

Raedwald Trust's PSHE Curriculum has been derived from the guidance from the PSHE Association and the Sex and Relationship Education Guidance (2000), DfE Citizenship programme of study for KS1/2 (2015) and DfE Promoting fundamental British values through SMSC (2014).

The purpose and intent of our PSHE curriculum is to equip pupils to live healthy, safe, productive, capable, responsible and balanced lives. It contributes to the personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.

KS2 Springboard pupils are dual-placed and will attend Alderwood Academy for two days a week.

There are two core themes within the Springboard curriculum, which are:

- Health and Wellbeing
- Relationships and Sex Education

In our setting we are often supporting vulnerable learners and therefore we place significant importance on teaching lifesaving skills.

- First Aid
- Road Safety

Within each of these core themes key objectives will be taught and assessed. As agreed with pupils' mainstream settings, Alderwood Academy will teach the agreed objectives, but will not be responsible for teaching the unit in its entirety, as outlined in the programme of study. PSHE will be taught and assessed during a 3 week unit each term. Pupils will access two 45 minute PSHE sessions a week. As Springboard pupils will be accessing a 12 week part time placement, the curriculum is time limited and the expectation is that the learning will be revisited by the mainstream schools upon their return. Learning may be revisited organically during the placement as it arises in new projects.

Alongside these core themes, there is also teaching on **spiritual, moral, social and cultural and British Values**. This aims to develop positive attitudes and values, personal and social skills, and knowledge and understanding in order to create an inclusive atmosphere throughout each Raedwald site. These lessons may be taught discretely, through community projects or promoted throughout the school environment.

We believe in the importance of starting where children are at to ensure progress within the curriculum. Teacher assessment and judgement of pupil's abilities will direct the learning opportunities and objectives for lessons, ensuring that learning opportunities are best suited for

need. We aim to build on what has gone before, reflecting and meeting the personal developmental needs of the children and young people. Teachers will assess learning through the use of learning objectives and success criteria for each session. These will then support identification of pupil need and success.

We also have 5 core values within our curriculum which are: Resilience, Success, Engagement, Respect and Reflection. These also consolidate the values within the PSHE curriculum. These core values are rewarded within site specific behaviour policies.

Pupils are provided with a core PSHE offer taught in discrete lessons as well as further ongoing support as part of the school provision. Pupil's personal, social and emotional skills are also developed through a range of provisions within the setting, including:

- Social time within the daily plan, e.g. break times and lunch times.
- P.E. sessions.
- Turn-taking games.
- Personal safety sessions around Road Safety and First Aid.
- 1:1 support on areas of challenge (i.e. Emotional Literacy Intervention).
- Other site specific activities.