

EYFS and Key Stage 1&2 PHSE Curriculum



Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), the PHSE curriculum is taught following the 2013 National Curriculum and with reference to the EYFS Framework Early Learning Goals. At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in PHSE to the level and pace specific to each learner. For all areas of the PHSE curriculum, we use our own planning, set work from a student's enrolled school, and the pupil's interest as an aid to motivation and engagement.

Intent

At CCHS, our primary intention in relation to PHSE teaching and learning is to support children during what can only be described as an unsettling or difficult time in their childhoods due to their medical and/or mental health needs. We aim to support children and young people by teaching them ways of dealing with their emotions and feelings, as well as developing their resilience, confidence and independence. At CCHS we support and encourage our learners to grow, develop and be the very best version of themselves that they can be. We aim to deliver the PHSE curriculum using various different approaches and methods in a hope that we support the students during their hospital admission, as well as enabling them to use their understanding in the wider society in which they belong.

Implementation

Due to the ever-changing nature of the environment in which we work, the teaching and learning of PHSE is delivered in a number of different ways. These range from specific PHSE sessions in which teachers work with small groups, individual teaching sessions based on the current needs of each pupil and linking PHSE learning with what is happening in everyday life and world events as and when appropriate.

On arrival to the hospital school, teachers will contact each student's community school. This enables staff to gain a greater understanding of the individual needs of each pupil and then plan and deliver PHSE sessions accordingly. It may also be through discussions with class teachers, the hospital school staff are able to deliver PHSE sessions that the student would be receiving at their own school. This allows the teacher to support the child to understand a set objective but in a more tailored way and on a 1:1 basis, given the pupil's current circumstances.

Hospital school staff are mindful to ensure a secure relationship is developed with the student's before delivering PHSE sessions that may tackle sensitive or personal topics. Due to some student's only spending a short or limited time in the hospital school, it may not always be appropriate to cover certain areas of the PHSE curriculum as this may be best delivered by their class teacher who has spent longer developing a relationship with the student as well as being aware of any specific details that may need to be taken care of before delivering a session, for example safeguarding concerns or personal information.

As well as delivering specific PHSE sessions, it is vital to the role of hospital staff that aspects of the PHSE curriculum is considered during every day and every teaching session. This is key in ensuring our children and young people feel safe, valued and respected during their time spent at CCHS.

Impact

In relation to the impact of good PHSE teaching and learning, one key aim is for children and young people to develop methods and strategies to deal with their emotions and feelings during their hospital admission, as well as knowing how to stay safe, healthy and happy. The young people will have an awareness of how to form and maintain good relationships, the impact and role they have in their local area and wider, diverse society. Children and young people

will develop a willingness to try new things, develop confidence and perseverance which they can apply to their everyday lives.

EYFS

Within the hospital school, PHSE in the early years is often taught through a child-initiated learning approach. Activities are often play based, ensuring children feel comfortable in the environment and for PHSE to be delivered discretely to the learners. In addition, the use of specific PHSE focused picture books is also a method used to support the learning of EYFS aged students. This approach allows young children to explore their thoughts and feelings through a story-based activity. This covers one of the main strands of PSHE within the Early Years Framework- Managing Feelings and Behaviour. Children are encouraged to discuss their own feelings, something that is pivotal in supporting them during their stay in hospital. This then also contributes in to the second strand – Making Relationships. Children are able to learn how to communicate with both children and adults, play and learn alongside others as well as learning how to be sensitive to the needs of others. This is particularly evident within the hospital school classroom when children with various different needs play and learn together.

The most relevant statements for PHSE taken from the Early Learning Goals in the EYFS statutory framework and the 2020 Development Matters are taken from the following areas of learning -

Personal, Social and Emotional Development

- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Physical Development (Health and Self-Care)

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Understanding the World

- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

In PHSE we strive to include variations that are related to the racial and cultural background of the diverse range of pupils who attend the hospital school.

Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In PHSE, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).