



The Partnership of Springfield and The Meadows

Springfield PHSE Curriculum Policy

Intent

Aims:

We offer a curriculum that is broad and balanced where the children are taught substantive and disciplinary knowledge for PHSE at a level that is personalised to meet their level of development.

- to gain accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Objectives:

- for PHSE to be embedded in all activities
- to develop an awareness and interest in themselves and their own individuality.
- to take part in active engagement with the subject
- Have various experiences of choice making, self-help and self-care
- Increase the breadth and depth of their experience, knowledge and understanding
- Link PHSE knowledge and understanding to their own experiences e.g. health, cookery, PE, hobbies, lifestyle etc.
- For pupils to develop their skills and knowledge around their Health and wellbeing, relationships and wider world issues

Implementation

Curriculum Planning and Organisation:

At Springfield we plan a sequence of lessons using a topic based approach to ensure there is a clear sequence of lessons demonstrating progression throughout each unit of work. We use the long term overview substantive knowledge to ensure a wide range of coverage is included in our Medium Term Plans that is suited to the current cohort of children. Disciplinary knowledge (using our skills trackers) is also identified on the medium term plans and these link directly to the developmental stages of the current cohort of children.

- PHSE lessons take place as discrete lessons but PHSE is a key part of our daily activity and part of personal development programmes linked to IEP and other personal targets.
- PHSE is also folded into PE, RE and Science lessons as well as the accessing of the local community.
- The curriculum is delivered by all staff and led by class teachers
- All pupils are included at the level which they can access. This is supported by total communication.
- Staff dealing with controversial topics or difficult questions from pupils may request support from others, including ensuring teachers don't let their personal beliefs and attitudes influence teaching and asking for support to deliver
- Assessment will be through the use of standardised learning objective slips and Skills ladders.
- Progress is reported during parents evenings, email, phone call and in Annual Reports.

Impact

Assessment:

Children will make progress in developing their disciplinary knowledge and their substantive knowledge each year.

Evidence will be found in children's PHSE/RSE/RE books with standardised Learning objectives across the school and tracked on their skills trackers.

Children's learning will be informally assessed through appropriate questioning, time for pupils to ask questions and a total communication approach.

Statutory requirements

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

Monitoring and Review:

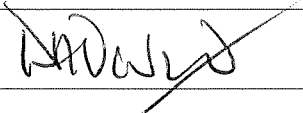
Delivery of PHSE will be reviewed and monitored through -

- Book Scans
- Learning Walks
- Classroom observations

This policy will be reviewed according to the emerging needs of our school.

This policy links to the following policies and procedures:

use policy, safeguarding, extremism, equality and diversity, anti-bullying, behaviour, online safety

Policy produced: October 2022	Policy agreed:
Signed: 	Chair of LAB
Signed:	Headteacher
Review date:	(2 years)



Company Number: 09461655

Registered Office: Loxley Hall School, Stafford Road Uttoxeter, Staffordshire, ST14 8RS