



## WELLBEING (WRSE)

### Intent – What do we learn and why?

Today's children and young people are growing up in an increasingly multi-cultural and complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

At Chosen Hill School we have high expectations for all our children and strive to ensure that every child achieves academically, socially and personally through our school ethos and values of Wellness, Ambition, Togetherness, Confidence and Honesty.

Our PSHE programme (called 'Wellbeing' (WRSE) in the school curriculum), is rooted in our school values and aims to support all young people at Chosen Hill School through their physical, emotional, moral and online world development. This will be achieved by giving them the information, knowledge and skills required to safely and successfully make informed life choices and make a positive contribution towards society, whilst at school and for the years that follow. We aim to equip them to be able to express their opinions in an assertive, positive and sensitive manner without undue influence from their peers, media or society.

### Implementation – How is the curriculum planned?

We use PSHE to build, where appropriate, on the statutory content already outlined in the National Curriculum, the basic school curriculum and on statutory guidance on drug education, financial education, relationship, sex and health education (RSHE) and careers guidance.

PSHE at Chosen Hill School is taught to all children as an age-appropriate spiral programme, which has the recurrence of themes throughout the key stages. With each delivery of the theme, the level of demand increases, and learning is progressively deepened.

The three themes that are followed in Years 7 to 9 are:

- Living in the wider world
- Health and wellbeing
- Relationships

There are 4 themes in Years 10 and 11, mainly because students are taught on a rotation basis. The themes are:

- Living in the wider world
- Health
- Wellbeing
- Relationships

Children in Key Stage 3 and 4 are timetabled for a 1-hour weekly Wellbeing lesson. Key Stage 3 receive lessons delivered weekly by the same teacher. Key Stage 4 are taught on a rotation basis by specialist teachers. Rotations in Year 10 last for 10 x 1-hour sessions. Rotations in Year 11 last for 8 x 1-hour sessions. All year groups are taught in mixed gender

and mixed ability classes. Each Wellbeing lesson is planned and tailored to the needs of our children at Chosen Hill School. Lessons are created and delivered by the Head of Department, Head of Careers and Head of Finance alongside a committed and passionate team of existing teachers. All lessons are in line with our long-term PSHE scheme of work and underpinned by the British Values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. All content aims to be fully inclusive in nature and we regularly review our materials considering the changes we see in the world around us. Any student who is struggling to access the curriculum because of the subject content, can study the lesson content in a safe way in the Hub. This will only happen though if advance discussion has taken place with the Wellbeing teacher and a referral process has been completed. Ideally this would only be for a short period of time, and they should return to mainstream lessons as soon as possible.

## **Assessment – How do we assess student understanding?**

Government requirements for the statutory RSHE curriculum states that ‘schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on student progress.’

As with any learning process assessment of students’ personal, social and emotional development is important. It provides information which indicates students’ progress and achievement and informs the development of the programme. Students do not pass or fail within PSHE but have the opportunity to reflect on their own learning and personal experiences and set personal goals and agree strategies to reach them. Work is assessed and students are given feedback at the end of each topic.

PHSE topics will primarily be assessed through pre and post learning and multiple-choice tests. Other forms of assessment will include regular teacher marking of students work (once per topic using the green marking stamp) and poster/leaflet/presentation work.

## **Home Learning**

Home Learning is an important part of Wellbeing and has many functions, one of the main ones being to reinforce skills, concepts and information learned in class. It can be used to prepare students for upcoming class topics and help them feel more confident in the material they are learning. Homework helps to develop self-discipline and encourages students to take initiative and responsibility for completing a task. Alongside work that is specifically set by the teacher, we encourage students to seek out wider reading or activities to enrich their understanding of Wellbeing.

