

# PSHE at The Milestone School



## INTENT:

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 Yr 11. We provide the highest quality PSHE education in order to prepare all our pupils for opportunities and responsibilities of life.

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 learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Our successful and ambitious 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 covers 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. It fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

## IMPLEMENTATION (Pathways – EYFS – PMLD – COMPLEX NEEDS - SEMI-FORMAL & FORMAL):

### Curriculum Phases

<b>EYFS (YR-Y1)</b> The study of PSHE is achieved through PSED; this offer enables pupils to begin their development of PSHE skills by focusing on their key skills, which will form the basis of their ability to interact with others, manage their emotions and understand the world around them.	<b>PMLD (L1-3)</b> The PSHE offer for pupils with PMLD focuses on fostering and maintaining essential early skills that can support pupils' development of personal, social and emotional wellbeing. Given the complex and individualised needs of PMLD students, the PSHE curriculum is designed to provide high sensory, personalised, and responsive learning experiences. This will often involve a multi-sensory approach with physical support, alongside intensive interaction. Which may look different for each individual child.	<b>Complex Needs/ASD (L4-6)</b> Pupils in our Complex Needs cohort study PSHE to provide essential support in developing personal, social and emotional skills that are crucial for their growth and wellbeing. This group of learners often requires a highly individualised, structured and sometimes sensory based approach to learning, tailored to their specific needs and challenges.	<b>Semi-formal (L7-11)</b> The intent of PSHE within our semi-formal curriculum pathway encourages all pupils to develop core personal, social and emotional skills through a combination of structured learning and practical experiences. These students often benefit from a more practical, experimental and flexible approach to learning with an emphasis on developing independence, emotional regulation and social understanding.	<b>Formal (L12-16)</b> The intent of PSHE within our formal curriculum is to provide students with tools and skills necessary to develop their personal, social, health and emotional wellbeing in a structured and clear manner. This curriculum is vital for equipping these pupils with the practical, social and emotional skills they need to succeed in school and life.
<b>IMPLEMENTATION</b> Personal Development PSED lessons Experience, exploration, continuous practice RSHE Thrive Readiness for learning Self-care & independence	<b>IMPLEMENTATION</b> Personal Development Intensive Interaction RSHE Thrive Readiness for learning Personalised interventions Self-care & independence PfA Careers	<b>IMPLEMENTATION</b> Personal Development Intensive Interaction Attention Autism RSHE Thrive TEACCH approach Sensory circuits Learning Spaces Finger Gym Emotional check-ins Regulation support Daily PSHE/readiness for learning sessions Self-care & independence PfA Careers	<b>IMPLEMENTATION</b> Personal Development Jigsaw PSHE Association RSHE Thrive Emotional check-ins Regulation support Daily PSHE/readiness for learning sessions Self-care & independence SMSC Community links Social, emotional & wellbeing External agency support (GHLL) PfA Careers	<b>IMPLEMENTATION</b> Personal Development Jigsaw PSHE Association RSHE Thrive Emotional check-ins Regulation support Daily PSHE/readiness for learning sessions Self-care & independence SMSC Community links Social, emotional & wellbeing External agency support (GHLL) PfA Careers

### ASSESSMENT FRAMEWORK

Assessment – Birth to 5 Framework (7 areas of learning) informing future curriculum pathways EHCP outcomes Evidence for Learning	SOLAR Assessment Levels 1-3 Evidence for Learning EHCP outcomes Engagement Model	SOLAR Assessment Levels 4-6 Evidence for Learning EHCP outcomes Engagement Model	SOLAR Assessment Levels 7-11 Evidence for Learning EHCP outcomes	SOLAR Assessment Levels 12-16 Evidence for Learning EHCP outcomes
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## **IMPACT:**

### **Our pupils will:**

- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life
- be 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
- understand and manage their emotions
- be able to look after their mental health and well-being
- develop positive, healthy relationships, both now and in the future
- understand the physical aspects involved in RSHE at an age/ ability appropriate level
- have respect for themselves and others
- have positive self esteem