

Reviewed



RMA Curriculum statements 2025 – 2026

Subject	PSHE
Key Stages /Years	KS3 and KS4

Intent	Implementation	Impact
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The PSHE curriculum across KS3 and KS4 is designed to meet the complex social, emotional, and mental health needs of our pupils while equipping them with the knowledge, skills, and resilience required to thrive in school, relationships, employment, and the wider community. Our intent is to create a safe, nurturing environment where pupils can explore personal identity, emotions, relationships, health, careers, and future aspirations at a pace that reflects their individual needs. The curriculum prioritises emotional regulation, self-esteem, communication, and decision-making, recognising that many pupils require explicit teaching and repeated reinforcement of these skills.	The PSHE curriculum is delivered through a carefully sequenced curriculum that builds from KS3 to KS4, ensuring continuity while allowing flexibility to respond to pupils' emotional readiness and lived experiences. Lessons are structured around the core themes of Health and Wellbeing, Relationships, and Living in the Wider World, with content adapted to be trauma-informed, accessible, and relevant to SEMH pupils. Teaching incorporates discussion, modelling, role-play, reflection, and practical activities that support emotional literacy, social communication, and employability skills. Staff use consistent routines, visual supports, and therapeutic strategies to create a predictable and supportive learning environment. Careers and employment learning is embedded throughout the curriculum. Pupils explore job roles, workplace expectations, personal strengths, and	By the end of KS3 and KS4, pupils demonstrate improved emotional regulation, resilience, and social understanding. Pupils are better able to recognise and communicate their feelings, build positive relationships, and seek support when needed. Pupils show increased confidence in managing everyday challenges, understanding risks, and making safe, healthy choices. Pupils develop practical life skills such as budgeting, personal safety, digital awareness, and planning for the future. Pupils gain a clearer understanding of careers and employment pathways. They can identify their strengths, set realistic goals, and demonstrate improved readiness for the workplace through skills such as teamwork,
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A strong focus is placed on careers education and employability, helping pupils understand their strengths, explore different pathways, and develop the confidence needed to transition into further education, training, or work. By the end of KS4, pupils will have developed greater self-awareness, independence, and readiness for adulthood, enabling them to make informed choices, manage challenges, and participate positively in their community.	pathways such as apprenticeships, college courses, and supported employment. Activities may include workplace visits, guest speakers, enterprise projects, CV building, and interview practice, all adapted to meet individual needs. Close collaboration with pastoral teams, careers advisers, mental-health professionals, and external agencies ensures that PSHE learning is reinforced across the school day. Sensitive topics are taught with care, using small groups or individual sessions where appropriate. Assessment is ongoing and personalised, focusing on observed behaviours, engagement, communication, and the application of skills in real-life situations rather than solely written outcomes.	communication, problem-solving, and self-management. The curriculum supports pupils in developing a stronger sense of identity, belonging, and self-worth. Pupils leave KS4 with the knowledge, personal skills, and employability foundations needed for adulthood, further learning, and participation in their community. Ultimately, the impact of PSHE is seen not only in academic progress but in improved wellbeing, behaviour, independence, and preparation for life beyond school.
Enrichment	PSHE is supplemented by assemblies and form time foci.	