

PHSEE and RSE 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 develop concepts skills and knowledge as a learning spiral building on prior knowledge with repetition where needed to consolidate.</p> <p>PSHE, including Relationship and Sex Education, is taught as a discrete subject, with formal opportunities particularly in functional situations and enrichment opportunities being used to increase the depth of learning.</p> <p>Pupil progress and attainment is tracked through their PLIM and the PSHEE tracker.</p>					
<p>Pathway</p>	<p>Extended</p>						
	<p>Core</p>						
	<p>Engagement</p>						

Cleaswell Hill Early Years

PSHE education is not a discrete curriculum subject within the [statutory EYFS framework](#). However, pupils in Early Years start exploring the foundations of PSHE and RSE 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. Progress and attainment is tracked through Cherry Garden.

CPD: Ready for Statutory (HMc), Governor visits (Gill Finch NCC Lead for PSHE/RSHE); Padlet; membership of PSHE Association; Specific RSE training for Engagement pathway teachers—Chailey Heritage February 2022

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 and creating opportunities for immersive learning through enrichment opportunities.

Content (Intent): Teachers have agreed on a coherent sequence of learning from EYFS to Key Stage 5. Use of PSHE Association 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 (including RSE) 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 with their personal development to achieve 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	Confusion about planning for PHSEE and RSE in the Engagement Pathway	Meet with Engagement Pathway lead and feedback to teachers how to maximize PSHEE and RSE learning in pathway with parental support.	Spring 2022	HMc and ES	To increase PSHE learning across the pathway through effective personalization.
	Links to personal development (SMSC), enrichment not explicit in planning.	Planning to link to SMSC through Medium term planning for subject.. Incorporate Citizenship requirements for KS 3 & 4 Citizenship	Spring 2022	HMc DE / AA / JR / JG / RH / KMc / KC / AB	To ensure all teachers are supported and deliver high quality PSHEE that is matched, differentiated and suitably personalized to meet learner needs with strong assessment for and of leaning,
	Areas of the recent pupil voice RSE questionnaire are still outstanding—use of external providers / LGBTQ and Quality Assurance	Working party established for PSHE and work towards sourcing and listing external providers and areas linked to curriculum.	Summer 2022	HMc / KMc	Parents will be fully engaged and understanding of the PSHEE and RSE that is delivered through school across the different pathways; act in partnership with ITT and Class teacher to suitable personalise learning to maximize the impact.
	Tracker is used effectively across school to assess learning but concerns about stretching learners to maximize potential in session—next steps is weaker.	Revisit PSHE Framework in teacher meeting to examine how to use it to maximize learning potential.	Spring 2022	HMc / JT	A strong culture In place with regards to the quality, diversity, respect, and integrity of provision in place.
	Communication of the PSHE curriculum is not widely known by parents nor the importance of them in supporting this area of learning for their child.	PSHEE area on website, Parent focus groups, pathway meeting agenda item.	Spring 2022	HMc / JR / RH	Children will build more seamlessly on prior learning and know what next steps of learning are (and or parents and partners know how to further support learners)
	Relevance, appropriateness and access to learning to match learner needs requires a solution.	Meeting with Integrated Therapy team and partners (school nurse) to explore how the team can complement and act as a consultancy for teachers to personalized, differentiate and learn through therapies and explore how consistent language is used to support learning.	Summer 2022	HMc DE / AA / JR / JG / RH / KMc / KC / AB	
	Mental health needs picked up in lessons do not have an effective referral pathway.	Meeting with wider PSHEE team to plan for 2022-2023 priorities .	Spring 2022	HMc / RW / JR	
	Requirement for quality assurance	Met with mental health lead to explore the referral pathways for concerns around mental health	Summer 2022 and ongoing throughout 2023		
	Links to safeguarding and current DFE guidance in place	To ensure that this is maintained and progressed i.e. observation and review of implemented 'safe touch guidance' is completed.			
	Early Years	Pupils assessed using SCERTS/Cherry Garden Learning is taking place in practical contexts—PSHEE learning explicit on planning.	To conduct supportive observations of learning to identify next steps. In discussion with the Early Years Lead	Spring 2022	HMc / SO
Engagement	Confidence of teachers leading learning in the pathway is low in certain aspects - specifically for RSE.	Training identified and key persons to attend	Spring 2022	HMC / KMc—	Through effective parent, teacher and therapy partnership, children will be able to communicate effectively and learning outcomes are maximized.
	Visuals and language are not yet embedded into learning for some areas of learning	RSE agenda item on Engagement pathway meeting	Summer 2022	School wide	
		Integrated team to support with visuals through therapy assistance—feedback tin engagement pathway meeting.	Summer 2022	HMc & ES	
		Visual in place an used in all classes to support learning.	December 2022	HMC / JR / RH / ES	
Core	Resources are not effectively meeting the needs of all children—e.g. practical, concrete learning is not available for teachers to utilize in all areas of PSHE learning.	Bank of suitable resources in place	September 2022	HMC and Steering group	Through effective parent, teacher and therapy partnership, children will be able to communicate effectively and learning outcomes are maximized.
	Learning is being taught both discretely and in functional contexts but differentiation within lessons is lower	Integrated Therapy team in place to support teachers	September 2022	JR / PH/ HMC	
Extended	Extended pathway learners are covering content but teachers feel that the framework does not suitably challenge or engage learners in the upper school.	POS in place to supplement framework and provide clear learning spiral curriculum	Summer 2022	HMC / JB Pathway lead	Teachers feel supported in extending learning and external partnership learning complements curriculum aims.
	No quality assurance of resources used.	Planned enrichment of the subjects from external partners required with more detail	Summer 2022 (planned for 2022-2023)		
Qualifications	ASDAN Life Skills, Towards Independence Additional section to PLIM for transition	Further discussion required with Phase 54 / 5 lead	Summer 2022	ES / JM / HMc	PSHEE is an identifiable aspect of qualification and transition beyond school support are in place.