**PSHE – Covid Catch-Up Provision (2)**

As a result of the Covid-19 pandemic, the PSHE curriculum has undergone a number of key changes, and continues to evolve as the school year progresses. As such, the planned curriculum for the 21-22 academic year continues to look very different, as there are a number of factors that will have a lasting effect on the way PSHE is delivered at Summerfield. Whilst the curriculum plan is being followed loosely (for continuity and consistency), there have been notable alterations made to suit the ever-changing climate in which we are living.

For ease of reading, the key changes and alterations to the curriculum thus far have been bullet-pointed below:

* During lockdown, specific resources were sent home for completion by students, including the following: Drugs, Smoking, the George Floyd case, and Racism
* The first couple of lessons after each lockdown are spent reaffirming existing relationships with students and discussing their hopes and fears about returning to school. We take time to discuss any changes to our routines and procedures, to help familiarise students.
* As a result of the Centre’s now staggered timetable, there have been alterations to lesson duration. Instead of hour-long lessons, PSHE now receives one 30-minute allocation per group per week – with the majority of those sessions being taught remotely. This has had a positive effect on engagement in lessons, but a detrimental effect on the completion of written work.

Generally speaking, the first lesson on a specific topic entails much discussion and debate, looking at case studies and exploring the views of students in the group. Unfortunately, this does not leave much room for the completion of written work and as a result, many of the topics spill over into 2 or 3 further lessons. Whilst this is beneficial to the development of understanding and engagement of the students, this does also mean that the planned scheme of work takes longer to deliver than anticipated. In turn, this impacts upon marking and assessment, which is a real frustration, as it is hard to capture and assess the positivity of the class debates and discussions that take place in lessons

* In addition to the timetable alterations, lesson content and topics have had to be altered, in line with guidance and recommendations from the PSHE Association. Certain sensitive topics, such as self harm and suicide, are discouraged from being taught remotely due to the potential for students to access harmful and/or inappropriate websites whilst researching. There are, however, certain sensitive topics which are particularly pertinent to our own cohort, which I do firmly believe have a place in our online provision – although only with extreme caution. These include mental health, abusive relationships and exploitation, which many of our students are particularly vulnerable to during lockdown. These topics are approached sensitively and always from a positive wellbeing angle, with carefully chosen signposts to specialist agencies.

In terms of RSE, due to it forming a statutory part of our students’ education, the PSHE Association cannot be seen to condemn its delivery via remote learning – although it is widely agreed by PSHE staff across the board that the teaching of such sensitive topics is neither advisory nor appropriate. At this point in time, I am suspending the delivery of this topic until students are back in the Centre and the content can be delivered in a safe, positive, controlled environment.

* Some of the topics planned for delivery over the coming weeks include: Caffeine, Class C Drugs, Vaccines and Cancer, Intolerance, Smoking, Screen Time, Online Safety, and Positivity.
* Since returning to school in September, we have had a number of whole-school focus days and weeks, including Anti-Bullying, British Values and Remembrance, and Mental Health. In light of this, in order to accommodate the change of timetable and subsequent alteration of the PSHE scheme of work, these standalone elements of the timetabled PSHE curriculum can be withdrawn, as they are being addressed as part of a whole-school focused approach. Moving forwards, this will serve to streamline the curriculum without having to withdraw other key areas of study, and when the 21/22 curriculum plan is developed, these focus days will be taken into account.
* Summerfield’s established Religious Education programme of events will be fully reintroduced once lockdown restrictions have been sufficiently lifted. We hope to continue with our trips and visits to places of worship and look forward to welcoming some faith leaders to speak to our students at the Centre.