

Subject Curriculum Statement of Intent

Subject	Subject Leader	Completed By	Date
PSHEe	Simon Wood	Simon Wood	21/11/19

Observable behaviours		
Care for Self	Care for Others	Care for our Environment
<ul style="list-style-type: none"> I take responsibility for my own emotions and behaviours and health. I take responsibility for my own learning. I am proud of my achievements. I am resilient when things get difficult. 	<ul style="list-style-type: none"> I reflect upon my impact on others. I celebrate in others achievements. I practice being honest, compassionate, empathetic, resilient and respectful. I talk to people, not about them. 	<ul style="list-style-type: none"> I respect my own and others property. I care about our environment. I show a contribution to our community.

Intent	
<p>How is our school's intent represented throughout the curriculum for this subject?</p>	<ul style="list-style-type: none"> <u>Care for Self</u> – Pupils are encouraged to actively engage in a wide range of learning experiences that promote a knowledge, skills and understanding of all areas of the PSHEe curriculum. With the overall aim being that pupils experience a wide variety of topics so that when they leave Elmwood in year 11, they have 1) the necessary knowledge to engage in society 2) Have the ability to handle their own emotions. 3) Understand British values in a multicultural society. Pupils are challenged with their learning across the entire curriculum and staff promote resilience when things get difficult. We encourage pupils to reflect upon their learning and be proud of their achievements through mini plenaries and discussions in lessons. Pupils have opportunities to showcase their work to the group within lessons which includes feedback sessions or celebrating good practice to others. Pupils are stretched and challenged not just through their demonstration of knowledge but through peer support for others. Pupils are given opportunities to take responsibility for their own learning and be independent as well as cooperating with others. <u>Care for Others</u> – Elmwood pupils are able to become aware of the impact of themselves and their own learning and how it affects others around them. Pupils are asked to work individually or small groups in line with other subjects in the school curriculum. Pupils start to learn that they will need to co-operate within groups and have tolerance if they want to reach the common goal within the task. This improves social and communication skills as well as celebrating in others achievements. Pupils are encouraged to talk to people in a positive way and have good social skills accepting everyone's opinion and value their input. Pupils are very tolerant of others needs within lessons and actively encourage and support others to achieve their best which helps with their resilience. In addition the children often show empathy towards their peers when they find a particular element distressing.

Subject Curriculum Statement of Intent

	<ul style="list-style-type: none"> • <u>Care for our Environment</u> – Pupils are encouraged to show a contribution to the community through good social skills along with an understand of every ones individuality. Pupils show good manners and act as responsible school ambassadors whenever they are off site. Pupils understand that respecting schools expectations is a vital component of the pupil becoming a well-rounded individual and a responsible citizen. An example of this is in year seven when they do the Charity Challenge. The children are asked to raise money for a good cause or charity within the local area.
--	---

Implementation	
How is the subject timetabled? How do we know this happens?	The PSHEe curriculum is time tabled so that each pupil has one 45 minute lesson every week. Usually these are scheduled in the afternoon periods as core subjects are completed on the morning. I hold a professionals meeting once termly to ensure that staff are up to date so that we can share good practice and discuss implications for future planning. The timetable is released two week prior to commencement. This allows me time to establish that every group has an allocated time slot and to also look at the staff member who will be delivering the sessions with each year group.
How is the subject mapped out? How are we ensuring coverage?	The curriculum has been mapped out in order that each pupil gets coverage of all of the important (statutory) elements that are required to be taught. It has also been planned that this is broken down into smaller bite size elements that are spread out so they get a mixed arrangement of topics. Each year group also has a map of intended learning to follow to ensure coverage and for monitoring purposes. The coverage is also shared and discussed within curriculum and policies committee as well as collaborative work with a secondary school that is in the local community.
Can we see progression across the school within pupils' books?	Progression in PSHEe is assessed through teacher observation in lessons. Observational assessment is based on how well the pupil has interacted within the session and by judging their responses to the subject. The teacher will give verbal feedback, at the end of the session, based on their participation. This progression is shown in the pupil folders with the work that they have completed that follows the scheme of work. There may be gaps within a pupils work due to illness or attendance; this will be picked up in the following years when the topic is once again covered.
How is assessment used to impact learning? How do we know it is accurate?	Currently, all observational assessment is judged by the practitioner and this informs subsequent lesson planning. Plans are under progress for a monitoring system and an assessment strategy that will allow me to identify gaps in a pupil's knowledge, through missing input, and an assessment tool that is fit for purpose. It is anticipated that we will have access to a larger data set from an academy chain, to look at the method of assessment and moderation, as well as common themes of interest or those that require review (based on pupil and staff perception.)
How confident are staff with the subject? How do we know?	The Curriculum lead liaises once termly with all department staff to provide an opportunity to discuss all matters around effective teaching and delivery of PSHEe within the school. Training is given to staff in these meetings for specific, more difficult topics within the curriculum. The link governor for PSHEe is also a teacher of PSHEe so this enables another level of scrutiny and confidence of holding leaders to account. Wherever possible teachers of PSHEe take responsibilities for the whole year or key stage to support consistency; where this isn't possible, the use of positive staff and pupil relationships are also

Subject Curriculum Statement of Intent

	used; I.E. form tutors. The resources produced have been standardised externally, and enables staff to differentiate appropriately to the needs of the pupils.
--	--

Impact (Desired)	
Do all groups have equal access to the curriculum? How do we know?	The new PSHEe curriculum is well balanced over an academic year, covering different elements of the core themes. Each student will be able to access the material as the practitioner will differentiate the content to meet the needs of their individual pupils.
How does varying staff confidence impact on the curriculum?	As we have a wealth of knowledge and expertise within the team we are able to share good practice in our termly meetings, which give depth to our delivery and improves impact for the students. Within the team we have one qualified PSHEe lead teacher and four other teachers who have delivered PSHEe, periodically over a number of years, who both have varied expertise and knowledge. As a small school, all teachers are appointed as teachers across the curriculum so have the flexibility and relationship with pupils to deliver this content. If a member of staff felt a specific topic was too challenging, they would work in collaboration with the curriculum lead and Headteacher to arrange an interim timetable change (to best meet the needs of the pupils.)
How are 2e students provided with the opportunity to show mastery and depth of understanding of the curriculum?	Staff are aware of the 2e students from across the core subjects but there is no criterion reference document for identifying 2e pupils within PSHEe at Elmwood School. Staff are aware of the school ambassadors/ school council members and there is an expectation that they will uphold the school's values across the day as well as demonstrate appropriate leadership skills.
How does learning outside of the classroom impact the curriculum?	Due to the nature of the curriculum content, there are not many opportunities to take learning outside the classroom. However, the school prides itself on our outdoor learning and these subjects feed in very well within discussions in PSHEe. Practitioners will discuss pupil's experience of situations that they have experienced during these sessions and they will have meaning and impact on understanding. During the year the school promotes, Learning Outside the Classroom, and staff are to take every opportunity to learn outdoors. An example of this in PSHEe is when we do the charity challenge. Children will have to arrange ways of how to make money and this can be taken outdoors.
How does presentation of pupil work impact the curriculum?	Pupils are encouraged to show pride and care over their presentation in order to care for their own learning (care for self). Presentation of work often occurs through celebrating good practice and pupil feedback within lessons. We celebrate pupils work and it is important that others have the opportunity to give feedback when this occurs. Pupils work is often presented in work book format. This allows me to know where each child is and how well they are progressing as well as knowing what areas of the curriculum the pupil is finding difficult. If this proves to be an area that more pupils are finding difficult then staff will amend the curriculum to support the needs of the pupils.

Subject Curriculum Statement of Intent

Things to celebrate	Next Steps
<p>Elmwood pupils benefit from a varied curriculum which caters for a range of needs and ability levels through the experiences they can participate in.</p> <p>The PSHEe curriculum is new to the school and allows continuity for all students.</p> <p>The lessons have a set of ground rules that both protect the pupils and staff from sensitive materials.</p> <p>Opportunities will arise for pupils to showcase their work on display boards around the different bases within school.</p> <p>The curriculum is run alongside a neighbouring school which facilitates the learning to have more of an impact within the immediate area.</p>	<p>To continue to link learning to experiences within other subjects as well as experiences outside of school.</p> <p>To review and evaluate the curriculum offered to students with cognition and learning barriers enabling full access and providing challenge.</p> <p>Ensure that ground rules are observed in each lesson that has sensitive topics.</p> <p>Support non specialists with their CPD within areas of the PE curriculum.</p> <p>To ensure that we maintain the liaison with our partner school to ensure that pupils, when integrating outside of school, have the necessary skills and knowledge to participate in society.</p>