

**PSHE at The Milestone School**

**PSHE at The Milestone School helps our children and young people to stay safe, healthy and be prepared for life's opportunities. Our planned Bespoke PSHE curriculum supports the physical, emotional development and wellbeing of our pupils from EYFS to Y11. We are committed to providing the highest quality PSHE education in order to prepare all our pupils for opportunities and responsibilities of life.**

**INTENT:**

The PSHE curriculum and scheme of work aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future.

Closely linked with Personal Development, the PSHE curriculum units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

The resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Jigsaw is also used to resource the curriculum outcomes at that Semi Formal level.

Attention Autism and Intensive interaction sources are also used to access the curriculum outcomes for the Complex needs/EYFS and sensory Curriculum.

**IMPLEMENTATION:**

The PSHE curriculum has a spiral approach in which earlier knowledge and skills are revisited as the pupils progress through the pathway, consolidating and extending them as individuals.

PSHE is carefully planned using the bespoke pathway outcomes and the specific stands focus for each term. These intentions are the broken down and adapted to the needs of our classes and individual pupils.

Our PSHE curriculum is taught:

- Covering the PSHE core themes which include Health and Well-being, Relationships, The Wider World and self-awareness.
- Through weekly lessons that following the statutory curriculum, alongside the flexibility when occasions arise that teachers feel it necessary to teach PSHE as a result of an issue arising in their own class.
- So that children build on key knowledge, language and meanings in order to understand PSHE and use these across the wider curriculum.
- So that children will become healthy and responsible members of society, equipped with the knowledge and skills to make the right choices in society, alongside demonstrating and applying the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty
- Learning is not confined to the classroom, PSHE themes are covered within and through weekly Values assemblies, which promote PSHE strands and awareness.
- In a responsive manner, so that class, school are wider national/global issues can be responded to as required
- So that it incorporates the statutory teaching of Relationships, Sex and Health Education, with lessons delivered in the summer term, following the DfE approved programme.
- Through personal development sessions held daily which focus on regulation and self-awareness.

EYFS/ Complex needs/ PMLD	Semi-Formal Curriculum	Formal Curriculum
<ul style="list-style-type: none"> <li>• Experience, exploration, continuous practice</li> <li>• Tray work</li> <li>• Social, Emotional, Mental well-being EHCP outcomes</li> <li>• Thrive</li> <li>• TEACCH</li> <li>• Intensive interaction</li> <li>• Attention Autism</li> <li>• Sensory circuits</li> <li>• Good morning sessions/Personal development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Curriculum LINK</b></li> <li>• Social, Emotional, Mental health and well-being EHCP outcomes</li> <li>• Personal development opportunities</li> <li>• Thrive</li> <li>• Self-care and independence</li> <li>• Personalised Interventions</li> <li>• Emotional check in stations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Curriculum LINK</b></li> <li>• Social, Emotional, Mental well-being EHCP outcomes</li> <li>• Thrive</li> <li>• Personal development opportunities</li> <li>• SMSC</li> <li>• Community links</li> <li>• External Agencies eg. GHLL</li> </ul>

At Key Stage 4, The curriculum is closely linked to the Preparation for Adulthood outcomes and the CDI Career Development Framework (2021).

**IMPACT – All pupils will develop/ continue to develop their skills to:**

**The aim of all this is to have a positive impact on our pupils during all stages of their education and for them to:**

- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age/ ability appropriate level
- have respect for themselves and others.
- have a positive self esteem

**Assessment**

Pupils are assessed formally using our online tool, SOLAR. Each progression pathway has been uploaded, with all of the small steps included and is broken down into three levels of progress – emerging, developing and secure. Following a baseline of current skills (pupil starting point) across each pathway, the relevant assessment stream will be selected for each pupil (one level of progress for KS1, two levels of progress for KS2 and one level of progress for KS3). Teachers will then meet with the assessment manager to set personalised targets for pupils, adjusting the standardised target to suit the ability, rate of progress, health, SEMH needs and behaviour needs of the pupil. Teachers use the assessment tool to identify starting points for learning as well as next steps and this ensures that all learning is sequential. Most assessment completed is formative, looking at the progress made by pupils from session to session or over a longer period of time; teachers show this through their planning, evidence and updates on SOLAR. As teachers deliver the curriculum and pupils make progress towards the stated outcomes, this is tracked on SOLAR. SOLAR shows the percentage of progress a pupil has made through and level and this is used to report their progress over periods of time. It will also highlight whether pupils are on track or not to meet their target. This informs termly progress meetings with teachers and HoDs to identify pupils falling behind and helps with strategies to improve. Progress over time will be recorded in the annual progress report to parents/carers each academic year

- Classes collect evidence in varying ways based on the phase that they are working in, please see below.

<b>Profound and Multiple Learning Difficulties (PMLD)</b>	<b>Complex needs (ASD)</b>	<b>Semi Formal</b>	<b>Formal</b>
<p>Learning outcomes taken from the progression pathway are broken down into smaller learning intentions. Progress towards learning intentions is evidenced using Evidence for Learning (EfL). Progress towards learning outcomes is assessed using SOLAR where progress stars are ticked off.</p> <ul style="list-style-type: none"> <li>• Engagement profiles are completed and reviewed several times a year.</li> <li>•</li> </ul>	<p>Learning outcomes taken from the progression pathway are broken down into smaller learning intentions. Progress towards learning intentions is evidenced using Evidence for Learning (EfL). Progress towards learning outcomes is assessed using SOLAR where progress stars are ticked off. Learning space and finger gym.</p>	<p>Learning outcomes taken from the progression pathway are broken down into smaller learning intentions. Progress towards learning intentions is evidenced using Evidence for Learning (EfL). Progress towards learning outcomes is assessed using SOLAR where progress stars are ticked off. Evidence sheets are also used for produced work.</p>	<p>Learning outcomes taken from the progression pathway are broken down into smaller learning intentions. Progress towards learning outcomes is assessed using SOLAR where progress stars are ticked off. Evidence sheets are produced for written work. Photos are also used on the evidence sheet.</p>