



## Intent *We aim to:*



# Subject on a Page - PHSE

Fostering respect and understanding through relational practice, our school provides secure learning environments that positively shape the quality of students lives for the long term.

We create a language rich environment where we actively encourage every student to recognise their significance, fostering an environment where their voices matter and through discussion their ideas are shared and valued by all.

Our commitment extends to teaching all students about healthy relationships, equipping them with the skills to aspire to and contribute to safe, happy and secure family lives.

Ensuring the well-being of our students, we provide guidance on emotional and physical health, empowering them to care for themselves and others.

Students are offered opportunities to develop independence skills, emphasising the importance of collaboration and community. They are also encouraged to be confident in accessing support when needed, ensuring they can strive for their personal best.

## Willow Park Teaching Essentials



Before the lesson	Teaching Input	Student Tasks	Throughout lesson
Pre-teaching and consolidation of vocabulary	Previous learning is consolidated	Clear, simple instructions	Concrete and visual resources are available
Vocabulary rich environment	Information is chunked	Strong scaffolding and adapted examples	Questioning techniques clarify understanding
Transitions are planned	Language and questioning is adapted for accessibility	AFL is used to identify gaps in learning	Further challenges extend learning
Expectations are clear	I do, we do, you do	Planned activities promote engagement	Achievements are recognised and praised



## Implementation *How do we achieve our aims:*

**Planning:** The PHSE curriculum has been planned with the needs of the pupils in mind. Units have been planned to support pupils in revisiting key learning and skills which are essential for our pupils to be healthy members of their class, school and wider community. All pupils will be taught a broad and balanced curriculum through a planned PHSE curriculum which is delivered through a cycle of lessons to meet the needs of the mixed age groups classes. To ensure pupils receive the correct RSHE education, pupils will be taught this in the Summer Term through lessons which are age appropriate. Key RSHE objectives will be revisited if this learning has been missed in prior settings.

**Recording:** Each unit of work outlines key learning questions which are to be covered with associated key vocabulary. Pupils work will then be recorded in PHSE books through a variety of techniques, including; individual work, group / shared work and photographs demonstrating active participation in tasks and activities.

**Monitoring:** The taught PHSE curriculum will be Quality Assured through a balance of learning walks, work reviews and pupil conversations. These will be conducted by the subject leader who will then feedback to SLT. Regular meetings which take place between Safeguarding and the Pastoral Team to ensure any contextual safeguarding issues which are arising are discussed and subsequent learning to be planned for. This may be through a 1:1 intervention or through small group teaching.

**Qualifications:** Once pupils are in the Sheaf phase of the school they will work towards the completion of 4 NCFE Level 1 awards; Sexual Health, Alcohol Awareness / Substance Misuse, Understanding Eating Disorders and An Awareness of Mental Health. These units' compliment and assess the taught Key Stage 4 curriculum. All of the assessments are internally assessed and externally quality assured through a portfolio of evidence.

**Assessment:** Each unit begins with a quiz or mind mapping activity on the topic to check the knowledge the pupils have on a topic and inform further learning. Throughout the lesson and sequence of lessons teachers will use targeted questioning to assess pupils understanding and what has been learnt. At the end of a unit further quizzes or mind maps will be used to gather a summative assessment of learning. Pupils will also demonstrate through their day to day behaviour how they are learning from not only the explicit PHSE lessons but the implicit teaching of skills on a daily basis. A termly Boxall Assessment carried out by the teaching staff will indicate if pupils are making progress within their emotional and behavioural development.

**SEND:** Pupils will be taught an age appropriate curriculum however, staff will take into consideration the pupils developmental age when considering the teaching of sensitive topic matter. All lessons are inclusive and take account of children's SEND, reasonable adjustments are made as need. Pupils are supported through a high staff to pupil ratio, providing emotional reassurance and support with their work as needed. Lessons are planned and resourced to enable all students to access their learning, supporting them to engage and be challenged.

**Vocabulary:** Throughout the teaching of PHSE, key vocabulary will be identified and taught to extend the vocabulary of the pupils. The development of oracy is a key priority for the school and is considered in all interactions between both staff and pupils. Pupils will be encouraged at all times to verbalise their answers, engage in debate and show they can articulate verbal responses. Outside of the taught curriculum, staff will model and encourage appropriate verbal responses.

**Professional Development:** To support the effective teaching of PHSE, appropriate resources have been sourced to develop non-specialists' teacher subject knowledge. Through the use of these resources' teachers will know the appropriate knowledge and skills which should be taught. A well-planned curriculum which revisits key learning and builds on previous learning details how key skills progress to reinforce previous learning and deepen understanding. A robust QA process will identify areas where staff would benefit from focussed CPLD and appropriate training will be provided.

### What are the Drivers for the curriculum?

- Narrow Gaps
- Develop Vocabulary
- Promote Reading
- Improve Attendance
- Improve SEMH
- Emotional Regulation?



### Impact *How do we know if we achieve our aims:*

Students will be fully prepared for their lives beyond Heritage Park School. Students understand the affect economic security impacts on their wellbeing. Staff will have signposted students in knowing where to seek support and advice with issues which may occur.

Students will have the knowledge to know what healthy choices are in all areas of their life. Students understand the choices they make will directly impact on both their physical and mental health.

Students will learn how to identify healthy relationships within the family, friendships and intimate relationships. Students will know what constitutes a safe fulfilling sexual relationship.

Students will learn how to keep themselves and others safe in situations in and beyond the home. Students will learn how to assess the level of risk and act appropriately in situations including water, fire, drugs and alcohol and how to deliver emergency first aid.

Students will learn about the rights and responsibilities they have as well as those of others. Students will learn what 'equality' means including the law and how this applies to them