

PSHE Delivery at Horton Lodge Special School

The PSHE curriculum at Horton Lodge Special School has been designed using the planning tool developed in particular with the needs of children with SEND in mind. It includes the DfE statutory content for Relationship Education and Health Education. In addition to this it includes the foundations for learning relating to economic wellbeing, careers education and more. In planning and delivering the curriculum in this way we know that all areas of the statutory curriculum are covered.

We know that much of this learning will need to be regularly re-visited and consolidated as this is how our children learn – we will none the less focus more on the quality of learning rather than the topics covered and we make no apologise for this. To support this delivery of quality and depth of experience we are placing our curriculum topics onto a two year rolling cycle – this means that the children will touch on all of the areas on a fairly predictable basis. What it also means is that we can truly commit ourselves to the focus being on where the child is at for any single point so that we can continue to build on this when we next approach it again. The curriculum will be covered in the following ways;

EYFS	PSHE will be delivered through the holistic approach of the Birth to Five Matters curriculum, in particular the Prime Areas of PSED and Physical Development and the Specific Area of Understanding the World. Teachers will specify in their medium-term planning what areas they are going to be focusing on along with clear learning intentions and activities to support developing knowledge, skills and understanding at a level appropriate to each individual child.
Pre-Formal	Our pre-formal learners will follow the KS1 and KS2 long and medium term PSHE curriculum. However teachers will incorporate this on their medium term planning in terms of identifying where they feel children will have the opportunity to access the medium term planning and what if anything can be added to this across other half termly topics.
Semi-Formal and Formal Learners	Both our semi-formal and formal learners will follow the long/medium term overview with the class teacher adapting this to meet the unique needs and abilities of individual children in their class. By using regular timetabled sessions, the teacher can secure continuity and progression in individual children's learning. Research tells us that there needs to be a carefully sequenced programme, that builds on prior learning hence the spiral nature to this new framework. Teachers will also be encouraged to pick up themes covered in the PSHE sessions through other areas of learning which will serve to reinforce the learning and provide additional context.