

PHSE Education Progression Model

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<p>6 Areas of learning;</p> <ul style="list-style-type: none"> ♦ Self-Awareness ♦ Self-care, support and safety ♦ Relationships: Managing feelings ♦ Relationships: Changing and Growing ♦ Healthy Lifestyles ♦ The World I live in 		<p>Cognitive</p> <p>Progressive stages</p> <p>Depth of learning –Independence, Fluency, Maintenance and Generalisation assessed across stages</p>					
		<p>Encountering</p> <p>Effective engagement in the learning process</p>	<p>Foundation (Shallow)</p> <p>Underpinning learning</p>	<p>Core (Emerging)</p> <p>Fundamental learning elements</p>	<p>Development (Developing)</p> <p>Increasing understanding of learning</p>	<p>Enrichment (Deepening)</p> <p>Deepening of application of learning</p>	<p>Enhancement (Functional)</p> <p>Applying learning in different contexts</p>
		<p>Pupil needs will not necessarily correspond to their chronological age or key stage in many aspects of their learning in PSHE Education.</p> <p>Learners consolidate and develop previous learning.</p> <p>PSHE, including Relationship and Sex Education, is taught as a discrete subject, with formal opportunities particularly in functional situations being used to increase the depth of learning.</p> <p>Pupil progress and attainment is tracked through their PLIM.</p>					
<p>Chronological</p>	<p>Key Stage 3 4, 5</p>						
	<p>Key Stage 2</p>						
	<p>Key Stage 1</p>						

Cleaswell Hill Early Years (Cherry Garden)

PSHE education is not a discrete curriculum subject within the [statutory EYFS framework](#). However, pupils in Early Years start exploring the foundations of PSHE education. The EYFS statutory framework areas of Personal, Social and Emotional development, and Understanding the World, have close links to the PSHE education framework which we use throughout school. Learning and development opportunities for these areas, as well as Communication and language, are interwoven within the pupils' experience through daily EYFS play-based activities, role-play areas, quality children's fiction to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to PSHE elements of education.

CPD: Ready for Statutory (HMc), Governor visits (Gill Finch NCC Lead for PSHE/RSHE); Padlet; membership of PSHE Association; Masturbation workshop 11.3.20

Pupil Premium: 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.

PHSE Progression Model

Content (Intent): Teachers have agreed on a coherent sequence of learning from EYFS to Key Stage 5. Use of PSHE SEND planning Framework published 2020. Teachers reflect on what content is necessary for pupils dependent on their; cognitive, behavioral, physical, communication and sensory needs with reference to the statutory Key stage requirement in RSHE. The order of teaching is based upon ensuring acquisition of skills and enabling character traits as well as empowering and inspiring pupils through progress linked to their EHCP/PLIM. Teachers' plan systematic repetition of the most crucial content to make sure it is used functionally across different contexts (depth of learning). Our PSHE Education Programme prepares all pupils for the opportunities, responsibilities and experiences of life and future success, through focusing learning within a wide, rich set of inclusive experiences. We value and mark the **cultural capital** that every child brings to school and support them to develop a positive sense of their own identity and culture.

Activities, Expectation and Challenge (Implementation): Lesson activities are challenging to pupils and in regards to their EHCP/PLIM targets. Pace and depth of learning is personalized, supporting pupil motivation and engagement; PHSE is linked to SCERTS/PLIMs and MAPP targets throughout the school and planning reflects these. Pupils' demonstrate increased understanding through their behaviors. Expectations are high for all pupils developing their cognitive, behavioral, physical, communication and sensory needs.

Assessment and Progression (Impact): Pupils make good progress and achieve highly by accessing appropriate content (age and stage) taught well. The curricula follows a progression model that identifies the most useful knowledge and concepts for cumulative sufficiency. Assessment checks content is retained long term, identifying those pupils that need further support which is related back to PLIM targets. Teachers are aware of previous learning, current learning and future learning due to a shared PSHE framework. There is a solid understanding of the sequence of learning and an individual pupils pathway, allowing challenging, relevant targets to be set.

English, Communication and Reading: Range of resources sourced to support pupils and staff. Pupils use appropriate texts and visual support. Pupils develop understanding through real life and practical situations and with support from outside agencies and cultural partners. Pupils have a plethora of opportunities for interactions and asking questions. Human Library concept supports diversity and equality.

PHSE Action Plan

Area	Deep Dive	Action	Time (aim)	Who	Impact
Whole School	Several names for the subject area causing confusion	One subject name needed- PSHE Education	Teachers meeting 4.2.20. TTD 20.4.20	HMc, KMCM, Teachers/HLTA	PSHE Curriculum supports PHSE targets and pupil progress.
	Sequencing of learning through school would be improved through having a planning framework	Adopt PSHE Association SEND Planning Framework, published 2020			
	Learning improved (links, connections made) when PSHE taught by class teacher eg. Phase 2	Discuss assessment model (iASEND PSD lacking necessary breadth)	Resources to include increased, diverse list of people in addition to books and films. 'Human Library' Emma Robinson Poverty Lead	Summer 2020	
Whole School	Good examples of links to PLIM targets. Need to maximize the use of PLIMs for tracking progression in PSHE across school	CPD- Training needs audit-staff; Special School PSHE Network; Teachers meeting end of summer term to evaluate and plan continued sequence of learning inc. visiting speakers	Easter 2020		
	Resources and CPD would benefit from PSHE focus	Mainstream links.			
	Healthy Schools rating scheme July 2019	Curriculum needs to be on website/RSHE Policy to be written. Parents informed/permissions	Spring 2020	KMCM	Recognise and encourage contribution to health and wellbeing
Early Years	Pupils assessed using SCERTS/Cherry Garden	Use of PLIM to track progress in PSHE to continue	From Spring Term 2020	HMc, AT, SO	Progression model learning throughout school
Engagement	Pupils continually assessed using SCERTS, MAPP, Engagement Profile, PLIMs capture progress in PSHE- iASEND being used by multiple teaching staff in phases causing spikes in progress in upper school.	Use of PLIM to track progress in PSHE to continue	From Spring Term 2020	HMc, CD, KT, CA, MR	Progress in core areas of PSHE captured for pupils following engagement curriculum.
		Use new planning framework			
National Curriculum	Staff adapting PSHE PoS., focusing on a core theme each term., or using iASEND assessment PSD statements or Cherry Garden as curriculum framework.	Use of PLIM to track progress in PSHE to continue	From Spring Term 2020	HMc, All iASEND Groups	Consistency and support for all staff
		Use new planning framework			Progression model and sequenced learning enhanced by a suitable framework that improves consistency. Increased learner progression. Assessment supports learning
Qualifications	ASDAN Life Skills, Towards Independence Additional section to PLIM for transition	Consider value of ASDAN qualifications Use of PLIM to track progress in PSHE to continue Use new planning framework	From Spring Term 2020	All qualification groups	As above