4. Safeguarding – how to identify, assess and manage risk and safety, including behaviour and strategies employed in different settings.
 5. Diversity and equality in all its forms.
 6. Rights – including the notion of universal human rights, responsibilities and consent.
 7. Change – How we can best manage and be resilient around change.
 8. Power – how it is used, abused and encountered in a variety of contexts including peer pressure, persuasion, bullying, negotiation and the concept of win – win outcomes.
 9. Career – including enterprise, employability and economic understanding.
 10. British Values – respect, democracy, rule of law, tolerance, and equity.

All of the above themes will encourage and support educational excellence alongside character formation and spiritual insight - key tenants of the Avanti ethos

TERM	YEAR 7	YEAR 8	YEAR 9
AUTUMN 1	<p>Resilience 1: Resilience & Harnessing Positive Emotions</p> <p>Online Wellbeing and Safety 1: Emotional Well Being</p> <p>Celebrating Differences 1: (Multicultural Britain)</p> <p>Being Healthy 1: Introduction to Being Healthy</p> <p>Careers 1: Employability</p> <p>RSHE: Puberty</p>	<p>Physical Health & Mental Wellbeing 1: Health and Wellbeing</p> <p>Dangers online & offline 1: County lines: What is it?</p> <p>British Values (Law, Crime & Society) 1: Desert Island Living</p> <p>Online Wellbeing 1: Emotional Wellbeing</p> <p>Careers 1: Employability Skills Practice</p> <p>RSHE: Consent</p>	<p>Essential life skills 1: From Failure to Success</p> <p>Mental Health 1: Attitudes to Mental Health</p> <p>Combatting Extremism & Terrorism 1: Conspiracy Theories and Extremist Narratives</p> <p>Drugs & Alcohol 1: Introduction to Drugs</p> <p>Careers 1: Employment & Financial Management</p> <p>RSHE: Consent</p>
AUTUMN 2	<p>Resilience 2: What is Resilience Really About?</p> <p>Online Wellbeing and Safety 2: Healthy Coping Strategies</p> <p>Celebrating Differences: What is Your Identity?</p> <p>Being Healthy 2: How Healthy Are You? Being Active</p> <p>Careers 2: Job Satisfaction</p> <p>RSHE: Consent</p>	<p>Physical Health & Mental Wellbeing 2: What is Mental Health?</p> <p>Dangers Online & Offline 2: County Lines: Who is at Risk?</p> <p>British Values (Law, Crime & Society) 2: Desert Island living – Building a Community</p> <p>Online Wellbeing 2: Online Stress - FOMO</p> <p>Careers 2: Proud to be Me + Careers</p> <p>RSHE: Healthy Relationships</p>	<p>Essential Life Skills 2: Importance of Happiness</p> <p>Mental Health 2: Maintaining Daily Wellbeing</p> <p>Combatting Extremism & Terrorism 2: Extremism</p> <p>Drugs & Alcohol 2: Different Types of Addictions</p> <p>Careers 2: Employment & Financial Management</p> <p>RSHE: Delaying Sexual Activity</p>



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<p>SPRING 1</p>	<p>Resilience 3: Gremlin Beliefs and Resilience</p> <p>Online Wellbeing and Safety 3: Online Stress</p> <p>Celebrating Differences 3: Nature vs Nurture</p> <p>Being Healthy 3: Body Healthy Part 1</p> <p>Careers 3: Enterprise</p> <p>RSHE: Respect & Relationships</p>	<p>Physical Health & Mental Wellbeing 3: Positive Body Image</p> <p>Dangers Online & Offline 3: Substance Misuse</p> <p>British Values (Law, Crime & Society) 3: Making Decisions</p> <p>Online Wellbeing 3: TBC</p> <p>Careers 3: Career Interests and Job ideas</p> <p>RSHE: Sexual Orientation</p>	<p>Essential Life Skills 3: What is Anger?</p> <p>Mental Health 3: Promoting Emotional Wellbeing</p> <p>Combatting Extremism & Terrorism 3: What is Terrorism</p> <p>Drugs & Alcohol 3: Drugs - Cannabis Products</p> <p>Careers 3: TBC: RPA</p> <p>RSHE: FGM & the Law</p>
<p>SPRING 2</p>	<p>Resilience 4: Optimism</p> <p>Online Wellbeing and Safety 4: Sharing Information Safely Online</p> <p>Celebrating Differences 4: The Equality Act 2010</p> <p>Being Healthy 4: Body Healthy Part 2</p> <p>Careers 4: Communication & Teamwork Part 1</p> <p>RSHE: Friendships & Managing them</p>	<p>Physical Health & Mental Wellbeing 4: Types of Bullying</p> <p>Dangers Online & Offline 4: Online Safety: Cyber Bullying</p> <p>British Values (Law, Crime & Society) 4: Criminals, Law & Society</p> <p>Online Wellbeing 4: TBC</p> <p>Careers 4: Self Esteem and the Media</p> <p>RSHE: Gender Identity</p>	<p>Essential Life Skills 4: Saving and Managing Money</p> <p>Mental Health 4: Unhealthy Coping Habits Self-harm and Eating Disorders)</p> <p>Combatting Extremism & Terrorism 4: Proud to be British</p> <p>Drugs & Alcohol 4: Drug Classifications</p> <p>Careers 4: TBC: RPA</p> <p>RSHE: Relationships & Partners</p>
<p>SUMMER 1</p>	<p>Resilience 5: Emotions & Calming Techniques</p> <p>Online Wellbeing and Safety 5: Bullying & Cyberbullying</p> <p>Celebrating Differences 5: Breaking Down Stereotypes in Society</p> <p>Being Healthy 5: Nutrition Introduction</p> <p>Careers 5: Communication & Teamwork Part 2</p> <p>RSHE: Pressure & Influence</p>	<p>Physical Health & Mental Wellbeing 5: Healthy Eating and Cholesterol</p> <p>Dangers Online & Offline 1: Alcohol Safety</p> <p>British Values (Law, Crime & Society) 5: Law Making in the UK</p> <p>Online Wellbeing 5: TBC</p> <p>Careers 5: Labour Market Information</p> <p>RSHE: Introduction to Contraception</p>	<p>Essential Life Skills 5: Employment and Financial Management</p> <p>Mental Health 5: Healthy Coping Strategies</p> <p>Combatting Extremism & Terrorism 5: Counter Terrorism</p> <p>Drugs & Alcohol 5: Party Drugs</p> <p>Careers 5: TBC: RPA</p> <p>RSHE: What are STIs?</p>
<p>SUMMER 2</p>	<p>Resilience 6: Resilience Review</p> <p>Online Wellbeing and Safety 6: Online Wellbeing Review</p> <p>Celebrating Differences 1: (Prejudice & Discrimination)</p>	<p>Physical Health & Mental Wellbeing 6: Stress Management</p> <p>Dangers online & offline 6: Child exploitation – online protection</p> <p>British Values (Law, Crime & Society) 6: Prison, Reform & Punishment</p>	<p>Essential Life Skills 6: Social Media & Online Stress</p> <p>Mental Health 6: TBC</p> <p>Combatting Extremism & Terrorism 6: Anti Semitism</p>



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	<p>Being Healthy 6: Nutrition and Healthy Eating</p> <p>Careers 6: Health & Safety</p> <p>RSE Topic: TBC</p>	<p>Online Wellbeing 6: TBC</p> <p>Careers 6: Exploring Careers</p> <p>RSHE: Periods and Menstrual Cycle</p>	<p>Drugs & Alcohol 6: Illegal Drugs /Volatile Substance Abuse</p> <p>Careers 6: TBC: RPA</p> <p>RSHE: What is love?</p>
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ASSESSMENT AND FEEDBACK

Planned student voice and staff survey on success and appropriateness if this year's programme of study

Student self-assessment at the start and end of each lesson demonstrating their understanding of the theme lesson by lesson

SUPPORT AND GUIDANCE

Support and guidance can be sought and provided in the following ways:

- From peers within the lessons
- From form tutors who deliver the PHSE/Citizenship sessions
- From family members
- External research

EXTRA-CURRICULAR / SUPER-CURRICULAR OPPORTUNITIES

Responses and actions that come out of assemblies and external initiatives.

Engaging with national events – Black History month, Holocaust Memorial Day etc.

Engaging with national and local safeguarding initiatives.

The use of external contributors to inform and educate students.