

ELMHURST SCHOOL FOR DANCE

PSHE Across the Curriculum



Elmhurst School for Dance lower school PSHE programme

At Elmhurst the PSHE programme is mapped across the curriculum. It is offered both implicitly and explicitly across all three faculties.

During years 7-9 pupils learn about themselves as growing and changing individuals and as members of their communities. They become more self aware, and are capable of more sophisticated moral reasoning. They take more responsibility for themselves and become more aware of the views, needs and rights of others. They learn how to plan and make choices. They continue to develop and maintain a healthy lifestyle, coping with their changing bodies and feelings. They also learn to cope with changing relationships and understand how these affect their health and well being. They make the most of new opportunities to take part in the life of the school.

During years 10-11 pupils build on what they have learnt and they gain greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning, clarifying their opinions and attitudes in discussions with their peers and informed adults.

In addition to the implicit programme of study there are additional resources which can be used by tutors for in-depth study of a variety of the subjects including citizenship.

Mapping PSHE across the curriculum

Knowledge Skills and Understanding

1. Developing confidence and responsibility and making the most of their abilities.

Through the curriculum pupils are taught:
to be aware of and assess their personal qualities, skills, achievements and potential,
so that they can set personal goals through:

- a. *target setting in English and French, self assessment in music, skills embedded in the history curriculum, relationships unit in RS*

to have a sense of their own identity and present themselves confidently in a range of situations through:

- b. *'Myself' topic in French, Autobiography unit in Y7 English, performance in music and dance, history skills, RS.*

to be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience through:

- c. *dance, speaking in French, speaking and listening embedded in English curriculum, assessment in dance and music, RS*

to recognise influences, pressures and sources of help and respond to them appropriately through:

- d. *media analysis in English, child protection and drugs talks through pastoral faculty*

to use a range of financial tools and services, including budgeting and saving, in managing personal money through:

- e. *ICT-budgeting and spreadsheets.*

2. Developing a healthy, safer lifestyle

Students are taught:

to think about the alternatives and long-term and short-term consequences when making decisions about personal health through:

- a. *English texts: Stone Cold (homelessness, crime), Two Weeks with the Queen (aids), DVD on drug abuse in English Y10 and 11 examination texts study of population change and aid in geography, care of the voice in music.*

to use assertiveness skills to resist unhelpful pressure, strategies for prevention and management of stress, the link between eating disorders and self image and where to get help with these issues, how different forms of contraception work through:

- b. *c. d. f. g school nurse, dance psychologist, pastoral support, child protection talks, Y7 science unit on nutrition, Sex Education Unit in science Y7 and 8.*

about the risks of alcohol tobacco and other drug use through:

- c. *drugs talks and dance talks, care of the voice in music, Health Unit in Y9 science.*

to recognise health and follow health and safety requirements through:

- h. *embedded in the curriculum in science, ensuring safety with electrical equipment in music, dance safety rules in studios.*

3. Developing good relationships and respecting the differences between people

Students are taught:
about the diversity of different ethnic groups and the power of prejudice through:

- a. *Study of culture and tradition poems cluster2, Y9, 10 and11. EN1 task based on images of Africa and Britain Y7/8. Geography Y8 migration, refugees, asylum seekers, Relationships and Prejudice Unit RS Y7-11*

to be aware of exploitation in relationships through:

- b. *English Y8 Stone Cold Y8 English Y10 and 11 texts, history and RS as above.*

to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively through:

- c. *see 3a, history and RS as above, history and RS as above.*

to work cooperatively with a range of people who are different from themselves through:

- d. *see3a Music: school choir*

to be able to deal with changing relationships in a positive way showing good will to others through:

- e. *School Council, group composition work in dance and music.*

about the importance of marriage and family life through:

- f. *Romeo and Juliet, culture and tradition poems Y9,10 and11 Flour Babies Y8, Two Weeks with the Queen Y7 in English, RS project on relationships Y7-9*

about the role and responsibility of a parent through:

- g. *Study of problems in inner cities, crime, regeneration, street children in geography, embedded in the RS curriculum Y7-11.*

about the impact of divorce and bereavement through:

- h. *see 3h*

to develop working relationships with a range of adults through:

- i. *many opportunities within the school community to meet with friends and visitors, concept of giving pleasure to other in music and dance.*

4. Breadth of study

During the key stage, students should be taught the knowledge skills and understanding through opportunities to:

take responsibility by eg representing the school to visitors and at outside events through:

- a. *see 3k. school Carol Service, singing at the Hippodrome, Summer Concert in music.*

feel positive about themselves through:

- b. *collaborative work for productions in dance, music and drama.*

participate in public performances through:

- c. *BRB performances for a variety of audiences ,drama and music*

make choices about their priorities and use of time through;

- d. *English: study skills talks in Y9, 10 and 11.Learning styles information in all years.*

meet and work with people outside school through:

- e. *BRB*

develop relationships through:

- f. *English, science and pastoral activities, music dance, residential in French, geography and history.*

consider social and moral dilemmas through:

- g. *Flour Babies Y7, Frankenstein Y8, Stone ColdY9 in English, Life Issues unit in RS Y7-11, genetics in Y9 science, embedded in geography and science curriculum.*