



Longridge High School

Excellence and ambition from all, for all

CURRICULUM VISION:

Our vision is to ensure and assure that all pupils achieve excellence in all that they do. We aim to foster and develop the intellectual, social, creative, physical, moral and spiritual development of all our pupils. At Longridge High School, we see each young person as unique, and we celebrate this individuality by ensuring that they:

- Are successful and ambitious learners who enjoy creative, dynamic, and reflective learning
- Are supported, challenged and equipped for the future
- Develop as confident individuals who can live safe, healthy and fulfilling lives
- Develop community values and take responsibility for themselves and others, making a positive contribution to society

CURRICULUM INTENT: PSHE

Our intent supports our vision through a broad, balanced, relevant and ambitious curriculum for all our pupils, which fosters an aspirational culture of high achievement. This curriculum has a foundation of equality, inclusivity and diversity. We aim to develop and deliver a coherent and well-sequenced curriculum, which widens the enrichment experiences and further develops the cultural capital of young people. Through the study of three core themes, relationships, health and wellbeing and living in the wider world, coupled with visiting speakers, pupils will access a variety of knowledge and experience which they can decipher to aid their understanding of what it is to be an effective and responsible member of society.

We view the curriculum as the total of a pupil's experience of education with a clear focus on:

Successfully designing, developing and adapting a curriculum that is based on the principles of the National Curriculum but sequenced and built to meet the needs of all pupils in school.

- The PSHE curriculum supports pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging. Pupils will explore 3 core themes encompassing Health & Wellbeing, Relationships and Working in the Wider World. Pupils will have the opportunity to explore their own attitudes, values and beliefs about topics covered and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives.

Embedding opportunities for pupils to know and remember more, in and across subject areas.

- Pupils will have the opportunity to study a variety of topics, applying this knowledge to their understanding of their personal role and responsibilities as an individual and a member of the global community.

Ensuring and assuring the highest quality of teaching and learning so that all pupils are explicitly and expertly taught powerful and core knowledge in and across all subjects.

- Pupils will explore a variety of issues across the three core themes, making connections to give them the important knowledge they need to understand, participate, question and interpret themselves and the world around them.

- Pupils will have the opportunity to develop core knowledge through their own views, values and opinions as well as those held nationally and internationally. Through their reflections and evaluations students will decide what their personal responsibilities, beliefs, values and opinions are as individuals, members of a group and a global community. They will develop deep core knowledge for lifelong learning and enrichment within and beyond the curriculum.
- Through PSHE pupils will explore issues regarding **Identity, relationships, a healthy** (physically, emotionally and socially) **balanced lifestyle**. They will explore **risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world). They will also study **Diversity and equality** (in all its form, with due regard to the protected characteristics set out in the Equality Act 2010); **rights** (including the notion of universal human right); **responsibilities** (including fairness and justice) and **consent** (in different contexts). They will explore **Change** (as something to be managed) and **resilience** (the skills, strategies and inner resources we can draw on when faced with challenging change or circumstances). In addition they will explore **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and “win-win” outcomes) , and **Career** (including enterprise, employability and economic understanding).

Ensuring and assuring that all pupils have ‘a seat at the table’ of society and are empowered with a confident voice for themselves and others through ‘the best that has been thought and said.’

- As well as developing and maintaining healthy self-concepts, pupils will be able to make informed choices through understanding self-improvement, identifying unhelpful “thinking traps”, resilience, self-regulation and managing peer influence and the need for peer approval, self-organization, strategies for identifying and accessing appropriate help and support, clarifying own views, recalling and applying knowledge creatively and in new situations.

Pupils embrace and celebrate their own and others diversity and cultures through ‘windows, mirrors and sliding doors’ promoting self-reflection, self-awareness and social awareness. Therefore, cultivating an aspirational ethos for pupils to be the best version of themselves both as an individual and a member of society.

- Pupils will have the opportunity to develop skills and attitudes to enhance interpersonal and social effectiveness. They will explore skills for employability including: Active listening and communication, team working, negotiation, leadership skills, presentation skills. Enterprise skills and attributes, recognizing , evaluating and utilizing strategies for managing influence, valuing and respecting diversity, using these skills and attributes wo build and maintain healthy relationships of all kinds.