

MVFS PSHE Curriculum

Intent

At MVFS we are passionate that high quality lessons and bespoke interventions, to support mental and physical wellbeing, are central to all that we do. We understand that the modern world presents all children with a wide range of challenges and, if they do not have the knowledge, skills and support necessary to overcome them, this can cause long-term damage to their sense of self, their resilience and their future life chances. As our children have all been identified as having significant SEMH needs, we know that they are facing greater challenges than most; and we are committed to helping them develop an understanding of, and positive coping strategies for, the trials and dilemmas that come their way.

We enable our children to explore their own personal identity, to celebrate the many gifts and talents that they have; and to develop strategies and resilience to deal with difficulties. Ultimately, we empower our children to take their rightful place and thrive in society – now and in the future.

Our Key Aims: At MVFS, we strive to...

- empower our children with knowledge and confidence so that they adopt life-long habits and behaviours which will help to protect them from physical and psychological harm.
- enable them to develop an understanding of their own personal circumstances and needs (including possible medical and neurological diagnoses); so that they can learn to be kind to themselves – to recognise and celebrate their uniqueness, their strengths and their worth.
- develop a clear understanding of what safe and healthy relationships are, so that our children can establish positive bonds with others, and recognise potentially harmful situations.
- enable our children to become independent and responsible members of our diverse society; who are able to show respect, empathy, compassion and tolerance for others.
- develop confidence and problem-solving skills in our children that enable them to safely navigate themselves through issues that arise as they are growing and changing.
- start our children on a life-long journey of appreciating their rights and responsibilities; so that they can contribute positively to society, maintain their own mental, physical and economic wellbeing, and lend their voice to help others overcome adversity or discrimination.



Implementation

At MVFS we have devised a bespoke curriculum which is carefully sequenced and interconnected; and which enables our children to develop personally and socially as they move through our school. Our PSHE Curriculum is organised in a two year cycle, with topics of study being reviewed collaboratively by our teaching team at the end of each cycle.

As with all areas of our curriculum, it is important to remember that all of our children have significant gaps in their learning due to the experiences that have brought them to MVFS – indeed, all of our children have not been able to access the full curriculum for at least a year before joining us. As explained in our Curriculum Policy, this means that many of our children are working at a level below their chronological age whilst we support them to re-engage with education and enjoy high levels of interest and success, which help them to rebuild self-esteem and start to value their own achievements.

As all of our children also have been identified as currently having significant SEMH needs (along with additional neurological diagnoses in many cases), our team continually carry out dynamic risk assessments and observations to identify the changing needs of our children and put suitable provision and interventions in place to support them and their peers.

Stage One:

- In Stage One our children are introduced to the central themes of our Protective Behaviours curriculum: *“We all have the right to feel safe all the time”* and *“We can talk with someone about anything, even if it feels awful or small”*. They start to learn about body autonomy – how they have the right to withhold consent for people to touch them, and how they must respect the equal right of others. They become familiar with the language of safety which is embedded across the school; and are empowered to use their voice (and other safe means of communication) to share their feelings, needs, wants and fears. These children also begin to explore diversity within our community in a nurturing and respectful manner.

Stage Two:

- In Stage Two the children continue to explore similarities and differences between people, and learn how they can help others to feel valued and included by recognising and taking positive action against prejudice and discrimination. They explore common dilemmas and challenges that occur as we grow and change; and learn how to keep themselves and others safe in a range of real-life situations (including digital and online scenarios). They also deepen their understanding of differences between people, and develop their appreciation for diversity and inclusion.

Stage Three:

- Stage Three builds securely on the previous stages and enables the children to deepen their knowledge and understanding of personal and social issues. They explore the impact of peer group pressure on their relationships and actions, and investigate what it means to be an ally. As they start to transition into adolescence, our children learn more about the physical and hormonal changes that puberty brings; as well as how it may impact upon their emotional wellbeing, personal identity and relationships. As our oldest children prepare to leave MVFS, they are also equipped with the skills and knowledge about how and where they can seek support in the future.

PSHE – Cycle A

	Stage 1	Stage 2	Stage 3
Autumn 1	Protective Behaviours		
Autumn 2	Aiming High		
Spring 1	TEAM – Together Everyone Achieves More		
Spring 2	It's My Body		
Summer 1	VIPs		
Summer 2	Growing Up		

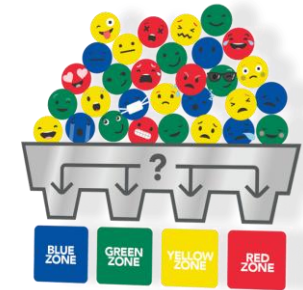
PSHE – Cycle B

	Stage 1	Stage 2	Stage 3
Autumn 1	Protective Behaviours		
Autumn 2	Think Positive		
Spring 1	Digital Wellbeing		
Spring 2	Diverse Britain		
Summer 1	Money Matters		
Summer 2	Be Yourself		

In order for our children to know more and remember more – and to apply their growing knowledge to their personal circumstances – prior learning is always considered; and opportunities for revision are built into all lessons and interventions. Through revisiting and consolidating skills and understanding, our approach helps children build on existing knowledge, whilst introducing new ideas and challenges.

In addition to lessons and interventions in class, our children's daily interactions with all staff across the school helps to embed our key messages and aims. The children also have personalised targets each half term which they work towards with key adults to target their specific needs or developmental stage; helping them to continue to make progress and embed knowledge, skills and positive attitudes and behaviours.

The Zones of Regulation is another core part of our PSHE provision at MVFS, and we introduce the programme to our children and their families as soon as they join us. To help our children think about, talk about, and regulate their emotions, the Zones of Regulation organises feelings, states of alertness and energy levels into four coloured zones; and uses a simple, common language and visual structure to make the complex skill of regulation more tangible. All of our classes use the Zones throughout each day to 'check in' and share and explore how they are feeling; with skilled adults clearly modelling, scaffolding and supporting the children. All parents and carers are also invited to attend Zones of Regulation workshops each year so that they can introduce and embed this approach at home, in order to provide our children with a consistent way to communicate and access support.



At MVFS we recognise the value and importance of coming together as a community, and providing our children with a sense of belonging and shared experiences. One of the ways that we achieve this is through regular assemblies. Each year, we prepare a carefully scheduled sequence of assemblies which explore a range of events and issues. These include highlighting and celebrating religious, national and global events; alongside assemblies which raise awareness and explore issues such as brain development (specifically what happens in our brain during times of dysregulation). These assemblies provide a gateway to further discussion and learning in class, and offer the opportunity for children to reflect and appreciate that they are not alone in their experiences.

British Values and Spiritual, Moral, Social and Cultural development [SMSC] are also carefully taught and promoted throughout our PSHE provision. The Fundamental British Values of *Democracy*, *Rule of Law*, *Individual Liberty*, and *Mutual Respect and Tolerance of Different Faiths and Beliefs* work in line with our school drivers: *Being Connected*, *Raising Aspirations*, *Overcoming Adversity* and *Caring for the Environment*. As such, we are committed to, and take great pride in, encouraging our children to accept responsibility for their behaviour and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

Impact

Through our bespoke, specialist approach and quality first teaching, we will see the impact of this subject in different ways. Our children will be engaged in lessons and conversations about personal and social issues at a developmentally-appropriate level; and will acquire the knowledge and skills to engage in safe relationships and start to make informed, positive choices about their lives and their future.

Evidence collected will show that a range of topics are being covered; and that our carefully sequenced and inter-connected approach to learning is enabling our children to develop a greater understanding of their own and other people's behaviours, needs and actions. Through this, our children will take pride in representing themselves and the school; and demonstrate respect for other people, including those with protected characteristics.

Ultimately, our children will have the confidence, knowledge and skills to help them overcome adversities and to become increasingly independent in planning for and taking steps to achieve the positive futures that they deserve.