



## PSHE implementation Friern Barnet School

Implementation In Years 7-11, pupils will have a PSHE lesson two times a week in Tutor time (40 minutes total) and it will be delivered by their form teacher.

The three core themes outlined in the curriculum intent are covered in both our KS3 and KS4 spiral curriculum. The Key Stage 4 curriculum is also planned and delivered (spiralled) to extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3.

The intention is that the pupils will learn about being confident in addressing the challenges of effective learning and making a full and active contribution to society but will have opportunities to revisit their learning about Health and wellbeing, Relationships and Living in the wider world to build on and deepen prior knowledge and understanding. KS3 and KS4 resources include the September 2020 Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidelines, which are constantly reviewed by the PSHE Lead practitioner.

In both key stages, the curriculum planning, and delivery is in line with the PSHE Association, a collective sharing of resources, across a network of PSHE teachers nationwide (PSHE google drive), PSHE secondary texts, social media (Facebook and Twitter) resources, PSHE Barnet network meetings (once a term) all following strict guidelines. All this is to further builds on the skills, attitudes, values, knowledge and understanding the have acquired during the primary phase. There is also a basic introduction given at the start of all new units, per term, via tutor time assembly to introduce each topic. This aids in filling in the gaps, left due to the Pandemic and lockdowns in 2020. If pupils wish to further research, at the end of each PowerPoint, there is a list of support services available both in school and externally (locally and nationally).

The PSHE Lead Practitioner has strong links with the PSHE Barnet Network and is a member of the PSHE association. She has access to all the subject specific support and up to date guidance available through a network of channels.

All form tutors' teachers are routinely supported through relevant in-school training, 1-2-1 support, emails and access to a suite of suitable and relevant resources. Staff are also observed alongside SLT and Heads of Years to assess the quality of teaching and learning. The quality of teaching and learning in PSHE creates a positive environment which is safe and interesting and excites pupils to be inquisitive, ask questions and listen to others. External CPD's with the use of companies coming down for drop day events have also occurred and visitors have spoken about the following for both key stages.

- 1) Dangers of social media
- 2) Gang initiation / county lines
- 3) Gun and knife violence
- 4) Healthy relationships vs Unhealthy relationships

5) Sexual consent

6) Racism

7) Bullying Vs Banter (name calling / negging)

8) Motivational assemblies (Year 11) how to revise effectively

The curriculum is engaging with the latest teaching and learning pedagogy (memory retrieval, questioning, spacing as well as AFL) and has been designed by the Lead Practitioner at FBS with over 20 years teaching experience.

A range of relevant social media case studies, current affairs as well as a wide range of varied using case studies and research that is relevant to their learning is used also in lessons for pupils to make connections between their personal lives as well as school lives. This ensures that the pupils are very well-equipped for the next stage of their education or employment. Subject-specific vocabulary is demonstrated in every PSHE lesson as well as many literacy and numeracy opportunities given to pupils. This is further supported by a wide variety of case studies, data statistics, newspaper articles, social media videos (TikTok and YouTube) silent starter reading activities that are embedded in PSHE lessons. Teachers in the department make use of mind maps in the booklets, to check understanding at the beginning, during and at the end of the lessons. This then helps decide whether to progress a theme or revisit certain aspects. Questioning is a key tool used throughout the department and pupils feel safe and valued when answering and discussing in class.