



## Whole School Intent

**We inspire** our pupils by providing the foundations for personal development; enabling them to develop their independence, self-esteem, social and community skills and to be able to keep themselves healthy and safe. They are encouraged to explore and manage their feelings and develop appropriate relationships with others. Pupils receive enhanced enrichment opportunities and memorable moments, such as educational visits and theme days within our school to develop their cultural capital.

**We nurture** our pupils by promoting social, moral, spiritual and cultural opportunities, as well as by valuing and celebrating their individuality. Staff ensure they are sensitive to the vulnerabilities and nurturing needs of all students and there is a strong emphasis on routines, with regular provisions of information about what would be next, especially when it veers from the routines. Opportunities provided are functional and purposeful to help develop curious, life-long learners.

**We empower** our pupils by maximising their independence by supporting routines that can take a substantial amount of time such as personal care, eating & drinking, feeding, washing & bathing. Pupils respect other people and can distinguish right from wrong and are prepared for life in Modern Britain. We provide affirmation and associated engendering of students' sense of their own achievement, sharing the experiences of all children and young people.

## Intent

EYFS	Key Stage 1 / 2		Key Stage 3		Key Stage 4 / 5	
	Pre-formal	Semi-formal	Pre-formal	Semi-formal	Pre-formal	Semi-formal
To effectively transition children into school, providing a secure environment that offers daily	We encourage our pupils to develop their personal care & independence skills whilst maintaining their dignity and developing a	We support our pupils to develop their self-knowledge, self-esteem, and self-confidence. We encourage pupils to develop appropriate and	We provide opportunities for pupils to develop their personal care & independence skills whilst developing their own dignity and positive self-	We help and support students through their physical, emotional, and moral development. A successful PSED programme, firmly	Students learn about knowledge needed for life beyond the school curriculum and are encouraged to reflect on their personal development and	Students master knowledge needed for life beyond the school curriculum and are encouraged to reflect and take responsibility for their personal



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<p>opportunities to try new challenging activities and experiences.</p> <p>EYFS PSED Framework focuses on the three areas of learning:</p> <ul style="list-style-type: none"> <li>o Self-regulation</li> <li>o Managing Self</li> <li>o Building Relationships.</li> </ul>	<p>positive self-concept and sense of worth.</p> <p>Pupils will learn about:</p> <ul style="list-style-type: none"> <li>o Eating &amp; Drinking</li> <li>o Dressing</li> <li>o Washing &amp; Bathing</li> <li>o Personal presentation and Hair Care</li> <li>o Toileting</li> <li>o Through daily personal care routines.</li> </ul> <p>Pupils will learn about the world around them through whole school events and celebrations whilst being encouraged to express their likes and dislikes.</p>	<p>meaningful relationships with others and encourage them to respect people from all backgrounds.</p> <p>Pupils will learn about:</p> <ul style="list-style-type: none"> <li>o Self – Awareness</li> <li>o Self -Care, Support and Safety</li> <li>o Managing Feelings</li> <li>o Changing and Growing</li> <li>o Healthy Lifestyles</li> <li>o The World I Live in through our Primary PSHE Framework.</li> </ul> <p>Pupils will learn about the world around them</p>	<p>concept and sense of worth.</p> <p>We encourage pupils to take an active part in daily personal care routines which we aim will support their:</p> <ul style="list-style-type: none"> <li>o Eating &amp; Drinking</li> <li>o Dressing</li> <li>o Washing &amp; Bathing</li> <li>o Personal presentation and Hair Care</li> <li>o Toileting through</li> </ul>	<p>embedded in PSHE, enables pupils to learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.</p> <p>Pupils will learn about:</p> <ul style="list-style-type: none"> <li>o Self-Awareness</li> <li>o Self-Care, Support and Safety</li> <li>o Managing Feelings</li> <li>o Changing and Growing</li> <li>o Healthy Lifestyles</li> <li>o The World I Live in.</li> </ul>	<p>physical &amp; mental health. To provide each pupil with meaningful core life skills, that will empower them and their families to have increased confidence to make realistic decisions about their future through the Branch Curriculum strands:</p> <ul style="list-style-type: none"> <li>o Communication, Community and Friendships</li> <li>o Creativity, Contributions &amp; Choices</li> <li>o Health &amp; Wellbeing</li> <li>o Skills For Life</li> </ul> <p>Students are well prepared for their next destination</p>	<p>development and physical &amp; mental health. Students are provided with meaningful core life skills, that will empower them and their families to have increased confidence to make realistic decisions about their future through the Branch curriculum strands:</p> <ul style="list-style-type: none"> <li>o Communication, Community and Friendships</li> <li>o Creativity, Contributions &amp; Choices</li> <li>o Health &amp; Wellbeing</li> <li>o Skills For Life</li> </ul> <p>Students leave as independent, confident lifelong learners who are</p>
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		through whole school events and celebrations. They will develop their ability to express their thoughts, feelings and opinions.			and life in modern Britain.	well prepared for their next destination and life in modern Britain.
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## Implementation

EYFS	Key Stage 1 / 2		Key Stage 3		Key Stage 4 / 5	
	Pre-formal	Semi-formal	Pre-formal	Semi-formal	Pre-formal	Semi-formal
Daily child/adult led and free flow play based learning that provides new activities to be able to demonstrate persistence and resilience to overcome challenges, regulate their feelings, take	<p>Pupils are encouraged to take an active part in daily opportunities to develop their knowledge and skills within each strand of the curriculum.</p> <p>PSHE is taught discreetly for a 1-hour lesson each week using The PSHE Association Framework, which</p>	<p>Pupils are developing their confidence to take an active part in daily opportunities to develop their knowledge and skills within each strand of the curriculum.</p> <p>PSHE is taught discreetly for a 1-hour lesson each week using The PSHE Association Framework,</p>	<p>Pupils are encouraged to take part in daily opportunities to develop their schema within each strand of the curriculum. These are built upon and revisited at regular intervals and expanded when pupils' knowledge and skills improve.</p> <p>PSHE is taught discreetly for a 1-</p>	<p>Pupils are encouraged to take an active part in daily opportunities to develop their schema within each strand of the curriculum. These are built upon and revisited at regular intervals and expanded when pupils' knowledge and skills improve.</p>	<p>Students develop appropriate skills and knowledge within the Branch Curriculum. Anchors are based on current local and national events provide relevance to learning preparing students for modern life. They also experience whole school themed days and weekly assemblies</p>	<p>Students develop appropriate skills and knowledge within the Branch Curriculum. Anchors based on current local and national events provide relevance and meaning to learning, preparing students for modern life. They also participate in whole school themed days and</p>



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<p>turns and build relationships. Social and emotional Personal Learning Goals (PLG) - these are informed by children's EHCP. They also participate in whole school themed days and weekly assemblies relating to SMSC and FBV and daily acts of worship.</p>	<p>has been carefully systematically planned so that it has a thematic link each half term.</p> <p>All pupils develop their knowledge and skills of personal care and independence through their Personal Learning Goal's (PLGs) linked to their EHCP.</p> <p>Pupils take part in themed days related to Social Moral, Spiritual &amp; Cultural (SMSC) and Fundamental British Values (FBV).</p> <p>Daily Collective Worship sessions and weekly Primary assemblies</p>	<p>which has been carefully systematically planned so that it has a thematic link each half term.</p> <p>All pupils develop their knowledge and skills of personal care and independence through their Personal Learning Goal's (PLGs) linked to their EHCP.</p> <p>Pupils take an active part in themed days related to Social Moral, Spiritual &amp; Cultural (SMSC) and Fundamental British Values (FBV).</p> <p>Daily Collective Worship sessions</p>	<p>hour lesson each week using The PSHE Association Framework, which has been carefully systematically planned so that it has a thematic link each half term.</p> <p>All pupils develop their knowledge and skills of personal care and independence through their Personal Learning Goal's (PLGs) linked to their EHCP.</p> <p>Pupils take an active part in themed days related to Social Moral, Spiritual &amp; Cultural (SMSC) and Fundamental British Values (FBV).</p>	<p>PSHE is taught discreetly for a 1-hour lesson each week using The PSHE Association Framework, which has been carefully systematically planned so that it has a thematic link each half term.</p> <p>All pupils develop their knowledge and skills of personal care and independence through their Personal Learning Goal's (PLGs) linked to their EHCP.</p> <p>Pupils take an active part in themed days related to Social Moral, Spiritual &amp; Cultural (SMSC) and Fundamental</p>	<p>relating to SMSC and FBV and daily acts of worship.</p> <p>All students develop their knowledge and skills of personal care and independence through their Personal Learning Goal's (PLGs) linked to their EHCP. They are encouraged to participate in daily personal care &amp; hygiene routines. Students will take part in a variety memorable learning opportunities such as a 2-night residential trip.</p>	<p>weekly assemblies relating to SMSC and FBV and daily acts of worship.</p> <p>All students develop their knowledge and skills of personal care and independence through their Personal Learning Goal's (PLGs) linked to their EHCP. They take an active part in daily personal care &amp; hygiene routines.</p> <p>Students will take an active part in a variety memorable learning opportunities such as a 2-night residential trip.</p>
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	<p>enhance pupils Cultural Capital knowledge by exposing them to new and engaging themes whilst celebrating achievements.</p>	<p>and weekly Primary assemblies enhance pupils Cultural Capital knowledge by exposing them to new and engaging themes whilst celebrating achievements. Pupils take active part in daily personal care/hygiene routines and are encouraged to be as independent as possible. Pupils access the local area on a regular basis to begin to learn how to communicate in the wider community.</p>	<p>Daily Collective Worship sessions and weekly Secondary assemblies enhance pupils Cultural Capital knowledge by exposing them to new and engaging themes whilst celebrating achievements.</p>	<p>British Values (FBV). Pupils take active part in daily personal care/hygiene routines and are encouraged to be as independent as possible. Pupils access the local community to develop their schemas such as weekly shopping trips to buy ingredients to make own their own lunches. Weekly trips to a local café to promote social skills and to promote awareness of money. Pupils also access a local allotment to grow their own produce.</p>		
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Impact						
EYFS	Key Stage 1 / 2		Key Stage 3		Key Stage 4 / 5	
	Pre-formal	Semi-formal	Pre-formal	Semi-formal	Pre-formal	Semi-formal
<p>In EYFS, children will have had regular opportunities to develop their own feelings and regulate their behaviour.</p> <p>They will have formed positive attachments with adults and peers, and will have begun to participate in personal care routines.</p> <p>They have had</p>	<p>Pupils will have developed positive attachments with key people and staff are able to recognise pupils' movements, vocalisation, facial expressions etc.</p> <p>Pupils begin to anticipate daily personal care routines.</p> <p>Pupils experience a variety of new or unfamiliar celebrations and events, developing their understanding of the world around them.</p>	<p>Pupils will be well prepared for their future, and they will be able to form positive relationships based on mutual respect, love and care. This knowledge will introduce them to a wider world and enables them to make an active contribution to their communities.</p> <p>Some pupils may be actively participating in personal care routines, improving their</p>	<p>Pupils strengthen their skills and knowledge in communicating their needs, using a preferred communication method and their skills and knowledge is generalised.</p> <p>They anticipate daily personal care routines and develop relationships with staff and peers.</p> <p>Pupils are supported to engage in the local community, helping to cooperate and</p>	<p>PSED consolidates the skills and knowledge that pupils acquire during primary phase and acknowledges the changes that pupils will be experiencing.</p> <p>Pupils to consolidate their skills and knowledge in communicating their needs, such as a consistent communication method and the skills and knowledge is generalised.</p>	<p>Students will have had regular learning opportunities to develop key knowledge and skills and/or independence skills that are personalised to them.</p> <p>Students are prepared for transition to adult services and life after school. They are encouraged to be as well rounded, confident and independent as possible.</p>	<p>PSHE education deepens our student's knowledge and understanding, and extends and rehearses skills. It reflects that fact that pupils are moving towards an independent role in adult life, taking on greater responsibility for themselves.</p> <p>Students will have had regular learning opportunities to develop key skills and/or independence skills that are</p>



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<p>opportunities to communicate their likes and dislikes in a variety of contexts.</p> <p>Children will take part in a variety of SMSC/FBV celebrations, improving their knowledge and understanding of the world around them.</p>		<p>self-esteem and self-confidence.</p> <p>Pupils are beginning to manage their behaviour and show some understanding of rules and boundaries.</p> <p>Pupils' knowledge and skills in communication and resilience enable them to take part in new or unfamiliar experiences.</p>	<p>contribute to wider society.</p>	<p>Pupils are managing their behaviour and show understanding of social rules.</p> <p>They are as independent as possible with personal care routines.</p> <p>Pupils are more confident when out in the community. They show positive attitudes and understand their own personal responsibility, are encouraged to be independent, learn to become cooperative and contribute to the wider society.</p>		<p>personalised to them.</p> <p>Students are prepared for transition to adult services and life after school. They are well rounded, confident and independent individuals.</p>
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