

Forest Oak School



Curriculum Intent, Implementation and Impact
statement for *PSHE*

*Personal, social, health and economic
education*

(& Citizenship)

Area/Subject Lead(s):

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Intent

At Forest Oak school we recognise that PSHE is at the heart of learning and development for our young people and we understand each individual has a unique journey where their voice and experiences are central.

Our aspirations for all our young people's personal development are high, every child has access to a broad, balanced and differentiated curriculum. Following personal interests and individual needs allows us to plan and provide opportunities from the Early Years Foundation Stage curriculum through to key stage 4 and 5.

Learning opportunities aim for all to:

- Experience taking and sharing responsibility.
- Feel positive about themselves and others.
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- Carry out or take part in daily personal living routines.
- Make real decisions (with support where necessary so that they can act upon them).
- Take part in group activities and make contributions.
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their achievements and successes

We consult and work collaboratively with parents, carers and professionals to support pupils to develop knowledge, skills and understanding of themselves and others to become independent, active members of communities, displaying positive attitudes to learning & each other, establishing resilience and self-belief; confident to make positive life choices and establish healthy and happy relationships, leading safe and fulfilling lives.

Implementation

At Forest Oak school the implementation of our PSHE curriculum is child centred, tailoring PSHE education to reflect the needs of pupils and equip them with a sound understanding of risk and knowledge and skills necessary to make safe and informed decisions, following and building on statutory guidance for:

- drug education
- financial education
- relationships education (primary) relationships and sex education (secondary) outlined in annually reviewed RSE policy
- health education (primary and secondary)

We recognise the importance and unique challenges for our young people of independence; areas relating to careers education, economic wellbeing, personal safety (including assessing and managing risk) and preparing for adulthood are being enhanced within PSHE through 'the world I live in' topics. This learning is critical to support different levels of independence our pupils have, as well as helping schools to meet the Gatsby Benchmarks for careers education. For these reasons Careers and Life skills/personal independence are being led & championed by additional teacher leads to enhance opportunities for all. Careers: Emily Baroch, Lifeskills/independence: Donna Luck. Statutory citizenship KS3/4 PoS is promoted across the curriculum and school life e.g. British values assemblies, JLT voting, tuck shop budgeting and class wide pupil voice

projects. In KS4 pupils, PSHE short course learning enhances citizenship opportunities through a parliament visit and Barclays Money skills workshops.

We promote, teach and support Mental Health and Wellbeing 'Wealth' for groups and individuals at every opportunity, using our whole school SMILE community wellbeing approach and ethos to develop healthy coping and self-regulation skills through practical experiences and nurturing relationships.

We allocate 2 hours curriculum time to discrete PSHE education every week for all classes. In addition, KS1-y8 have a weekly life skills lesson and y9 onwards follow Personal Development Programme (Asdan bronze, silver, gold award) where practical independence is given further priority. Weekly SMILE lessons in KS1 –y8 led by class teachers focus on learning and practising skills for emotional mental health and wellbeing, recognising our young people need additional help, time and support with these skills.

Our PSHE lesson provision is mapped and planned effectively to provide learning opportunities across three core themes: Health and Wellbeing, Relationships, and Living in the Wider World.

In KS1 PSED is one of the 3 prime areas in the Statutory Framework for the Early Years Foundation Stage, the Early Learning Goals are delivered through Development Matters:

ELG Self-Regulation: Manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

ELG Managing Self: Try new activities, know right from wrong, show independence, look after their bodies, including healthy eating, going to the toilet and dressing.

ELG Building Relationships: Work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers, show sensitivity to their own and to others' needs.

In KS2, 3 and 4 the PSHE association planning framework for pupils with SEND is used; a spiral curriculum has been developed through topics of:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live in (Living confidently in the wider world)

In KS4 modules are selected from Asdan PSHE short course to support statutory requirements of PSHE, RSE and Citizenship according to pupil need led pathways. Additional support is given to groups with specific needs around relationships or personal

care through small group work such as BBW books beyond words or Umbrella targeted teaching.

In KS5 pupils PSHE is delivered through awards in British values, E-safety, Mental wellbeing award E3/L1 and Gateway PSD level 1 and 2 qualifications. Courses are personalised for pupils needs and identified next college steps.

Our PSHE and citizenship curriculum is enhanced through our school ethos and established initiatives including:

- Kindness recognition and awards
- Regular trips and visits to bring learning alive outside of the classroom
- Weekly Key stage assemblies and achievement
- Daily emotion check ins to support emotional literacy, communication and self-regulation
- School wide expectation for individual check ins, coping scales, risk reduction plans and adaptations to curriculum
- Weekly Friday SMILE time where all pupils & staff have practical opportunities to learn new skills, focus on interests and socialise wider to support emotional health 'Give me 5 to make me SMILE'
- Daily movement and mindfulness breaks in classes to support our 5 Socialise Move Interest Learn Engage steps to wellbeing
- Restorative practice approach to behaviours, problems and disagreements to support independence, emotional literacy, resilience and solution focussed thinking: 'Circles'
- Frequent 'pupil voice' and responsibility opportunities; RP circles, class meetings, school council, RP mediators, subject champions, school council, eco-council and Junior leadership team, Tuck shop and prefect responsibilities.
- Strong, agreed partnerships with physical and mental health services; school nurses, Solar MHST and Umbrella Sexual health service, Solihull's Eat Well Move More service
- Regular whole school recognition days and fundraising projects and opportunities.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. All staff are committed to strong partnerships between home and school, enabling the PSHE curriculum and pupil targets are appropriately tailored to meet each individual's needs.

Impact

Our curriculum and individualised child-centred approach guarantees that every child makes progress from their own unique starting points. Our children join us with lower than average national starting points both socially and academically due to their diagnosed needs.

Learning outcomes identified for each PSHE topic area will develop in progressive stages of:

- Encountering: effective engagement in the learning process
- Foundation: underpinning learning

- Core: fundamental learning elements
- Development: increasing understanding of learning
- Enrichment: deepening of application of learning
- Enhancement: applying learning in different contexts

Measuring progress across PSHE lessons is made using solar tracking of individual steps. Both teacher and pupil traffic lighting of differentiated learning outcomes or 'I can' statements each lesson informs judgements and next steps; activities are built into teacher delivery to support:

1. Baseline assessments: on starting a new 'piece of learning' e.g. draw and write, responding to pictures, mind map, role play, washing line continuum
2. Assessment for learning: (AfL) to gauge understanding, adopt teaching, promote and maximise learning such as structured questioning, miniplenaries between activities, feedback and feed forwards.
3. Assessment of learning: (AoL) At the end of the 'piece of learning', we measure progress from the starting point (AoL) to evidence progress and inform future teaching pupil e.g. presentations to a group (prompted/supported by an adult or peer if necessary), producing images/pictures/photographs of work or filming/audio recording of pupils' work when they have demonstrated a particular skill or attribute.

Measuring individual PSHE progress is also achieved through a highly personalised teacher-set termly target for PSHE directly linked to EHCP outcomes; reviewed termly by class staff in consultation with pupil and then annually at review, with input from class teacher, pupils, parents, school SLT & where necessary, additional professionals.

Higher achieving pupils' PSHE skills achieve PSHE short course credits which for some will feed into additional Asdan PDP accreditations at Bronze, Silver or Gold level, ensuring pupil's achievements are recognised through accreditation routes. Personalised work experience opportunities in years 10 and 11 also enable and measure achievement

The impact of our curriculum can also be measured by how effectively it helps our pupils develop into confident, caring individuals; achievements, positive behaviours and kindness are recognised, shared with pupils and families and celebrated at every opportunity.