

**What are we aiming for students to achieve through our PSHE curriculum? (Intent)**

* To develop students sense of Self Identity and Self-Respect (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
* To encourage student to develop a healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
* To teach students about risks (knowing how to identify, assess and manage risk) and for students to learn how to keep themselves safe (including behaviour and strategies to employ in different settings, including online in an increasingly connected world.
* To develop student’s tolerance of difference and to learn to respect diversity and value equality in all its forms (as set out in the Equality Act 2010)
* For students to know about their rights (including the notion of universal human rights), personal responsibilities (including fairness and justice) and consent (in different contexts).
* To empower students to recognise healthy and loving relationships in all contexts of life, including the different types and in different settings, including online.
* To enable students to cope with change (as something to be managed) and develop resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstances).
* To recognise power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes)

**PSHE Technology curriculum delivered? (Implementation)**

**Curriculum Delivery**

* PSHE is delivered to all students across Bents Green School (including students taught in the Westfield Hub and Post 16).
* PSHE content is differentiated to meet the individual needs of students – depending on understanding and stage of development not just age.
* For some groups within Pathway 3 (Sycamore & Nurture groups) – PSHE is delivered daily as part of the class’s morning routine, communication activities and ‘attention autism’ interventions.
* PSHE is a timetabled lesson, 3 x 45 minutes in Phase 3 and 2 -x 45 minutes in Phase 4.
* In Phase 4 students are taught AQA unit awards in PSD – covering key subject content. Student work is moderated internally and externally.
* Within Post 16 at Sheaf Training – students are taught two PSHE lessons weekly for 45 minutes following ASDAN Personal Progress and ASDAN Personal & Social Development.
* The use of ‘Circle Time’ is actively encouraged across all year groups. Students are encouraged to set their own class ‘Ground Rules’ to ensure students learn to self-manage their own behaviours in lessons, ensuring they listen, respect and respond appropriately.
* PSHE is a ‘spiral curriculum’ in which key themes, topics and content is explored and re-visited each year.
* Curriculum Days – PSHE themes are explored through specialist ‘drop down days’.  Health and Wellbeing Day is held annually – focusing on healthy lifestyles and healthy relationships. Difference and Diversity Day – which seeks to celebrate our diverse society, recognise acts of discrimination and to promote the importance of inclusion and equality.
* The PSHE curriculum provides lots of cross- curricular learning to ensure students make significant progress in these key parts of the curriculum, including;
	+ The **Sensory curriculum** – exploring self-identity, developing sensory tolerances, coping with changes, developing resilience, mindfulness and emotional regulation.
	+ **Forest Schools** curriculum – exploring the outdoor world, using circle time to support communication, developing team work skills, problem solving and risk management.
	+ **Preparation for Adulthood** – a significant amount of time provided to support students in their preparation for adulthood, including self-care, independent living, the world of work, understanding the wider world, respecting diversity and active citizenship.
	+ **Humanities** – exploring events in the past resulting in inequality and discrimination. Learning about the environment and our personal responsibilities to take care of our planet.
	+ **Enrichment**– which seeks to explore individual strengths, talents and sense of self through new experiences.
* PSHE and Intervention –Interventions to support student’s emotional regulation, health and wellbeing and social communication are predominately delivered through the tutor team and could include a range of strategies and approaches such as 5 Point Scale, Social Stories, FRIENDS, Mighty Minds, Time to Talk 10, Flower 125 and Lego Therapy.
* PSHE & Assessment
	+ SCERTS (Social Communication Emotional Regulation and Transactional Supports) - is an assessment framework which assesses students skills connected to non-verbal and verbal communication, social understanding and social behaviour, understanding and controlling their own emotions and thinking and behaving flexibly.
	+ Assessing learning in PSHE education is a combination of teacher assessment and student self and peer assessment.
	+ It is difficult for teachers to accurately assess a student’s self-confidence or sense of their own identity and values. However, students themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring students have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process.
	+ Students written work will be marked, with feedback given in writing and verbally.
	+ Teachers will assess students’ knowledge through questioning and marking to ensure they have met the AQA criteria.
	+ Phase 4 work is assessed against AQ standards and marked in line with school policy on accreditation.

**What difference is the PSHE curriculum making to students? (Impact)**

* All students will have a member of staff who supports them in their emotional regulation and social communication.
* Most students will leave BGS with an accreditation in PSD (Personal, Social Development).
* All students are well prepared for their next stage of their development, education, adulthood and the world of work.
* All students will know about healthy relationships and will understand the importance of being kind and staying safe.
* All students will be taught how to identify and communicate their feelings in the method most appropriate to their needs
* All students will learn about puberty and the physical and emotional changes of growing up at a level appropriate to their developmental stage.
* All students will be taught the importance of private and public in regards to their own personal dignity and keeping themselves safe.
* All students to develop their social communication skills which will enable them to develop positive and healthy relationships.
* All students will learn that they are all Citizens of the world, that they have rights and with these rights, they have personal responsibilities.
* All students will learn about our diverse society, developing an understanding of British Values and able to celebrate our own uniqueness, strengths and talents.
* All students will learn about healthy lifestyles, knowing what are positive healthy choices and what lifestyle choices are unhealthy.
* All students will have access to a sexual health curriculum which is communicated in the method relevant to the individual student’s needs.