

Key Stage 3&4 Personal Social Health Education (PSHE) and Relationships and Sex Education (RSE) Curriculum Statement



Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), the PSHE/RSE curriculum is taught following the Department for Education's 2020 Guidance. At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in PSHE/RSE to the level and pace specific to each learner. For all areas of the PSHE/RSE curriculum we use our own planning, set work from a student's enrolled school, and the pupil's interests as an aid to motivation and engagement.

Intent

- PSHE/RSE is a school subject, which is imperative in a setting such as CHHS. Many of our young people have experienced many difficulties which have interrupted the education experience, thus ensuring gaps are filled is priority.
- To inspire pupil's curiosity and acceptance of difference
- To support pupils to understand the differences in the world; within individual groups and thought/belief systems, to allow them a more settled experiences of the wider world.
- To help pupils to gain the skills to debate, question and discuss in a respectful, mindful and inquisitive manner
- To foster good mental wellbeing for pupils
- Promote social and emotional development of students and prepare them for the opportunities, responsibilities and experiences of later life
- To provide pupils with the tools to keep themselves and other safe in the wider world.

Implementation

- The PSHE Curriculum is planned using the EC Publishing resources.
- Resources are adapted and edited according to the cohorts needs.
- The Curriculum cannot always be taught in a linear process due to the needs of the young people. When difficulties arise, we will address them to support the young people.
- Lessons incorporate scenario-based application for pupils to understand their learning in a tangible way.
- Emphasis is on the development of character or virtue to support pupils in the wider world.
- Each academic year pupils will study, Health and Wellbeing, Living in the Wider World and Relationships.
- Each academic year will develop previous learning to strengthen understanding and to consolidate learning.
- Pupils will be given the opportunity through PHSE box to ask anonymous questions
- Where necessary pupils will be taught individually to address topics which are difficult for them to access in a group setting

- At the beginning of teaching class rules will be created and reiterated through the academic year
- Pupils will be forewarned of triggering topics
- Delivery of the PHSE/RSE curriculum can also involve work from pupil's enrolled schools and work stemming from the interests of individual pupils
- Where possible prior learning is considered and we actively pursue opportunities for connecting topics including cross-curriculum learning
- Constructive debate to allow for understanding of different perspectives and to develop evaluation skills will be built in from Year 7

Impact

- Pupils are engaged, curious and respectful in PSHE/RSE lessons and relish the challenge and opportunities that the subject offers.
- Impact is measured through key questioning built into lessons with the aim that pupils can articulate what they have learned and can apply this to scenarios
- Pupils are tolerant and respectful of difference and can use this in social interactions with individuals from a variety of backgrounds.
- Pupils can identify, keep themselves/other safe and seek out the correct support in a variety of situations

English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

In PSHE/RSE we strive to include information related to the background and local area of the diverse range of pupils who attend the hospital school.

Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In PSHE/RSE, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).