PHSE		
INTENT	**IMPLEMENTATION**	**IMPACT**
The Relationships and Health Education statutory guidance and EYFS framework provides the basis of our curriculum at Dunalley. The curriculum is carefully planned to ensure progression across the year groups from EYFS to Y6 alongside the opportunity to build on prior knowledge and skills. This is detailed in the progression map and planned units of work and is based on the Jigsaw scheme of learning. We have chosen to include Sex Education as part of our curriculum offering. As a school, we believe that our PHSE curriculum ensures: • All children at Dunalley are happy, caring individuals who can understand and manage their emotions and build positive relationships with others. • We equip children to become healthy and resilient individuals who can face challenges with the same strength as is needed to approach their goals and aspirations • Children are prepared for their lives now and in the future so they are emotionally literate, physically and mentally strong and can look to the future with confidence and positivity Where appropriate, other subject areas may provide inspiration for PHSE work and in particular our Science (life cycles, human bodies) and Computing (online safety and relationships) curriculum include elements of PHSE teaching and learning along with connections between PE and PHSE and leading healthy lives. We work closely with parents, carers and wider community members to ensure our curriculum is supported at home and consult appropriately to share materials and teaching sequences.	Planning is provided through the progression document and the units of work which are based on the Jigsaw scheme of learning Links are made to other curriculum areas where relevant. Children have the opportunities to: • reflect • discuss • share • develop knowledge and skills PHSE work is predominantly discussion based with some written recording. This can include class discussions, written group work, photos of role play / activities. PHSE is taught each term by class teachers. It is taught each week as a discrete lesson and re-inforced through other areas of the curriculum where appropriate as well as in assemblies. Each unit is planned for 6 sessions. We ensure that all children can access learning by: explicit instruction, reducing cognitive overload, scaffolding, use of flexible groupings based on AfL, using technology where appropriate examples include - • Modelling the task – including using visualisers • Small group or 1:1 support where and when necessary (guided practice) • Afl strategies used in the classroom to assess children's learning and adapt teaching or tasks where necessary and use flexible groupings • Allowing learning to be recorded in different ways, e.g. pictorial, models, diagrams and/or maps. Learning is not necessarily 'written' Additional support for SEND or EAL children can be further provided by • Pre-teaching vocabulary prior to beginning the topic • Seating children alongside good role models to support one another and using as talk partners • Providing visual or practical prompts and scaffolding prompts such as writing frames • Providing resources through the use of widget, learning village	Assessment • Teachers will assess during lessons / discussions to help ensure all children achieve a learning outcome. • From Y1-6 Jigsaw provides' working towards', 'working at' and 'working beyond ARE' for both the PHSE learning intention and social and emotional development learning intention. Teachers use this to understand which children have secured the knowledge and skills in a lesson or need additional support. • Teachers complete assessments against these objectives on Insight at the end of each unit of work using the formative assessment gathered over the course of the unit of work and at the end. Evidence • Given PHSE work has both individual and collaborative group work, the knowledge, understanding and skills progress through the school as detailed in the units of work and the progression document will be evident through pupil voice, some written work in Foundation books and any online recording of discussions Pupil voice Children will be able to articulate their learning in PHSE by: • talking about healthy and positive families and friendships (online and in person) • explaining how to stay safe (online and in person) • explaining mental wellbeing and how to help their own • explaining physical health (including eating, drugs, sleep, dental and personal hygiene) • demonstrating an understanding of puberty and the changes that come about Monitoring The subject leader monitors the subject through: • ensuring coverage of the units of work • reviewing written evidence where appropriate • pupil conferencing to ensure that pupils are able to articulate their learning • lesson observations / learning walks • support to teachers in developing subject knowledge • subject review by link Governor