




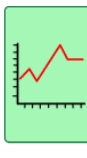










PSHEE Rationale			
INTENT		IMPLEMENTATION	IMPACT
<b>National Entitlement</b>		<b>Pedagogical approaches</b>	
	The PSHEE curriculum is informed by the nationally recognised PSHE Association which ensures that the subject conformed to the statutory entitlement of learnings in respect of RSHE and PSHE. Additionally local and regional data is used to support the content within the curriculum; pupil voice and parental engagement also support the personalisation of the curriculum to meet specific needs of learners within their national entitlement.		
<b>Qualifications</b>		<b>Subject Knowledge</b>	
	Skills, concepts, knowledge and understanding are consolidated and developed in a formal learning environment. ILP targets ensure that learning is meaningful, personalised and that skills can be functionally used. Pupils have access to a range of appropriate qualifications		
<b>Sequential Learning</b>		<b>Activities, Expectations &amp; Challenge</b>	
	Our curriculum is carefully sequenced as part of a long term planning framework. This builds on previous learning and supports next steps in a coherent way. Pre-teaching of key concepts and vocabulary supports understanding and progress. The PSHE curriculum uses : Self-Awareness, Self-care, support and Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles, Wider World that I Live In that are taught within Relationships, Health, Wider World themes each term. Learning is sequential and builds spirally to enable learner to acquire the knowledge and skills required at their key stage level of learning at a depth of learning appropriate to them.		
<b>Pupil Premium</b>		<b>Metacognition</b>	
	Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes. We continually monitor the progress and attainment of individual pupils as well as wider cohorts to ensure there is little variation in the performance of different pupil groups.		
<b>Cultural Capital</b>		<b>Integrated Therapies</b>	
	Cultural Capital is the essential knowledge that children need to prepare them for their future success. Our aim is to give children the knowledge to prepare them for active, informed citizenship. This includes literacy skills and vocabulary needed and the opportunity to transfer learning and to understanding the world of diverse religions and beliefs in which they live. Our pupils are given every opportunity to participate in a wide range of learning experiences beyond the classroom. By nature, the PSHEE curriculum enables learners to bring their own experiences of the world to a supportive and inclusive classroom environment where opportunities for enhancing learning through diverse lived experiences is embraced.		
		<b>Why teach PSHEE?</b>	
		PSHEE learning incorporates the statutory requirement to teach RHSE. In addition it helps learners to be equipped with the necessary skills and knowledge to enable them to live confident, purposeful and independent lives, it empowers learners to develop autonomy and reduces social and physical vulnerabilities. The curriculum is designed to enable learners to meet the challenges of their world and become citizens who have the ability to contribute positively towards society.	