



PSHE

Curriculum Expectations

Intent

As part of our core curriculum PSHE is paramount to ensure our children and young people can grow up to have happy and healthy lives. As such it is threaded throughout our ethos, values and with dedicated curriculum time.

The dedicated curriculum time will focus on the three curriculum aims:

- 👉 Relationships
- 👉 Health & Wellbeing
- 👉 Living in the Wider World

Delivered through 6 key focus learning areas.

Implementation

PSHE will be taught through engaging, motivating and progressive units across the school. PSHE lessons will:

- ❖ start with an engagement/thought provoking stimulus
- ❖ share a 'Big Learning Question'
- ❖ teach pupils about safeguarding and being safe
- ❖ promote British Values
 - Democracy, rule of law, individual liberty, mutual respect and acceptance of different faiths/beliefs
- ❖ Use appropriate resources and vocabulary
- ❖ allow pupils to develop their own Knowledge Organisers
- ❖ allow pupils to evidence their learning using different media

Impact

To evidence that our pupils can do more and know more in PSHE we will:

- ✓ Collate evidence to monitor progress
- ✓ Review knowledge organisers
- ✓ Interview pupils
- ✓ Monitor teaching
- ✓ Review schemes of work
- ✓ Follow achievements through progression maps
- ✓ CPOMs safeguarding evidence

Curriculum Coverage

As a school we use the PSHE association to help us design our curriculum so it aligns with the chronological development of children and appropriate coverage. Whilst some of our children will not yet be socially or emotionally at the point of understanding the coverage the hope would be that we could differentiate this to make it as accessible as possible. Due to the needs of our learners we will be flexible with our curriculum delivery to bring units forward or move these around to respond to immediate needs.

Resources

To ensure the effective delivery of PSHE we will use a variety of visual resources, visits, visitors and online materials to support our pupils learning. We will also tailor resources for pupils to take and access at home. Some of the abstract or social difficulties faced by our pupils will be supported by visual materials so our pupils are away of socially acceptable ways to develop physically, emotionally and developmentally.

Relationship & Sex Education

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity. Please see separate policy.

EYFS

Personal, Social and Emotional Development (Making Relationships)

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.

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)

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.

Personal, Social and Emotional Development (Managing Feelings and Behaviour)

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.

Understanding the World (Technology)

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

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 (The World)

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.

Understanding the World (People and Communities)

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.

Engage Curriculum

Personal, Social & Emotional Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	Making choices	Independence	Consequences and risks	Kindness	Self confidence	Working together
Cycle 2	Learning about boundaries	Exploring emotions	Pretend play	Caring for others	Making relationships	Turn taking and sharing
Cycle 3	Develop preferences	Share ideas and choose own resources	Try new activities	Adapting behaviours	Show sensitivity to others	Independence - dressing

Activate and Consolidate Curriculum Overview

PSHE Focus	Primary Phase	Secondary Phase
Self-Awareness	<ul style="list-style-type: none"> Things we are good at Kind and unkind behaviours Playing and working together People who are special to us Getting on with others 	<ul style="list-style-type: none"> Personal strengths Skills for learning Prejudice and discrimination Managing pressure
Self-Care, Support and Safety	<ul style="list-style-type: none"> Taking care of ourselves Keeping safe Trust Keeping safe online Public and private 	<ul style="list-style-type: none"> Feeling unwell Feeling frightened/worried Accidents and risk Keeping safe online Emergency situations Public and private Gambling
Managing Feelings	<ul style="list-style-type: none"> Identifying and expressing feelings Managing strong feelings 	<ul style="list-style-type: none"> Self-esteem and unkind comments Strong feelings Romantic feelings and sexual attraction Expectations of relationships/abuse
Changing and Growing	<ul style="list-style-type: none"> Baby to Adult Changes at puberty Dealing with touch Different types of relationships 	<ul style="list-style-type: none"> Puberty Friendship Healthy and unhealth relationship behaviour Intimate relationships- consent and contraception Long term relationships/parenthood
Healthy Lifestyles	<ul style="list-style-type: none"> Healthy eating Taking care of physical health Keeping well 	<ul style="list-style-type: none"> Elements of a healthy lifestyle Mental wellbeing Physical activity Healthy eating Body image Medicinal drugs Drugs, alcohol & tobacco
The World I Live In	<ul style="list-style-type: none"> Respecting difference between people Jobs people do Rules and Laws Care of the environment Belonging to a community 	<ul style="list-style-type: none"> Diversity/rights and responsibilities Managing online information Taking care of the environment Preparing for adulthood Managing finances

Activate Pathway

This is the core years of learning in our curriculum. It spans from Year one through to Year 9 for those pupils who are able to access formalised learning. Our curriculum spans across 4 classes and over a 2 year period of repeating cycle. Where possible pupils will get the opportunity to revisit areas from across the PSHE curriculum through other subject areas and when the need arises.

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
21/22	C2 - Things we are good at	C2- Keeping Safe	C2 - Identifying & expressing feelings	C2- Baby to Adult	C2- Healthy Eating	C2- Respecting difference between people
	C3 - Playing and working together	C3- Trust	C3- Feeling frightened and feeling worried.	C3- Changes at Puberty / Puberty	C3- Taking care of Physical health	C3- Care of the Environment
	C4 - People who are special to us	C4- Public & Private	C4- Self-esteem & Unkind Comments	C4- Healthy and unhealthy relationships	C4- Healthy Lifestyles	C4- Belonging to a community
	C5- Skills for Learning	C5-Feeling Unwell	C5- Romantic Feelings & Attraction	C5- Intimate Relationships, consent & contraception	C5- Body Image	C5 Preparing for adulthood.
22/23	C2 - Kind and unkind Behaviours	C2- Care of Ourselves	C2- Managing Strong Feelings	C2- Dealing with Touch	C2- Keeping well	C2- Jobs people do
	C3- Getting on with others	C3-Keeping safe online	C3- Strong Feelings	C3- Different Types of Relationships	C3- Medicinal drugs	C3- Rules & Law
	C4- Personal strengths	C4-Manageing Pressure.	C4- Expectations of Relationships	C4- Friendships	C4- Mental Wellbeing	C4- Money /Managing finances.
	C-5 Prejudice & Discrimination	C5-Gambling	C5-Expectations of relationship abuse.	C5- Long-term relationships/parenthood	C5- Drugs, alcohol & tobacco	C5- Rights & Responsibilities

Consolidate Pathway

These are the final years of our curriculum. They are focussed on consolidating and mastering all learning so that it can be successfully applied to their lives as young adults. Where possible the curriculum will be fully accredited and will support all our pupils in being as independent as possible as part of a wider community. The curriculum delivery will differ slightly as the pupils will access most of their learning in functional environments rather than just class based study/learning.

Cycle 1

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Employability	Enterprise Project Skills Builder: Staying Positive Work Experience Self –Awareness	Enterprise Project Skills Builder: Creativity Work Experience Exploring Pathways	Enterprise Project Skills Builder : Aiming High Work Experience Self-development :Goals and Ambitions	Enterprise Project Skills Builder : Problem Solving Work Experience Employability Skills /Preparing for work	Enterprise Project Skills Builder : Team Building Work Experience Action Planning	Enterprise Project Skills Builder : Leadership Work Experience Working in Retail
Health & Wellbeing	P.E. H&W :Building for the Future: Self Efficacy	P.E. LWW : Media Literacy and Digital Resilience	P.E RSE : Relationship Values	P.E. H&W: Managing Risk and Personal Safety	P.E LWW: Financial Choices - Income and Expenditure	P.E. RSE: Sexual Health
Independent Living	Household Management Cleaning	Meal Planning and Preparation Diet and Nutrition	ITT Road Safety	Household management Laundry Skills Caring for clothing	Meal Planning and Preparation Food Safety/Hygiene	ITT Planning a journey
Community	Taking responsibility : making choices	Community Action: Charities / Volunteering	Personal Care and Presentation	Financial Services / banking	News and Current Events	Entertainment , Leisure and recreation

Cycle 2

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Employability	Enterprise Project Skills Builder : Work Experience Sources of information and support	Enterprise Project Skills Builder Work Experience Health and safety in the workplace	Enterprise Project Skills Builder Work Experience Local opportunities /LMI	Enterprise Project Skills Builder Work Experience Working Life	Enterprise Project Skills Builder Work Experience Managing Transition	Enterprise Project Skills Builder Work Experience Working in Horticulture
Health & Wellbeing	P.E. H&W: Managing change and transition	P.E LWW : Exploring Influence	P.E RSE: Bullying , abuse and discrimination	P.E H&W: Personal enrichment Hobbies and interests	P.E LWW: Sources of support and guidance	P.E RSE: Effective communication in different relationships
Independent Living	Home Maintenance Basic DIY	Meal Planning and Preparation	ITT Undertaking a journey	Home Maintenance	Meal Planning and Preparation	ITT Travel safety

		Utensils and appliances		Waste management and recycling	Menu planning	
Community	Using public services	Using a telephone	Shopping	The law / legal rights	Eating out	Personal safety at home and in the community