

The Day PSHCE Curriculum:

Pedagogical Overview

The Goal of The Day's PSHCE Curriculum

The Day's PSHCE curriculum is designed to create a programme of real-world education for secondary schools that is:

- **Up-to-date and relevant** - refreshed every summer with current affairs and latest research, with links to relevant news articles refreshed regularly
- **Engaging and empowering** - building student agency through critical thinking and information literacy
- **Practical and accessible** - supporting both specialist and non-specialist teachers with ready-to-use resources that are age-appropriate

The student content is intended to give young people a greater sense of agency in navigating real-world challenges and making informed life choices based on the development of critical thinking, information literacy, and communication skills. We believe this means supporting students in the development of **The Day's 8 priority life skills** that help them flourish beyond school.

The teacher content should give both specialist PSHCE teachers and non-specialist staff the technical skills to deliver effective PSHCE lessons with minimal preparation time and practical approaches to facilitating meaningful discussions on complex topics.

Designed for Inclusion and Flexibility

This approach is designed to be adaptable for a wide range of learners. The framework encourages writers to use relatable, age-appropriate artefacts and scenarios that reflect diverse cultural backgrounds and lived experiences. The pick-and-mix format and varied activity types (visual, verbal, reflective, silent) help meet different learning needs, including EAL, neurodivergent, and socially anxious students. Flexible guidance also supports teachers to adapt content to suit engagement levels with current affairs, ensuring lessons feel relevant, respectful, and accessible to all.

Curriculum Rationale

The Day's PSHCE curriculum is built on the principles of [Guy Claxton's Learning Power Approach](#) (LPA), which focuses on developing the learning dispositions that help students thrive in an uncertain future. We aim to build long-term outcomes that allow young people to flourish beyond the next exam and beyond school.

Today's students face a turbulent future. Most of the jobs they will do not even exist yet. They need skills to navigate mis- and disinformation, think critically, be resourceful and ultimately become lifelong learners with the will to make good choices.

The key ideas here are that learning habits can be actively developed with resulting benefits for student agency and real-world capability. In contrast, the curriculum avoids simply delivering information without building the skills to navigate and evaluate it effectively.

The curriculum is also informed by **Social and Emotional Learning (SEL)** principles and **Vygotsky's sociocultural theory**, which emphasises the role of social interaction and cultural context in learning, with teachers and peers as "more knowledgeable others."

The Learning Power Approach: Building the 4 Learning Habits

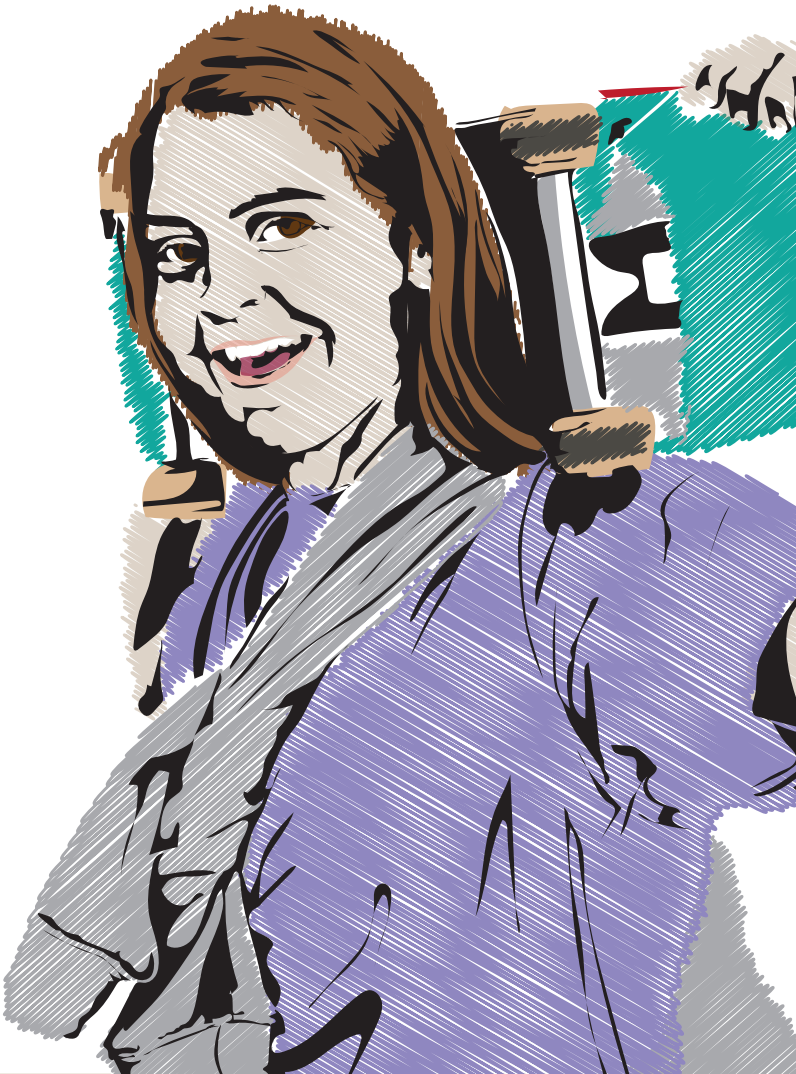
The following table shows Guy Claxton’s four learning habits and the outcomes we aim to encourage:

Learning Habit	Explanation	Day Curriculum Outcome
Resilience	Being ready, willing and able to engage with learning, even when it’s challenging	Staying engaged with difficult discussions; managing discomfort when exploring complex issues; bouncing back from setbacks in group work
Resourcefulness	Using a range of learning strategies, imagination, and reasoning to explore ideas	Drawing on prior knowledge and multiple perspectives; using creative approaches to problem-solving; questioning and making connections
Reflectiveness	Thinking about your own learning and adapting strategies when needed	Tracking how thinking shifts; questioning assumptions; making personal connections to content; evaluating learning processes
Reciprocity	Learning with and from others, balancing independence with collaboration	Active listening in discussions; respectful dialogue; collaborative problem-solving; building on others’ ideas

The Day’s 8 Priority Life Skills

Building on these habits, students develop eight essential capabilities:

- **Creativity** - Imagining new ideas, connections, or possibilities in response to a real-world artefact.
- **Critical thinking** - Questioning assumptions and weighing evidence
- **Information literacy** - Evaluating sources and spotting misinformation
- **Oracy** - Speaking confidently and listening actively
- **Team-working** - Collaborating effectively and respectfully
- **Confidence** - Developing self-awareness and voice in discussions
- **Wellbeing** - Understanding emotions and managing challenges
- **Problem-solving** - Navigating dilemmas and making informed decisions



Pedagogical Approach

Three Core Qualities

Every lesson is built on three evidence-informed principles:

- **Empowering/Inquiry-based Learning:** Rather than delivering all possible information about topics, we empower students to navigate information themselves, develop critical thinking skills, and spot misinformation. This builds agency and independence.
- **Reflective:** Learning deepens through reflection and self-awareness. Each lesson includes structured opportunities for students to examine their own thinking, track how their perspectives shift, and make personal connections to the content. This builds metacognition and helps students understand their own learning processes.
- **Active:** Learning is student-centred and interactive, including scenarios, discussions, and reflection. We avoid passive content delivery while being mindful that personal disclosure and role-play can create discomfort.

Lesson Structure: THINK - APPLY - REFLECT

Every lesson follows the same 3-stage format, providing consistency for teachers and clear progression for students:

Stage	Time	Life Skills Focus	Learning Habits in Action
THINK	15 mins	Creativity, Critical thinking, Information literacy, Confidence & Wellbeing	Reflectiveness: Students examine assumptions about real-world artefacts. Resourcefulness: They draw on prior knowledge to explore prompts.
APPLY	25 mins	Oracy, Critical thinking, Creativity	Reciprocity: Students engage in structured discussion and collaborative reasoning. Resilience: They explore challenging perspectives, new ideas, or unfamiliar scenarios while staying open and reflective.
REFLECT	15 mins	Wellbeing, Critical thinking, Creativity	Reflectiveness: Students track how their thinking has changed. Resilience: They notice growth and practice self-evaluation.

What Makes This Curriculum Different

- **Real-World Relevance:** Every lesson is grounded in current affairs, recent research, and issues young people actually face. Content is refreshed every year, whilst related news articles are updated more regularly.
- **Structured for Non-Specialists:** Clear timing, step-by-step guidance, and ready-to-use resources mean confident delivery is possible even with minimal preparation.
- **Skills-Based Learning:** Rather than just covering content, every lesson explicitly develops transferable life skills and learning habits.
- **Spiral Curriculum Design:** Key concepts are revisited and built upon throughout the programme, allowing students to deepen understanding as they mature while avoiding repetitive content.
- **Assessment Without Overwhelm:** Built-in reflection and assessment tools provide insight into student progress without creating a marking burden.
- **Flexible Delivery:** Lessons can be delivered as full 50-minute sessions or split across multiple 10-minute form times.

Student Outcomes

Students engaging with this curriculum will develop stronger real-world awareness, critical thinking skills, and confidence in navigating complex issues. Most importantly, they will see PSHCE as relevant and valuable for their lives, while building the learning habits needed to thrive in an uncertain future.

The curriculum creates space for meaningful exploration, builds practical life skills, and develops the dispositions needed for lifelong learning - preparing young people not just for the next exam, but for the complexity of life beyond school.

