

DEEP DIVE:

Curriculum area: PSHE/
Citizenship



**Belle Vue
School**

**Cornfields
School**

'Improving life chances'



INTRODUCTION

In September 2019, Ofsted introduced changes to the inspection framework. They continued to report on all aspects of a school, as set out in section five of the Education Act 2005, but changed the judgement headings and introduced a 'quality of education' judgement.

The revised inspection methodology, which supports the education inspection framework, has combined aspects of the previous key judgements of 'teaching, learning and assessment' and 'outcomes' to provide a more holistic view of standards, particularly focusing on the curriculum.

The new methodology also saw the introductions of 'deep dives', which involves gathering evidence on the curriculum intent, implementation and impact. The Ofsted deep dive is one of the key elements of the new Ofsted inspection framework's curriculum focus.

In any school, the primary focus must be the education pupils are receiving day to day in the classroom. In order to establish if what pupils are receiving in the class is a quality education, we must be clear on the purpose of what we are delivering.

We have therefore utilised the Ofsted 'deep dive' framework as a system to ensure we are focussed on the quality of education and are able to accurately direct resources to achieve an outstanding curriculum. Our staff have looked at the subjects we offer and our cohort of pupils. Our staff have reflected and asked the questions.

1. What is the intention of this programme of study? (Intent)
Only when we can answer this question do we move on to the next question.
2. How should we best deliver this programme of study? (Implementation)
Only when we can answer this question do we move on to the next question.
3. How will we know we have been successful? (Impact)

At the core of our deep-dive approach is to consider and evaluate how education flows from intention to implementation to impact within our school. Without doing this, it would be impossible to form a valid judgement on the quality of the education we provide. Moreover, in completing the deep dives, we are able to ask ourselves pertinent questions and are able to accurately identify areas for improvement, from which we are able to quickly respond to provide necessary improvements in the quality of the education we deliver.

In summary, the deep-dive approach adopted by Ofsted has been developed to allow for accurate assessments of the quality of education to be made. It has been seen that this assessment process is a highly effective tool and we have embraced this tool as a regular feature of our self-assessment process in considering the quality of education we offer.

CURRICULUM AREA:

PSHE / CITIZENSHIP

Intent

Our PSHE and citizenship sequence of work aims to equip pupils with essential skills for life. It intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes pupils need to protect and enhance their well-being. Through tailored lessons, pupils will learn how to understand and implement the key values of a PSHE curriculum independently. This will include staying safe and healthy, building and maintaining successful relationships – and becoming active citizens who participate in society responsibly – now and in the future.

The curriculum reflects the specific needs of the pupils who attend Cornfields and Belle Vue – and the current climate 'post Covid'. A huge national focus has been placed upon the repercussions and effects on pupils' well-being after such a disruptive and unknown period in their lives. There has been much research in recent months that looks at the potential impact of the coronavirus pandemic and the resulting lockdown on children and young people.

Many pupils who attend our schools have specific needs and have suffered trauma. Therefore, the timing and delivery of the sessions need to reflect the background of the pupil. Some topics may need to be taught individually to ensure their needs are being met. The PSHE Association states: "The need for high-quality provision through a broad and rich curriculum," and "aims to support the future success of all individuals, with a focus on supporting those from disadvantaged backgrounds".

The sequences of work for the different Key Stages have been meticulously created following discussions with all pupils independently about their individual needs – and also their opinions and thoughts on PSHE. Staff opinions and ideas have also been incorporated into the tailored scheme of work alongside a detailed analysis on all pupils' personal development.

Teaching about mental well-being is central to ensuring that pupils are well-prepared for the challenges that lay ahead of them. Our curriculum will equip pupils with the knowledge and capability to take care of themselves and show them how to get support if a problem arises.

We aim to foster pupil well-being and develop resilience and virtues that are fundamental to pupils being successful, productive members of society. We have taken all factors into account to design a bespoke curriculum that nurtures social and emotional development.

We acknowledge that pupils are growing up in an increasingly complex world where many people live their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also raises many challenges and risks. Pupils need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way. Our PSHE curriculum will put in place the key building blocks of healthy, respectful relationships – focusing on family and friends – both on and offline.

Implementation

The sequence of work is intended to be taught in topics to enable pupils to build upon previous learning and explore areas both relevant and appropriate to their level.

The units are designed to be delivered in a creative way, using many approaches such as role play, discussion and games with groups of various sizes. The activities should help pupils to build confidence and resilience. Each stage will feature a differentiated scheme of work to represent the pupils' needs and the National Curriculum Guidance, along with the PSHE Association guidance for pupils with SEND. Their emotional/social development stages also need to be considered when choosing the scheme of work to follow.

Working and communicating with parents and carers about how and when a topic is being covered will ensure the tutor can build on the pupil's current knowledge and oversight of their current situation.

Subjects such as puberty, menstrual education, reproduction and sexual health will all be taught in consultation with the Head of Safeguarding, parents and carers. This will support the tutor to tailor the lessons around the pupil. We deliver a curriculum that teaches key knowledge in three main strands:

- Health and well-being
- Relationships
- Living in the wider world

These strands and the ACA curriculum address both our statutory responsibilities and key themes identified as important to our pupils.

We go beyond the statutory requirements with a broader curriculum that teaches economic well-being, careers and enterprise, education and the assessment and management of personal safety. As a result, our pupils are well-equipped to succeed in their future lives.

Impact

Cornfield and Belle Vue's sequence of work provides an effective curriculum for well-being. Pupils develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in an environment of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to everyday interactions in the classroom and in the wider community.

A growing body of research shows that pupils who are emotionally healthy do better at school. PSHE education helps pupils to achieve their potential by supporting their well-being and tackling issues that affect their ability to learn, such as anxiety and unhealthy relationships.

PSHE education can have a positive impact on the whole child (including their academic development and progress) by lessening any social and emotional barriers to learning and building their confidence and self-esteem. PSHE education also helps disadvantaged and vulnerable pupils to achieve more by raising aspirations and empowering them with the skills to overcome any barriers they face.

IN SUMMARY

The core purpose of our schools is to 'improve the life chances of children'. In short - we aim to reverse and eradicate the known correlation between poor outcomes in life - and factors that have made pupils vulnerable to underachievement at school. We achieve this by going above and beyond, setting high expectations and improving outcomes by working together with others.

We have a clear and compelling vision about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. Our school ethos and curriculum are firmly embedded with a belief that we can powerfully address social disadvantage.

We are clear about the end points the curriculum is building towards - and what pupils need to know and be able to do to reach those end points. Our school curriculum is planned and sequenced so that new knowledge and skills build on what has been taught previously.

Ofsted has outlined that schools who take a radical approach to the curriculum - with effective sequencing, structure and implementation - will be assessed favourably. We welcome this autonomy and believe that the curriculum needs to be radically reviewed, as doing more of the same will result in the status quo of underperformance of disadvantaged groups being the norm.

A well-constructed, well-taught curriculum will lead to pupils learning more and - and therefore achieving positive results. We aim to ensure that all of our pupils acquire the knowledge and cultural capital they need to succeed in life.

