



**Parkside Community School**  
**Personal Social Health**  
**and Economic education**  
**(PSHE)**  
**Learning Journey**



# Our Community

Our school falls within the 'Rother ward' area of Chesterfield, primarily serving the communities of Boythorpe, Grangewood and Birdholme. We are proud to serve this community and have aimed our curriculum to help work towards their aspirations and meet their current and future needs.

Below are some facts and statistics about the communities that we serve, and it is with this information in mind that we have designed our PSHE curriculum.

Chesterfield is second most deprived area in the county, with Grangewood the most deprived area in Chesterfield.

Rother ward is ranked 499 out of 32,844 ranked areas in England on deprivation – in the top 1.6% in the country for deprivation.



Boythorpe and Birdholme – 68% of households here were deprived in at least one dimension at the time of the 2021 census.

14% of households are below the national average for high speed internet connections.

17% of the population of Chesterfield are between the ages of 0-15years old.

24% of households have dependent children and 7% of households in Chesterfield are lone parent households.

94.8% of residents report to have been born in England, Scotland or Wales, 0.5 from Poland and 0.4 from India.



The borough as a whole has a higher proportion of residents from minority ethnic backgrounds than the rest of Derbyshire. 95.5% White, 1.9% Asian, 1.4% Mixed ethnicity and 0.8 Black and Afro-Caribbean.

47.7% reported as being Christian, with 44.5% as having 'no religion.' Only 0.9% of residents are Muslim, 0.3% Hindu, 0.3% Buddhist with 0.2% reporting as being Sikh.

10% of reception aged children are obese. In Year 6, 22.4% of children are classified as obese, and 71.1% of adults are classified as overweight or obese. These figures are significantly higher than the county and national averages.

The conception rate for women under 18 in Chesterfield (20.3 per 1000 births) is significantly higher than the national average (13.2 per 1000 births).



Over 40% of the area is designated as being in the top 20% for health deprivation and disability.

The rate of self-harm hospital stays, smoking related deaths and drug misuse are worse than average.

Life expectancy is 8.8 years lower for men and 7.4 years lower for women than in the least deprived areas of Chesterfield.

Below average levels of social trust, with a crime rate that is 21% higher than the national average.

Ranked the highest in the county for anti-social behaviour, violent crime and total crime.



Levels of unemployment and youth unemployment are significantly below the national and county average.

27% of adults in the Rother Ward have no formal qualifications.

These statistics are the basis for our Personal, Social, Health and Economic education curriculum. It is many of these factors that the curriculum is aiming to help tackle through ensuring that our students have the knowledge to make the right decisions about their health, relationships and future.



# Curriculum Intent

At Parkside Community School, our PSHE curriculum is designed to ensure every student develops the knowledge, skills, and personal attributes needed to achieve, belong and thrive—reflecting the renewed direction of the Ofsted 2025 Framework, which places pupil wellbeing, inclusion, relationships and personal development at the centre of school effectiveness. The framework emphasises that emotional security, belonging, and strong relationships are essential foundations for learning, especially for disadvantaged and vulnerable pupils, and that schools must focus on the lived experience of every child.

Located within a community facing significant deprivation and social challenges, our PSHE curriculum is intentionally designed to address the lived realities and needs of our students. It supports them to overcome adversity, build resilience, and develop the confidence to take their place as active and capable citizens. This is fully aligned with Ofsted's 2025 expectations for Personal Development and Wellbeing, which evaluate how schools promote resilience, confidence, independence, safety, and readiness for life beyond school.

Our curriculum is structured around five key pillars: Values, Aspiration, Health and Wellbeing, Relationships, and The Wider World. These pillars give coherence to the learning journey and respond directly to statutory RSHE requirements. The updated 2025 statutory RSHE guidance places strengthened emphasis on safeguarding risks—including misogyny, violence against women and girls, toxic online influences, personal safety in public spaces, and digital harms—as well as enhanced focus on mental health, grief, loss and loneliness. These priorities are embedded throughout our PSHE model to ensure students receive a modern, relevant and protective education.

## Values

Our curriculum is rooted in fundamental British Values—democracy, the rule of law, individual liberty, mutual respect, and tolerance—and reinforced through our school values of resilience, respect, responsibility, and community. These values align with Ofsted's personal development expectations, which require schools to promote character education, SMSC development, ethical decision-making, and respect for diversity as essential components of the wider curriculum.

## Aspiration

We aim to raise aspirations for every learner, helping them set ambitious goals and develop the resilience and motivation required for long-term success. This aligns with Ofsted 2025's evaluation of how well schools prepare students for employment, training and further education through high-quality careers guidance. Our Careers Mark recognition reflects our strong commitment to ensuring all students access meaningful encounters, pathways knowledge and guidance rooted in our “achieve” ambition.

## Health and Wellbeing

Our curriculum prioritises both physical and mental wellbeing, in line with the updated RSHE guidance's enhanced expectations on mental health, emotional regulation, coping strategies, grief and loss, and emerging safety risks. Students learn how to maintain healthy routines, recognise changes in their wellbeing, and access support. This aligns with Ofsted's 2025 requirement that schools demonstrate effective cultures of care where wellbeing is actively supported and where the most vulnerable pupils are prioritised.

## Relationships

We promote positive, safe and respectful relationships by teaching students about consent, communication, conflict resolution, online behaviour, recognising harmful influences, and understanding the full range of healthy and unhealthy relationship dynamics. This approach reflects updated statutory expectations around safeguarding risks—including online misogyny, deepfakes, sexual exploitation, and unhealthy digital subcultures.



# Curriculum Intent

## The Wider World

Through the Wider World pillar, students develop civic literacy, financial capability, political awareness, and an understanding of rights, responsibilities, and the rule of law. This aligns with the Ofsted 2025 Framework's expectation that schools prepare students to "belong" within their communities through participation, representation, and understanding how society functions. Students build knowledge to make informed decisions and act responsibly within an increasingly interconnected world.

Through this PSHE curriculum, we aim to develop confident, resilient, compassionate young people who can navigate modern society safely, ethically, and successfully. Our commitment aligns with the strengthened statutory RSHE requirements and the Ofsted 2025 model, ensuring that all students—regardless of background or need—access a high-quality, inclusive PSHE education that fosters wellbeing, ambition, and lifelong success.

Mr R Hoben – Senior Leader for EBacc and Personal development



# Curriculum Implementation

Our PSHE curriculum is designed to provide students with the knowledge, skills, and attributes they need to stay healthy and safe, develop personally and socially, and prepare for life and work in modern Britain. It is carefully structured to promote core school values of **respect, resilience, community, and responsibility**.

## Spiral Curriculum Design

- **Planned Progression:** Our PSHE curriculum follows a spiral approach where key themes such as mental health, relationships, safety, and citizenship are revisited at increasing levels of complexity throughout a student's school journey.
- **Developmental Appropriateness:** Each revisit deepens understanding and develops skills appropriate to the students' age and stage of development, ensuring knowledge retention and growth over time.
- **Examples:** Topics like consent, digital safety, and emotional wellbeing are introduced in early years and expanded in later years to include nuances like peer pressure, online identity, and stress management techniques.

## Designated Responsive Lessons

- **Flexibility:** Embedded within the PSHE timetable are designated lessons reserved to address emerging issues specific to the school community and current events (e.g., local incidents, national health campaigns).
- **Needs Analysis:** These lessons are informed by student voice surveys, staff feedback, safeguarding concerns, and community input.
- **Examples:** Responding to heightened anxiety during exam periods, addressing local incidents of bullying, or exploring topics raised by students such as climate anxiety or social media trends.

## Reflection and Values Integration

- **Core Values Connection:** Every lesson incorporates a dedicated reflection phase where students consider how the topic relates to the school's values of **respect, resilience, community, and responsibility**.
- **Structured Reflection:** Activities may include journaling, group discussions, or personal goal setting to internalize how learning supports character development.
- **Assessment of Values:** Teachers facilitate discussions to link knowledge with these values, reinforcing positive behaviours and attitudes within and beyond the classroom.



# Curriculum Implementation

## Diverse Teaching and Learning Strategies

- **Varied Techniques:** Lessons utilize a mix of pedagogical approaches such as role-play, debates, case studies, multimedia presentations, and peer-led discussions to actively engage students.
- **Student-Centered Learning:** Emphasis is placed on creating safe spaces for dialogue, encouraging critical thinking and empathy.
- **Cross-Curricular Links:** Where appropriate, PSHE topics are linked to subjects such as Science, English, and Citizenship to enhance relevance and reinforce learning.

## Expert Collaboration and Resource Utilization

- **Tailored Content:** Many lessons are developed internally by the PSHE team to meet specific needs identified within the student cohort.
- **External Partnerships:** The curriculum is enriched through partnerships with external experts and respected charities, especially for sensitive topics related to health, mental wellbeing, relationships, and safeguarding.
- **Examples of Partners:** Local NHS mental health teams, ChildLine, Mind, NSPCC, and other relevant organizations provide resources, workshops, and training for staff.
- **Safeguarding and Sensitivity:** All external contributions are vetted and integrated with sensitivity to the school context, ensuring content is appropriate and supportive.

## Assessment and Curriculum Adaptation

- **Biannual Summative Assessments:** Students' knowledge, skills, and attitudes are assessed twice yearly through summative assessments. This is in addition to the combination of formative assessments, reflective tasks, and bespoke questionnaires that take place throughout the curriculum.
- **Data-Driven Adaptation:** Assessment outcomes inform curriculum review and development, enabling timely adjustments to address gaps or emerging needs.
- **Student Voice:** Feedback is regularly sought from students to ensure lessons remain relevant and impactful.
- **Continuous Improvement:** This cyclical process ensures the curriculum remains dynamic and responsive, supporting the holistic development of all students.

## Implementation and Monitoring

- **Staff Training:** Regular professional development ensures all staff are confident and equipped to deliver PSHE effectively and sensitively.
- **Monitoring:** Curriculum leads observe lessons, review planning, and analyse assessment data to maintain high standards.
- **Reporting:** Progress and developments in PSHE are communicated to governors, parents, and the wider school community.

# Curriculum Impact

At Parkside Community School, the impact of our PSHE curriculum is evident in the strong and expanding knowledge base, understanding, and personal readiness demonstrated by our students. Drawing directly on the updated 2025 statutory RSHE guidance, our programme equips pupils with essential understanding of safeguarding risks, including misogyny, violence against women and girls, personal safety in public spaces, AI-driven online harms, toxic digital subcultures, grief, loss and mental health awareness. Students consistently demonstrate a secure grasp of physical health, emotional wellbeing, respectful relationships, and digital literacy. This aligns closely with the Ofsted 2025 Framework, which places personal development, wellbeing and safety at the forefront of how schools are evaluated.

The curriculum also has a significant impact on students' personal and social skills, which are prioritised within the new Ofsted expectations on belonging, emotional security, and inclusion. Effective schools cultivate environments where pupils feel seen, supported and connected, with relationships and emotional safety underpinning learning. Through structured PSHE lessons, targeted pastoral intervention and Thrive-informed approaches, students build communication skills, empathy, conflict-resolution strategies, decision-making capacity, and responsible citizenship. These skills are further strengthened through our promotion of British Values, ensuring that democracy, the rule of law, individual liberty, mutual respect and tolerance become lived behaviours—an expectation reinforced across Ofsted's Personal Development and Wellbeing evaluation area.

A key measure of impact is how well our curriculum responds to community needs and local safeguarding priorities. In an area with high levels of deprivation and social vulnerability, our PSHE programme concentrates on practical life skills, resilience building, personal safety, healthy relationships and digital risk management. This dynamic approach represents the responsiveness encouraged within the new RSHE guidance, which stresses the importance of tailoring teaching to pupils' backgrounds, lived experiences and emerging risks—such as online misogyny, personal safety hazards, and harmful influencers. We evaluate this through local safeguarding data, pupil voice, and partnerships with pastoral teams and external agencies to ensure our curriculum remains relevant, timely and protective.

Our PSHE curriculum also contributes meaningfully to students' career readiness and employability, supporting the Gatsby Benchmarks and complementing the Ofsted 2025 focus on preparing pupils for future learning, training and employment. Students develop financial literacy, understand employment pathways, build workplace skills, and engage in meaningful encounters with employers and professionals. These experiences help ensure that pupils, especially those who are disadvantaged or vulnerable, gain the knowledge, confidence and aspiration needed to succeed beyond school—a priority emphasised throughout Ofsted's inclusion and achievement expectations, where meeting the needs of SEND and disadvantaged students is a key indicator of school effectiveness.

Parental partnership and external collaboration further strengthen the impact of our curriculum. The updated RSHE guidance places renewed emphasis on transparent communication with parents, inclusive curriculum planning, and clarity of materials used in PSHE and RSHE. We work closely with families, ensuring they are informed, consulted, and actively involved in supporting their children's wellbeing and development. Alongside this, collaboration with trained specialists, external health professionals, and safeguarding partners ensures our curriculum reflects national expertise and best practice. This aligns with Ofsted's focus on safe, expert-led delivery and pupil-centred provision across Personal Development, Wellbeing and Inclusion.

We evaluate impact through learning walks, pupil voice, work scrutiny, data monitoring, PSHE audits, external reviews and continuous quality-assurance cycles aligned with the Ofsted 2025 evaluation toolkit. This enables us to refine our provision, address emerging needs and ensure coherence across the wider curriculum. In summary, the impact of PSHE at Parkside Community School is seen in students who are knowledgeable, emotionally literate, socially responsible and well-prepared for adult life. They demonstrate the qualities the Ofsted framework refers to as essential for pupils to *achieve, belong and thrive*—young people who understand themselves, respect others, and are ready to participate confidently and safely in modern Britain.



# Inclusion

## Disadvantaged, Vulnerable and SEND Learners

The PSHE curriculum is purposefully designed to meet the needs of **all learners**, with particular attention to disadvantaged, vulnerable and SEND pupils. The renewed Ofsted framework places major emphasis on inclusion and ensuring that the curriculum works effectively for every learner, not only the majority.

To achieve this, lessons are scaffolded with modelling, accessible resources, vocabulary pre-teaching, visual aids and targeted Thrive strategies. SEND and vulnerable pupils receive curriculum adjustments outlined in support plans, and staff work closely with the SENDCO, pastoral teams and external agencies. We ensure that examples, case studies and scenarios are inclusive and representative, helping pupils see themselves positively reflected in learning. Assessment approaches are flexible, prioritising understanding and application over formal written tasks.

Disadvantaged pupils benefit from explicit instruction in cultural capital, financial literacy, digital safety and high-aspiration careers guidance embedded throughout the programme. All learners are supported to achieve, belong and thrive through consistent routines, safe classroom climates and trauma-informed practice.



# Parental Engagement

At Parkside Community School, we believe that strong and transparent partnerships with parents and carers are essential to the success of our PSHE and RSHE curriculum. The updated 2025 statutory RSHE guidance makes clear that parental involvement is not only encouraged but is now an explicit expectation of effective practice. Parents should have clear access to curriculum information and be able to view teaching materials used in lessons, enabling them to understand the content, context and approach their children experience. This emphasis on openness reflects national safeguarding priorities and supports families in reinforcing accurate, age-appropriate messages at home. Schools are also expected to offer representative samples of materials, multiple engagement opportunities and routes for parents to ask questions or request additional information.

We are committed to ensuring that parents feel informed, included and confident about the curriculum we teach. Through information evenings, online updates, viewing sessions for RSHE materials, parent voice surveys and accessible policy documents, we aim to build positive, trusting relationships that strengthen students' personal development and wellbeing. The Ofsted 2025 Framework reinforces the importance of parental partnership within the wider judgement areas of Personal Development, Wellbeing, Inclusion and Safeguarding, noting that strong communication and family engagement contribute significantly to how schools promote emotional security, belonging and pupil safety. By sharing curriculum content in advance, outlining how sensitive topics are taught, and signposting parents to high-quality resources, we ensure that families are active partners in supporting their child's learning, resilience and personal growth. [s

Our parental engagement approach directly enhances the impact of our PSHE curriculum. Parents who understand what their children are learning are better equipped to hold meaningful conversations at home, reinforcing key messages around healthy relationships, online safety, mental health, consent, personal responsibility and British Values. The consistency between school and home fosters confidence, reassurance and clarity for young people, which the updated guidance identifies as essential for safeguarding and wellbeing. We also collaborate with external agencies, health professionals and specialist partners to provide parents with expert-informed advice and support, ensuring that our community benefits from the highest standards of RSHE provision. Through open communication, shared responsibility and mutual respect, we ensure families remain central to shaping a PSHE curriculum that protects, informs and empowers every student.

# Curriculum map

## Year 11

- Post-16 pathways, options and guidance
- Anxiety, stress and wellbeing
- Revision launchpad
- Sexual health, fertility and parenthood
- Religion, ethics and philosophy

- All year groups also experience a number of designated community response lessons, that are built to react to the needs of each cohort, the community we serve or wider world issues. These vary from year to year.

## Year 10

- Exploring influences
- Healthy relationships, inc. consent, coercion and break ups.
- Mental health, anxiety and wellbeing
- Personal finance
- Religion and the law
- Career preparation and work experience

## Year 9

- Peers, gangs and substances
- Respectful relationships inc. consent, pregnancy and the media
- Career pathways and options
- Discrimination, hate crimes and extremism
- Happiness and positivity

## Year 8

- Digital literacy and cyber crime.
- Substances, alcohol and drugs
- Discrimination and misogyny
- Relationships, inc. consent and contraception
- Emotional wellbeing
- Careers and local market information

## Year 7

- British Values
- Prejudice and bullying
- Healthy eating
- Budgeting and finance
- Employment skills
- Health and relationships, inc., Puberty, menstruation

**Values**

**Aspirations**

**Health and wellbeing**

**Relationships**

**Wider World**