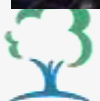


PSHE



Believe • Belong • Become



Vision

Our aim in school is to ensure we truly understand the pupils we teach.

Our school values

We believe in ourselves and each other.

We all belong in our community.

Everyone becomes the best they can be.

Longford Park is a school for pupils with identified social, emotional and mental health difficulties, and its policies must reflect this. Whilst this is a primary diagnosis for the majority of pupils here, our pupils can be best summarised as having 'multiple vulnerabilities'. Due to the nature of the difficulties experienced by all of our pupils, the curriculum has to be flexible and adaptive to individual needs.

A great deal of emphasis is placed upon the social and emotional development of the pupil, the ability to co-operate, share, to tolerate each other, respect themselves and each other and to contribute to a positive atmosphere within the school. The school is dedicated to creating a safe and secure learning environment with the intention of raising the pupils' self-esteem and eradicating any feelings of worthlessness and failure. In order to reach these goals, the school encompasses a variety of teaching methods and learning styles.

The curriculum provided is flexible in its approach and delivery. This is to facilitate learning at all levels, accommodating pupils who have not had recent experience of the National Curriculum. In response to this, each overview for the core curriculum areas is a basic framework from which to work from so as to allow for the needs of a changing pupil population.



Aims

At Longford Park School, the curriculum is designed to recognise children's existing knowledge. Within each subject, we have identified a very succinct outline of the knowledge that pupils need to acquire by the end of each year. As a result of careful planning, pupils consistently relate back to previous learning when exemplifying learning related to their current topics or themes. Through carefully considered first hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our curriculum is a powerful vehicle utilised to maximise the potential of each individual and overcome all barriers to learning.



Our Curriculum Drivers



Believe, Belong, Become



Problem solving



*Mental health
and well-being*



Vocabulary



Our Curriculum Drivers



Believe, Belong, Become

In order for our pupils to Believe, Belong, Become, our curriculum offers opportunities for pupils to express themselves appropriately in various different ways; therefore developing their emotional intelligence alongside their academic skills. When pupils feel unsettled, they need to have reassurance from their key adult to help with emotional regulation. Using psycho-educational interventions from their Class Team, pupils are able to receive the bespoke support they need to so that pupils are ready to learn.

We have the same academic aspirations for our pupils as our mainstream friends, so pupils are expected to learn the National Curriculum, but with lessons that are tailored to the needs of pupils. To do this, we have to make sure pupils understand how their learning now links to their future. Pupils, parents and staff are expected to have the highest possible aspirations for their futures.

We believe in ourselves and each other, we belong to our school's community and we become the best we can be.

Problem solving

Enabling children to express themselves supports their wellbeing. Social skills and the ability to communicate and cooperate with others is also a key life skill which our children need support to develop in order to feel a sense of belonging throughout their lives. We feel our pupils greatly benefit from learning the key Mathematical and English skills through real-life activities, for example shopping, café, cooking or role play situations within school. This will help pupils to see the purpose of their learning whilst also motivating them and enabling them to learn life skills at the same time.

Finding answers for ourselves makes learning exciting!



Our Curriculum Drivers



Mental health and well-being

Discussing mental health and well-being is a part of daily life at LPS, for staff and pupils. As well as recognising what we can do to help ensure good mental health, it is important pupils can recognise the full spectrum of their own emotions and have the appropriate, age-related

vocabulary to discuss these. Well-being is taught about within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. This begins in EYFS and develops through to Year 6. The intention of our work in this area is to prepare our pupils for the opportunities, responsibilities and experiences of adult life.

We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils, taking into account their SEMH and complex needs.

I understand I might experience different emotions at different times and can use the words to talk about how I feel.

Vocabulary

When teaching vocabulary, it is important for pupils to learn the meaning of the word. This is called semantics. Pupils also need to learn the sound pattern, which is called phonology. Once pupils are confident in using the words, they then need to learn how to write it down. This is called orthography. Using appropriate vocabulary is useful for not only academic progression, but this is also essential for the acquisition of inter-personal skills.

It's important I learn the right words so that people understand what I say. This is important not only for me when I speak, but also when I write.



Important Terms

Curriculum drivers shape our bespoke curriculum. They are derived from evaluating the SEN and themes of our pupils, our beliefs about addressing barriers to learning, mental health awareness and our core values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities underpinned with mental health understanding.

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for children's experiences to bring learning to life.

*Our curriculum distinguishes between subject topics and **golden threads**. Curriculum threads are the specific aspects of subjects that are woven throughout the subjects to build and strengthen the concepts being taught and reinforce progression over time.*

Vocabulary is how we teach pupils to learn about words; including mental health and subject specific vocabulary. We enable pupils develop the language and interpersonal skills needed throughout life.

Core values are how we underpin the curriculum with the believe, belong, become core values. We believe in ourselves and each other, we belong to our school's community and we become the best we can be. Pupils can reflect daily on how their SEMH need has been addressed by linking to the core values.

Mental health is how our specialist teaching of SEMH supports the learning of individuals who have SEMH needs through teaching useful strategies, such as; social skills, emotional wellbeing, and mental health. Teaching children how to recognise the signs of positive and problematic mental health and knowing how to get the support in an effective way.

Problem solving is engaging with our pupils at the initial signs of encountering a problem. SEMH needs may manifest through challenging behaviour or low mood. Our specialist teachers maximise the potential of children by working with them to overcome their barriers to learning, and on how recognising and explicitly teaching the specific skills needed to support identified individuals.

Pedagogy is the method and practice of teaching, especially as an academic subject or theoretical concept. Staff have a shared pedagogy of supporting children with SEMH and complex needs and core values that align with a unique skill set and understanding for our pupils, often fed by latest research and up-to-date training.



Intent

The intent of PSHE at Longford Park School is to provide students with a comprehensive education that equips them with the skills knowledge and attitudes necessary towards leading a healthy, responsible and fulfilling lives.

The curriculum aims to promote wellbeing, develop life skills, promote personal development, teach citizenship, support RSE, promote equality and inclusion, prepare for the future and encourage critical thinking.

Overall the intent is to empower students to lead healthy, happy and socially responsible lives while preparing them for the modern world.



Implementation

At Longford Park School classes are encouraged to tailor their PSHE programme to reflect the needs of their pupils, classes are to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. This is through the learning of;

- *Health and Wellbeing*
- *Relationships*
- *Living in the wider world*

All classes in school have their own experience book to record the process and evidence meeting success criteria of the PSHE and Mental Health outcomes.



Long Term Plan

	AUTUMN: RELATIONSHIPS			SPRING: LIVING IN THE WIDER WORLD			SUMMER: HEALTH AND WELLBEING		
KEYS	Personal, Social & Emotional Development: But Martin We Are Family The Journey Home			Personal, Social & Emotional Development: A Home for Gully Cowboys can be kind			Personal, Social & Emotional Development: There is no Dragon in this Story Lost & Found @ Sudden Hill		
YEAR 1	Families and relationships where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	Safe relationships isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Respecting ourselves and others that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Belonging to a community it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	Media literacy and digital resilience that for most people the internet is an integral part of life and has many benefits	Money and work	Physical health and mental wellbeing the characteristics and mental and physical benefits of an active lifestyle	Growing and changing how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Keeping safe about personal hygiene and germs including bacteria, viruses how they are spread and treated, and the importance of handwashing
YEAR 2	Roles of different people and families Feeling cared for simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Recognising privacy staying safe seeking permission	How behaviour affects others Being polite and respectful BECOME	What roles are Caring for others' needs Looking after the environment BELONG	Using the internet and digital services Communicating online how to consider the effect of their online actions on others and how to recognise and display respectful behaviour online and the importance of keeping personal information	Strength and interests Jobs in the community	Keeping healthy Food and exercise Hygiene routines Sun safety BELIEVE about safe and unsafe exposures to the sun, and how to reduce the risk of sun damage, including skin cancer	Recognising what makes them unique and special Managing when things go wrong	Rules and age restrictions and how they help Keeping safe online why social media some computer games and online gaming, for example, are restricted
	AUTUMN: RELATIONSHIPS (SRE)			SPRING: LIVING IN THE WIDER WORLD			SUMMER: HEALTH AND WELLBEING		
YEAR 5	Relationships	Drugs, Alcohol and tobacco awareness the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	SRE key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Taking part	Staying safe concepts of basic first-aid, for example doaking with common injuries, including head injuries	Economic Wellbeing	Physical health the risks associated with an inactive lifestyle (including obesity)	Mental health how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Making a positive contribution
YEAR 6	What is a respectful relationship Discussion around what is a safe relationship	Legal substances and their effects Illegal substances and why they are illegal the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	Changes in an adolescent body Key facts Menstrual health Share websites will be helpful about menstrual wellbeing including the key facts about the menstrual cycle	Independence How can I value myself? Solving problems Making choices how and when to seek support including which adults to speak to in school if they are worried about their health	Keeping safe online and in person Keeping personal information safe Managing risk that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	What is money? Aspirations and enterprise Budgeting/ working and earning Disposable income BECOME	Exercise and hygiene Looking after myself the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Life experiences Grieving Moving on What makes/creates positive mental health? BELIEVE	Rights and responsibilities of child/adult Morals and values Global issues and what makes a good citizen BELONG
	AUTUMN: RELATIONSHIPS			SPRING: LIVING IN THE WIDER WORLD			SUMMER: HEALTH AND WELLBEING		
YEAR 3	Families and relationships that mental wellbeing is a normal part of daily life, in the same way as physical health	Friendship	Emotional Wellbeing that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	Belonging to a community the facts and science relating to allergies, immunisation and vaccination	Staying Safe how to make a clear and efficient call to emergency services if necessary	Economic Wellbeing	Physical health the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	Mental health the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Shared responsibilities about mental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
YEAR 4	Roles of different people and families Not all families are the same	Maintaining and making healthy friendships Similarities and differences between people how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings BECOME	Expressing and managing our feelings Seeking support of others Soothing self	Looking after the environment Responsibility for the local environment Sustainability how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted BELONG	Trusted people and feeling safe Keeping secrets: when is it ok to break confidentiality? Recognising and reporting feeling unsafe where and how to report concerns and get support with issues online	Attitudes and ideas about spending, saving and giving money Wants and needs Keeping money safe	Healthy lifestyles Exercise Balanced diet Sun safety (including understanding calories and other nutritional content) the principles of planning and preparing a range of healthy meals	Impacts on mental health Words: Actions BELIEVE	Rights and responsibilities of child/adult Why do we have rules? Safety at home and in different environments about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

Click here to view our long term plan for this academic year

Believe • Belong • Become

Impact

At Longford Park school it is crucial to assess the effectiveness of the curriculum and ensure that children are encouraged to achieve the intended outcomes.

We use;

- *Assessment of knowledge*
- *Pupil voice*
- *Self reflection*
- *School culture capital*

It is essential to establish clear objectives and learning outcomes and select measurement method aligned with these objectives.

Regular collection of data to provide insights into the children's learning journey.



Cultural Capital

Incorporating a culture capital into the PSHE curriculum at Longford Park School is important to provide students with a well rounded and culturally rich education.

To ensure that students develop the knowledge, experiences and cultural awareness that accumulate over time can provide a significant impact on their personal lives.

At Longford Park we can integrate a culture capital by ensuring our curriculum has;

- *Diverse perspectives*
- *Diverse literature and Arts*
- *Local and Global communities*
- *History and heritage*
- *Inclusive celebrations*
- *Current events*

By integrating culture capital into PSHE school can help students develop a deeper understanding of the world around them, foster respect and prepare to thrive in a increasingly culturally diverse society.



Use of Technology

Computers and iPads are used to enhance the learning experience and engage students. At Longford Park School technology is used by;

- *Researching online resources*
- *Use of interactive videos*
- *Quizzes and surveys*
- *Digital storytelling*

We ensure that the use of technology aligns with the learning objectives and maintains a balanced approach, considers accessibility and addresses privacy concerns.



British Values

Democracy	Rule of Law	Individual Liberty	Tolerance	Mutual Respect
<p>Take the views and opinions of others into account when deciding upon collaborative projects or outcomes.</p> <p>Take turns and be able to work to instructions from others .</p>	<p>Understand rules relating to sensible use of equipment.</p>	<p>Understand rules relating to sensible use of equipment.</p> <p>Opportunities to express pupils' own individuality, views and ideas.</p>	<p>Work as a team.</p> <p>Discuss and reflect on each other's work constructively.</p> <p>Offer support and advice to others .</p>	<p>Offer support and advice to others .</p> <p>Discuss and reflect on each other's work constructively.</p>



Pupil Voice

I like talking about personal issues I have.

I like to visit places with people who have mental health issues and how they deal with them in their lives.

I like learning about new things that help me talk.

I like times where we can talk and give each other time to talk.

I like PSHE because it helps me mentally and physically.

It's important that everyone has a chance to talk if they want to.

