PSHEE Rationale		
INTENT	IMPLEMENTATION	IMPACT
National Entitlement The PSHEE curriculum is informed by the nationally recognised PSHE Association which ensures that the subject conformed to the statutory entitlement of learnings in repsect 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.	Pedagogical approaches Teacher development with a focus on pedagogical principles enables professional capital, confidence and consistency. Class Leads are supported to develop their practice in SEND strategies and be confident practioners in SEN pedagogy. Subject Leaders keep their subject content knowledge up to date and ensure that class leads have he suitable knowledge, skills and expereince to deliver the content of the curriuclulm through learning walk and supportive planning sessions and planned in house / external training.	Pupils make good progress by accessing appropriate content respecting both thier chhronological age and cognitive stage of learning which is measured using a suitable assessment system. The PSHEE curriculum follows a long term framework that is built upon learning relevant to learner and local deomgraphic needs. The framework is differentiated by cognitive level and is cumulative in its depth and keystage level to ensure that prior knowledge is built upon. Teachers are aware of previous learning, current learning and future learning which meets and goe further then the statutory content. Ongoing assessments during lessons enable learning to be pitched according to learning needs and progression planned for.
Qualifications Skills, concepts, knowlegde 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	Subject Knowledge Teacher's should have good substantive knowledge of the key strands of PSHEE and how pupils' individyual needs, as identified in their EHCP and ILPs, can be used to personalise the curriculum learning. Leads are encouraged to work collaboratively and beyond school using networking, research, subject associations and in-house support is available to support subject planning,	Data Data is collected on a termly basis and is recorded on each pupils' individual pupil progress sheets. Collation on one document allows staff to see progress and targets together, for curriculum subjects, ILP targets, EHCP categories and Cherry Garden branches. This data is used to determine a child's curriculum, pathway, class and possible interventions. Collecting data over a prolonged period allows staff to set appropriate attainment targets for the next school year.
Sequential Learning	Activities, Expectations & Challenge	Interventions
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 learnier to aquire the knowledge and skills required at their key stage level of learning at a depth of learning appropriate to them.	framework that allows the teacher to meet the learner where they are at in terms of both keystage and depth of learning. This enables learners to access at an appropriate level with an appropriate level of challenge. Activities are supported by a range of learning resources matched to learning needs to reduce the demand of abstraction that many of the PSHEE themes require. Activities incoproate AFL activities that support teachers to pitch learning. The therapists are available to work with teachers to plan for learning needs within the class to meet language, physical and sensory needs.	support. If children do not meet their attainment target then staff complete triangulation sheets. Staff state what the high-level indicator was from their data collection before undertaking a deep dive of that pupil's provision. The impact of that process and outcomes for that pupil are shared Working closely with the therapies team, interventions are designed to meet individual needs of learner which take into account thier specific learning, language, physical, sensory, social and mental health / emotional needs.
Pupil Premium	Metacognition	Recording Work
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.	Teachers are intentionally supported to complete enquiries with the goals of gaining insight into teaching and learning, becoming more reflective practitioners and effecting change in the classroom. Through class-based action research, teachers have an opportunity to shape their professional development and generate their own knowledge about how children learn best.	Evidence of teaching, learning and progress is specific to each pathway in school. Practical lessons are recorded vi photographs and videos and these can be uploaded on to Evidence for Learning with comments and next steps evident. For PSHEE, there will be a mix of written evidence, practical-based learning including, drama, learning outside the classroom including visits.
Cultural Capital	Integrated Therapies	Why teach PSHEE?
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 thier own expereinces of the world to a suportive and inclusive classroom environment where opportunities for enhancing learning through diverse lived experiences is embraced.	There is a collaboration between therapists and teachers in planning enabling environments for all pupils. This includes the integrated planning of activities that develop communication, gross and fine motor skills. Developing access to information and communication technology (ICT) to eradicate motor skills as a barrier to learning is prioritised. The therapies team support the deliovery of PSHE through planned interventions and area aviable to support the planning process with teachers to personalise learning to match and meet individual needs are required.	PSHEE learning incorproates the statutory requirement to teach RHSE. In addition it helps learners to be equipped with the neccesary skills and knowledge to enable them tive confident, purposeful and independent lives, It empowers learners to develop autonomy and reduces social and physical vulnerabilites. The curriculum is designed to enable learners to meet the challenges of thier world and become citizens who have the ability to contribute positively towards society.