Face Up Curriculum Grid

Ofsted Judgement: Personal development, behaviour and welfare September 2015
Effectiveness of leadership and management Whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm. The effectiveness of governors in discharging their core statutory functions (these include; ensuring provision for careers advice and guidance, promoting pupils physical, mental, emotional, social and economic wellbeing, protecting pupils from harm and neglect, listening to the pupil voice and promoting community cohesion. Ensuring that safeguarding arrangements to protect pupils meet statutory requirements. The work undertaken to raise awareness of and keep pupils safe from the dangers of abuse, sexual exploitation, radicalization and extremism and what the school does when it suspects that pupils are vulnerable to these.
Personal development, behaviour and welfare are deemed to be good if: Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping. Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupil wellbeing. Pupils work well with the school to tackle and prevent the rare occurrences of bullying. The schools open culture promotes all aspects of pupil welfare. They are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
Good teaching Teachers challenge stereotypes and the use of derogatory language in lessons and around the school.

PSHE Association Programme of Study October 2014 – KS3

Core Theme 1: Health and wellbeing

Pupils should have the opportunity to learn:

To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.

The characteristics of mental and emotional health and strategies for managing it.

Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations.

To recognise bullying and abuse in all its forms (including prejudice-based bullying both in school and online, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted.

Core Theme 2. Relationships

Pupils should have the opportunity to learn:

To further develop and rehearse the skills of team working including; objective setting, outcome planning, cooperation, negotiation, managing setback and compromise.

To further develop the communication skills of; active listening, negotiation, offering and receiving constructive feedback and assertiveness.

To explore the range of positive qualities people bring to relationships.

The features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships.

Different types of relationships, including those; within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests).
How to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement.
To understand the importance of friendship and to begin to consider love and sexual relationships in this context.
To understand what expectations might be of having a girl/boyfriend.
To recognise bullying and abuse in all its forms (including prejudice based bullying both in person and online/via text, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted.
The support services available should they feel - or believe others feel - that they are being abused and how to access them.
To recognise peer pressure and have strategies to manage it.
To understand the feelings and pressure that the need for peer approval can generate. Including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours.
That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'. That the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected.

Spiritual, moral, social and cultural development
Spiritual: Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning. Willingness to reflect about their experiences.
Moral: Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives. Understanding the consequences of their behaviour and actions. Interest in investigating and offering reasoned views about moral and ethical issues and an ability to understand the viewpoints of others on these issues.
Social: Use of a range of social skills in different contexts, such as working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

Ofsted Not yet good enough: personal, social, health and economic education May 2013
Develop the appropriate language and confidence to describe unwanted behaviours.
Develop effective strategies to resist peer pressure to make unhealthy or unsafe choices.
Recognising & reducing risk, minimising harm.
Prepare young people for adult life by helping them to develop knowledge of how to access further advice and support.

The national curriculum in England Framework document July 2014

Language and Literacy
Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching. For pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken Language
Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons, ask questions to check understanding, develop vocabulary and build knowledge, negotiate, evaluate and build on the ideas of others and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Vocabulary development
Pupils' acquisition and command of vocabulary are key to learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects; older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.