



### *Wimbledon College Curriculum Intent*

*Our curriculum, rooted in our vision statement and the key principles of Jesuit education, provides aspirational pathways for all pupils to enable them to strive for excellence in all that they do so that they can achieve their potential and progress on their career pathway.*

*All pupils engage with a broad, balanced and sequenced curriculum and are supported to develop their knowledge and understanding of concepts, skills and talents. They also have access to an extensive range of extra-curricular activities which provides both a balance to their academic studies and enriching cultural capital opportunities.*

*We are committed to care for the individual pupil and their development as a whole person and help them to grow the personal characteristics and virtues within the Jesuit Pupil Profile. Being 'men and women for others' means that each pupil has the desire and capacity to make a positive difference in the lives of those they meet now as pupils and in their future lives.*

### Intent

The intent of the PSHE (Physical, Social, Health and Economic education) curriculum is to help the development of our students to become informed citizens who make a positive contribution to the society around them. As a Jesuit School, we have a mission to focus on the all-round formation of a child. The study of PSHE allows for a dedicated weekly lesson to reflect and act upon topics that are discussed to ensure we are helping to create a Christian community of care and love. The statutory RSE (Relationships and Sex Education) component is taught as part of the PSHE programme. The study of RSE allows the school community to grow in faith, love, understanding and compassion.

### Implementation

The PSHE curriculum is designed so that students can discuss relevant and up to date topics that are meaningful to them currently and their future lives. The curriculum is designed thematically with students having a focus each half term to a wider question about themselves, their faith, their community and their lives. The sessions are taught thematically so that students can build on concepts and ideas over time and allow students to use their prior knowledge to accelerate their learning. The four major themes are a) relationships and sex education b) health and well-being c) future decisions d) citizenship.

Topics are carefully selected so that they are age appropriate this includes following the RSE guidelines to ensure that students are adequately prepared by the end of each key stage. We subscribe to the Catholic education programme Ten:Ten. They provide the majority of our RSE content and ensure all lessons and resources will meet the new statutory requirements for RSE and fulfil the Model Catholic RSE Curriculum approved by the Catholic Education Service.

The design of the curriculum is the work of many different people within the school, including the DSL, Careers Leader and Chaplain, this draws upon the expertise of many different people in the school. Whilst the PSHE Programme is pre-planned, there is scope for some of the content of sessions to change. We have specific safeguarding sessions that are 'ring-fenced' each year and respond to the KCSIE and contextual safeguarding understanding of a London school. These safeguarding topics are taught to all but there is differentiation to the exposure of material across the school. To ensure the success of this subject, teachers engage students to feel comfortable to participate in class discussions. All students have introductory and reminder sessions of what it means to be a positive member of the form in PSHE lessons and have constant reminders of where they can seek further support if needed.

### Impact

To measure the impact of the PSHE curriculum we use formative assessment to measure the starting point of all pupils and use a RAG rating system to identify progress made throughout the half term. This helps our future planning of topics. We use summative assessment at the end of each half term using Google Forms. This allows a half termly grade to be generated and this is reported on to parents. We also look continuously at behaviour incidents, local and national news and Head of Line observations to adjust and add to the programme accordingly.