



PSHE and Wellbeing Position Statement *September 22*

The PSHE curriculum intent is to provide the children with a range of self-help, in the community and social and interaction skills which help equip them for life beyond Lisburne.



Curriculum

SMSC	<ul style="list-style-type: none"> Yearly SMSC calendar created with a weekly whole school focus. Each week the sign of the week, linking to the calendar, is shared via DOJO/ Tapestry. Parents are provided with a newsletter informing them of the following weeks focus from individual classes. Each class organises weekly appropriate circle times/ activities linking to the whole school focus. Half termly religious celebrations are shared with parents and carers (assemblies/classroom sessions). The school council are part of organising SMSC events within the school community.
Wellbeing	<ul style="list-style-type: none"> Wellbeing is encouraged through weekly 'wellness assemblies.' The staff training calendar includes wellbeing. Educating our staff surrounding wellbeing has become a priority in order for them to further educate our children. Lisburne is being reaccredited for the Optimus wellbeing award. A pupil voice scale is visible within each class. Staff mark which level of communicating their own voice is appropriate for each child. For each child, teachers are recording observations of pupil voice in the books/Tapestry posts. Parents and carers have been provided video learning surrounding pupil voice and play our 2020-21 focus. During 2021-22, parents and carers experienced our 'Pupil voice and Play' evening. Pupils are invited into their annual reviews to have their voice heard. Teachers provide video evidence of pupil voice taking place across their curriculum for children who are unable to attend. Wellness week takes place during May each year. The children use the zones of regulation to support their emotional wellbeing. The school council discuss wellbeing themes to improve school e.g. How can we improve the lunchtime environment to include a calm area? Enrichment activities e.g. Jumpspace, Donkeys and swimming each support the development of the whole child. Each child is being funded a termly enrichment trip post covid. This follows parent feedback that their children were struggling to access the community post covid.
RA	<ul style="list-style-type: none"> School council meetings are held as restorative circles. Restorative scripts have been created and adapted by each class. These can be seen across school. Restorative check in's are held by each class. Communication strategies appropriate to the class are personalised EG happy/sad, scaling's and the use of a mirror.
Social and interaction	<ul style="list-style-type: none"> SALT support specific targets for play therapy and Social skills groups. Play acts as paramount part of our daily curriculum, as well as our half termly play morning. Training is led by FLC's for both parents and staff on play. Forest school acts as a key area for teachers to develop social and interaction skills. A partnership class buddy system provides Lisburne children with an opportunity to play and interact with children from other groups. 'Pupil voice and Play' has been a 2 year focus at Lisburne, aiming to enhance our children's communication through supporting staff/parent training.
In the community	<ul style="list-style-type: none"> Each teacher sets personalised targets for children within their class to work on during life skills. This includes and is evidenced in a personalised learning journey Personalised learning journeys are recorded and analysed by the PSHE school improvement group. Parent input for 'In the community' targets are present when setting IEP's and annual review targets. FLC's have a huge role in supporting parents and carers to access the community with their child. In the community has been a big focus across school post covid.
Self help	<ul style="list-style-type: none"> OT input into self help targets. This ranges from dressing to teeth brushing to feeding targets. Self help skills are present throughout the whole of our curriculum, daily teeth brushing and dressing programs taking place. Personalised learning journeys are recorded and analysed by the PSHE school improvement group. Parent input for 'Self help' targets are present when setting IEP's and annual review targets.
Personal care and relationships education	<ul style="list-style-type: none"> All staff teach personal care and relationships education from year 1-year 6. Personalised learning journeys are recorded and analysed by the PSHE school improvement group. Parent workshops and 1:1 consultations are led by both HYMS and FLC's (Family Liaison Coordinators)

How personal development is different in each class?

Early Years	Pre-formal classes Apple Oak Ash Rainbow Bay	Chestnut Cherry	KS1 Willow Pine Sun Sky	KS2 Hazel Silver Birch Maple Beech Elm
<ul style="list-style-type: none"> • Continuous provision, following the EYFS (Making relationships, Self-confidence and awareness, Managing feelings and behaviour.) • Play therapy • Personalised toileting programs. • Life skills to parks, shops and cafes daily. 	<ul style="list-style-type: none"> • Daily teeth brushing/ hand and face washing • Personalised toileting programs • Dressing programs led by OT • Sensory approaches to PCRE • Daily fine/ gross motor activities • Tapestry to record learning journeys • Hello/ goodbye circle times. • Days of the week sensory circles. • Feeding/ drinking support. • 'Branches' (the curriculum) includes a personal development section. 	<ul style="list-style-type: none"> • Daily teeth brushing/ hand and face washing • Personalised toileting programs • Daily fine motor activities • Dressing programs led by OT • TEACH areas to increase independence. • Transition music • 1:1 PSHE targets • Self regulation boards/ deep pressure choice boards. • Children follow the PSHE curriculum overview/needs analysis. 	<ul style="list-style-type: none"> • Daily teeth brushing/ hand and face washing • Personalised toileting programs • Daily fine motor activities • Play based approaches (play sessions weekly) • Dressing programs led by OT • Deep pressure programs • Weekly sessions to cafes/ shops etc to develop tolerance to new environments. • Children follow the PSHE curriculum overview/needs analysis. 	<ul style="list-style-type: none"> • E safety sessions • Travel training/ road safety • Target self-help skills- Per half term • Daily RA circle times • Social skills groups (linking to salt targets) • Daily fine motor activities • Yoga/ relaxation. (Regulatory strategies.) • Children follow the PSHE curriculum overview/needs analysis.

Planning

PSHE is evident within all areas of the curriculum. The PSHE SIG collects planning termly to analyse training needs.

Teachers are guided with a PSHE termly overview, our planning tool, which addresses key focuses under key themes 'Social and interaction,' 'Self help' and 'In the community.' Within this, PSHE, PCRE (Personal care and relationships education), The 9 protected characteristics and SMSC are explored. Teachers plan PSHE sessions based on the half termly focus.

Autumn 1-Wellbeing (Self Help)

Autumn 2-Keeping Safe (In the Community)

Spring 1-Respecting myself (Social and interaction)

Spring 2-Families and Friendships (Social and interaction)

Summer 1-Health (Self Help and PCRE focus)

Summer 2-Ourselves growing and changing (Self Help and PCRE focus)

Teachers also plan 1:1 personalised learning goals and these are evidenced on the learning journeys/Tapestry. The 'Needs analysis', a multiagency tool devised by SALT/OT/Lisburne PSHE SIG, supports joint target setting between professionals and families.

Subject Knowledge

OT and SALT input hugely into developing the subject knowledge of teachers and TA's. OT inputs support and guidance for the 'self-help' strand of PSHE. SALT input support and guidance for the 'social and interaction' strand of PSHE.

Teachers have opportunities to express their training needs through termly confidence questionnaires & drop in's organised by the SIG. Book looks, learning walks and staff training opportunities also support the SIG to gain insight into the strengths and areas for development surrounding staff subject knowledge.

Assessment and Target Setting

PSHE is assessed through half termly monitoring of personalised targets set by teachers. Targets are recorded on either 'Personalised online learning journey's' (formal curriculum) or Tapestry (Pre formal curriculum.)

There is no summative assessment for PSHE as all assessment is completed through formative assessment based on Teacher/TA observations of the children in the sessions. Photographs and videos are used as further evidence to back up what the teacher is writing in their observation.

The formal curriculum

1. Teachers set targets based on the 'Whole school Overview' planning tool. This tool ensures that the children have a breadth of coverage across the PSHE curriculum.
2. Teachers, therapists and parents also set targets using the 'Needs analysis.' This multiagency tool supports professionals to collaborate and set joint learning goals. This 'Needs analysis' is based on the 4 areas of need (physical, cognitive, communication and sensory). The 'personalised online learning journeys' support teachers to build upon previous learning from the year before.
3. There is no numerical data collected in the formal curriculum, as targets are bespoke to the child for their age and stage of development.

The pre formal curriculum

1. Teachers on the pre formal curriculum use branches to set their targets. In 2020 the pre-formal classes begun assessing against the PSED Branch Map, whilst following the Pre-formal yearly overview.
2. The children are assessed against the Branch Map at intervals throughout the year to assess what level (Branch) the children are working in, to set further targets. This creates data for this cohort of children.
3. Pre-formal teachers also refer to the needs analysis where appropriate.
4. Children working on the pre formal curriculum may be working on the same target for a full term/half term. This is due to their high level of need and the lower level of learning, that is catered for within the pre formal curriculum.

Each year, the PSHE SIG outlines a focus group of children to monitor more closely. During the year of 2021-22 pupil premium children were the focus of book looks. During the year of 2022-23 TAC and pupil premium plus children are the focus of book looks.

Parents also have input into independence targets when contributing to their child's IEP. Parent voice continues to be an area of focus when considering our new 'Needs analysis.

Monitoring

The Senior Leadership Team and the PSHE SIG group continually monitor PSHE through learning walks, planning scrutiny's and book looks. Children working on the pre formal curriculum record their children's learning journey's on Tapestry. Children accessing the main curriculum record on online 'personalised learning journeys.'

Book looks take place with class teachers and a shared area for development is decided. When relooking at the books later that year, these areas for development will be evaluated. This year, our focus for book looks will be TAC/ pupil premium plus children with a focus on their yearly 'In the community' target centring around enrichment/transition opportunities ahead of our new build.

Timetables are monitored at the start of every year to ensure that key PSHE themes are evident. Teachers highlight their timetables in the core three colours 'Social and interaction,' 'Self help' and 'In the community.' Each teacher also highlights where they cover the British value of the week.

Resources

Staff use class budgets to gather resources for PSHE. Each class are given a life skills budget at the start of the year to use when working on 'In the Community' targets. Resources currently stay in classes with no central resource.

Key issues for improvement

- To develop staff knowledge and understanding of the updated curriculum overview to support the high quality teaching of PSHE, PCRE, SMSC & the 9 protected characteristics. (PSHE/Wellbeing)
- To ensure pupil voice is central to the transition process for all children ahead of new build 2023.
- To monitor focus children's progress of enrichment/transition opportunities within PSHE (in the community).
- To work towards mental health & wellbeing award to support work promoting Mental Health across all stakeholders.

Name
Grace Kolakowski