



PSHE – the curriculum at Middleton School is designed to prepare pupils for the next steps in their learning journey and for an independent life as young adults. It teaches pupils about their role in society, a sense of belonging and the value of ‘community’. Pupils are taught to value the importance of positive well being. The PSHE curriculum is delivered largely through a variety of practical activities and engages pupils at a full range of cognitive levels. The PSHE curriculum is delivered through three strands. PSHE is taught as a discreet subject within the timetable as well as cross curricular and incidentally as a fundamental part of daily school life. The PSHE element is the core of the Middleton curriculum and underpins our ethos and values.



**Everyone at
Middleton is
safe and Happy**



Learning for Life

INTENT - We aim for our pupils to:

- Interact effectively with a range of core people known to them.
- Interact effectively with a range of people unknown to them.
- Manage their feelings in a positive and effective way.
- Recognise feelings and emotions in others and respond accordingly.
- Develop empathy with others.
- Share resources and experiences confidently with others.
- Participate in a range of activities.
- Care for others.
- Initiate appropriate physical contact with others.
- Respond appropriately to the actions of others.
- Develop a wide network of friendship groups, and develop an understanding of the qualities required to be a ‘good friend’.
- Accept that friends may also have a wide friendship network that does not always involve themselves.
- Recognise unhealthy friendships/ bullying and report these actions to a trusted adult.
- Follow social conventions.
- Recognise when behaviour of others is inappropriate and seek help.
- Recognise when their own behaviour affects those around them.
- Accept the views and opinions of others.
- Develop a sense of forgiveness.
- Celebrate the achievements of others.
- Respect basic human rights and develop a sense of self importance and a ‘voice’.
- Develop self worth, ambition and adventure.
- Work to achieve goals – big and small.
- Develop a growing independence in self help skills such as toileting/ feeding/ dressing etc
- Be confident in their actions in a range of locations eg shop, bank, café etc.
- Develop a healthy lifestyle.
- Recognise that some activities and substances can be harmful to their health.
- Recognise people within society who can help them and know who to reach out to.

- Know which forms of communication may be accessed to seek help and support and use these confidently.
- Develop a value of money and the skills to be able to 'budget' appropriately.
- Develop a sense of personal safety when out in the community.
- Develop a sense of personal safety within the home.
- Understand the importance of online safety.
- Recognise that a life cycle includes 'death' and explore the feelings and emotions attached to this.
- Understand the emotions surrounding 'loss' and seek help and support where appropriate.
- Learn about safe and appropriate use of drugs and medication.
- Recognise when a secret may be appropriate (i.e. birthday surprise).
- Know that unhealthy secrets must be shared with a trusted adult.
- Respect own feelings and opinions in order to say 'no' when appropriate.
- Recognise the core difference between 'right' and 'wrong'.
- Develop a sense of remorse, judgement, and conflict resolution.
- A confidence in their ability to resist pressure from others to make an unhealthy choice.
- Accept that the opinions and choices of others may differ from their own.
- Understand that it is acceptable to be an individual and value personal differences.
- Take responsibility for their local and wider environment.
- Develop independent living skills to include cooking, cleaning, budgets, planning, travel, etc
- Understand the difference between 'yes' and 'no'.
- Respond appropriately to praise.
- Make simple choices and decisions.
- Attend to a task for varying durations of time.
- Respond to guidance and direction appropriately.
- Seek appreciation from others.
- Respond appropriately to criticism.
- Participate in celebrations of the achievements of themselves and others.
- Hold aspirations for the future and a motivation to achieve goals and targets.
- Show pride in their achievements and outcomes and recognise why they have been successful.
- Develop a sense of self reflection, to enable them to edit, improve and learn from mistakes.
- To reflect upon their behaviour and the way it affects others in order to make positive changes.
- Understand that rules and laws have a purpose that must be obeyed, and develop a sense of moral and order.
- Develop the necessary skills for leadership and teamwork.
- Within the SRE element; learn about changes associated with puberty, reproduction, personal space and privacy, differing family structures , healthy and unhealthy relationships, gender differences, personal hygiene etc

Implementation -

- The PSHE curriculum is delivered throughout the week to pupils through both dedicated PSHE lessons and cross curricular opportunities.
- PSHE is an integral part of daily life and routine. The school day is a wealth of opportunity for the delivery of this subject.
- The delivery of the PSHE Curriculum is led by the M scale planning and assessment framework.
- A formal judgement of attainment is reported upon termly.
- Teachers use both formative and summative assessments to measure attainment and progress.
- Planning and delivery of the teaching and learning of PSHE is in the main, sequential in nature although teaching and learning opportunities may arise which do not follow a sequential path..
- The teaching of core PSHE concepts and skills follow a sequential plan.
- Pupils have opportunities to recall and practise skills already learnt before building upon that already acquired with the teaching of new skills.
- Pupil ability is assessed and groups are established so that learning objectives are linked to the relevant attainment of each pupil.
- Communication within the teaching of PSHE is supported by the use of sign and symbol.
- Pupils are encouraged to explore key concepts in practical activities at home, as well as when taking part in offsite learning.
- Pupils have opportunities to practise key PSHE skills within a range of contexts, including beyond the school site.
- Parents/ families are invited to presentations which address how they can support their children in the development of PSHE skills.
- Regular CPD for staff and updates within the teaching and delivery of differing aspects of PSHE are planned into the staff CPD cycle.
- Intervention groups are provided for pupils who are identified as making less than expected progress.
- PSHE lessons are delivered through a kinaesthetic and practical approach.
- The teaching of PSHE is supported by a range of resources, including people, materials and experiences.
- Content within the PSHE curriculum is related directly to real life situations and this is explored within the implementation of the subject.
- The subject of PSHE is an integral element (and sometimes the key focus) of a scheduled focus week .
- All pupils are set at least one PSHE target which is reviewed by staff and pupils at least termly.
- Pupils have opportunities to access learning individually, with a partner, as part of a small group and also as a member of a larger group.
- Key PSHE strands are moderated twice a year by the whole staff teaching team and a portfolio of exemplars is created.
- The delivery of SRE follows it's own scheme of work and may be taught through ability groups, mixed groups or gender specific groups.
- Elements of the SRE curriculum are taught through discreet lessons, but much of the curriculum is also taught as an integral part of daily life and routine.
- Elements of the SRE curriculum are also delivered through the science curriculum.

Impact -

- Pupils make good and outstanding progress within their PSHE attainment when assessed against the M scale descriptors within each strand.
- Pupils are well prepared to transition into the next stage of their learning journey.
- Pupils who attend intervention groups make good progress as a result.
- Pupils are enthusiastic about PSHE and particularly enjoy practical learning opportunities.
- Pupils understand the school ethos and contribute positively to all aspects of the school community.
- Pupils establish a sense of belonging.
- Pupils benefit from an increased self esteem and self belief.
- Pupils benefit from sound emotional well being and positive mental health.
- Pupils increase in independence and develop a confidence in their own ability to embrace life to their full potential.
- Pupils are better prepared for the journey ahead of them and an optimum independent life as a young adult.
- Pupils develop an understanding of personal safety, including e safety, road safety, stranger danger, personal voice, home hazards etc
- Pupils develop secure and positive relationships with both peers and staff.
- Pupils learn to care for, and develop an empathy with others, animals and the environment.
- Pupils raise attainment in multiple areas of the curriculum as they make progress within their PSHE skills.
- Pupils are able to express wants and desires and develop a sense of ambition.
- Family life is enriched and pupils are able to access a wider range of life experiences.

Enrichment Opportunities;

Assemblies and presentations, vibrant and interactive displays, offsite learning, specialist visitors and planned workshops, ICT devices, Focus Weeks, role play, real life experiences, school pets/ animals, food technology sessions, sporting events and outdoor pursuits, forest learning, shopping, songs, stories and poems, fundraising activities, school council.

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