

Personal, Social and Emotional Development (PSHE and Citizenship) Intent, Implementation and Impact

Intent	<p>At Pear Tree, we wish for all of our pupils to be safe and healthy, enjoy and achieve. Through our PSHE and Citizenship curriculum, we aim to build their resilience and self-esteem, and to know that they have a voice. At Pear Tree, PSD is integrated in all areas of the curriculum to ensure pupils develop the necessary skills to prepare them for the next stage in their learning journey and are able to apply skills and knowledge in different contexts.</p>			
Implementation	<p>At Pear Tree, we make the distinction between Personal and Social Development of the whole child and their individual journey, and PSHE/Citizenship curriculum. Our aim is for our broad and balanced PSHE and Citizenship curriculum to support our learners to develop their personal, social and emotional development but we also recognise that they do this throughout their daily lives through their wide ranging experiences both at school and at home. In Seedlings, our pupils’ personal, social and emotional development is at the heart of everything we do. From beginning to follow school routines and understand some boundaries, to making meaningful relationships with familiar adults and peers, it is naturally embedded in our learning environment. We follow the Early Years Foundation stage Outcomes and we focus on the three aspects of this prime area of learning; Making Relationships, Self-Confidence and Self Awareness and Managing Feelings.</p> <p>Throughout the rest of school, PSHE and Citizenship is timetabled to be delivered discretely learning is mapped out to follow a rolling programme. Each Programme of Study is differentiated to allow all our pupils to access the content in a meaningful and realistic way. Further details of this can be found in the Schemes of Work for each Key Stage, which comprise programmes of study for each Key Stage. The Programmes of Study encompass the skills set out in the Health (primary and secondary), Relationships (primary) and Relationships and Sex Education (secondary).</p>			
	Planning and Teaching	Assessment	Cultural Capital	Personal Development
	<p>PSHE and Citizenship is taught discretely throughout school from Bay Tree Class through to Sixth Form. In Seedlings, practitioners follow the Early Years Foundation Stage Framework.</p> <p>Teachers follow the mapping and schemes of work to ensure that they are delivering lessons which are relevant to age and development and to build upon prior knowledge.</p> <p>All teachers throughout school also recognise the importance of embedding personal, social and</p>	<p>All our pupils have social, emotional and mental health targets written into their Education, Health and Care Plan and Annual Review advice and is therefore incorporated into their daily routines, for example, teeth brushing after lunch where appropriate. Teaching our pupils to develop skills to manage their own personal hygiene and independence and self-care is an important aspect of their PSHE development.</p> <p>Robust target setting is also in place, and assessment and analysis is embedded throughout the curriculum and across the key stages</p>	<p>Pear Tree aims to provide opportunities for pupil’s to build upon their cultural capital across the curriculum. For PSD and Citizenship, this means providing students to experiences which are meaningful for them and their development, such as the following:</p> <ul style="list-style-type: none"> • Opportunities to build relationships with peers • Visiting, exploring and finding out about their local community 	<p>Building relationships with our students and families, understanding them and their individual journey is important for us to support each young person to take their ‘next steps’ in their personal, social and emotional journey.</p> <p>Everything we do at Pear Tree aims to support this journey, from supporting pupil’s to effectively manage their behaviour, to giving them opportunities to become</p>

	<p>emotional skills to develop pupil's independence throughout their school day, for example, providing opportunities for them to become independent in self-care and recognising danger in order to keep themselves safe.</p> <p>All planning takes into account our pre-formal, semi-formal and formal learners and personalised targets are set for each lesson.</p> <p>Attention Autism can be used to support learners understanding for all pathways.</p>	<p>to ensure the PSHE/Citizenship curriculum is effective in meeting learning need and ensuring pupils are making at least expected progress. A range of assessment tools are used to monitor progress including PIVATS, Routes for Learning and the Engagement Model.</p> <p>We also recognise that many achievements in a child's personal, social and emotional development will be made outside the structure of a PSHE/Citizenship lesson and will reflect their own individual journey as a person.</p>	<ul style="list-style-type: none"> • Learning to accept and enjoy new experiences such as educational visits • Learning about themselves as an individual and recognising their qualities and individual characteristics • Learning about families and relationships 	<p>independent such as developing skills in independent travel. Pupils will be encouraged to develop themselves through teamwork, developing independence, showing resilience, effective communication and by displaying effective behaviour for learning.</p>
Impact	<p>At Pear Tree our students will have gained the skills and knowledge needed to prepare them for the next phase of their education and ensure they are prepared for their adult life. They are able to apply the skills and knowledge they have learnt in real life contexts that are relevant and important to them in their learning journey. This is evidenced through observation, assessments and recorded through Evidence for Learning.</p>			
	<p>Evidence in skills</p> <p>Pupils have acquired key skills in Persona, Social and Emotional Development and can demonstrate this in their daily lives. They have developed age appropriate skills which can be built upon through each phase of their education and can apply them in wider contexts.</p>	<p>Evidence in knowledge</p> <p>Children have gained knowledge about themselves, their relationships and keeping themselves safe and are able to use it appropriately and within context. Learners can use their knowledge in a variety of situations and draw on it to solve problems and overcome challenges. They are confident and have good self-esteem. They have developed good behaviour for learning which helps them to access other areas of their curriculum.</p>	<p>Breadth and Depth</p> <p>Teachers plan opportunities for pupils to deepen their understanding in all aspects of their personal, social and emotional development. Pupils demonstrate these skills in a wide variety of planned and unplanned activities. They are as independent as they can possibly be throughout their daily lives.</p>	<p>Pupil Voice and attitude</p> <p>Pupils can communicate and make choices in a way that is relevant to them and is appropriate to their ability. They have opportunities to use their voice and display their positive attitude and high self-esteem in their daily lives e.g. being part of school council, taking part in independent travel and managing their own self-care needs.</p>