



# PSHE/ RSE & Citizenship Curriculum



**Intent:** To provide pupils with the experiences, skills & knowledge to enable them to develop greater autonomy in choice making in relation to their lifestyle & in the relationships they will form, acknowledging that such relationships will widen & may change as they get older. Our offer will ensure our pupils' are provided with opportunities to continue to develop their understanding of the importance in maintaining their physical health & well-being as well as ways to stay safe (personal safety including on-line safety) which prepares them to take a greater active part in their 'community' understanding the contribution they can make.

**Implementation:** In the EYFS PSHCE is known as PSED (Personal, Social & Emotional Development). PSED is split into three different areas; Making Relationships, Self-Confidence & Self-Awareness & Managing Feelings & Behaviours (including SMSC). Health & well-being is also delivered through Physical Development. This subject area delivers on the DfE framework Relationships Education, Relationships & Sex Education (RSE) & Health Education from KS1 (Yr 2) - KS4 addressed via three strands which build upon pupil's PSHE/ RSE skills, attitudes & values, knowledge & understanding previously taught. Through such means we secure learning remains part of a well-planned sequence which informs the fundamental building blocks, characteristics & key skills identified within Health & Well-being, Relationships (including RSE when assessment determines pupils are cognitively ready to understand content) & Living in the Wide World providing breadth/ balance in our PSHE/ RSE offer. Our offer compliments the on-line safety curriculum delivered via the 'Education for a connected world framework' (UKCCIS) which is being embedded across the school. Pupil outcomes may also be addressed via IEPs identified from pupils EHCP outcomes. PSHE/ RSE & Citizenship within Post 16 is delivered via the Health & Well-being & Living in the Wider World strand within our Special Partnership Trust offer.

**Impact:** All pupils will further develop a further understanding of themselves, the world in which they live & their place within that world which provides them opportunities to continue to develop their personal autonomy & independence in decisions made relating to their personal health & safety. Pupils will continue to acquire the skills, knowledge & understanding, which include the language & strategies they need in order to live healthy, safe, fulfilling, responsible & balanced lives where they are able to form & maintain positive & meaningful relationships outside of the relationships they experience in their family unit.

**L2L:**  
Pupils are encouraged to develop their pre-requisite engagement skills via strands of Communication & Interaction (expressive/ receptive) & SEMH identified through robust assessment practice; these strands are delivered through the breadth of areas studied within their personalised learning timetable which may include the delivery of IEPs. This vehicle enables equity within the provision of curriculum areas offered &, affords all L2L pupils' opportunities to address personalised learning outcomes ensuring progress over time in the fundamental personalised Communication & Interaction & SEMH skills identified.

### PSHE/ RSE & Citizenship OFFER

Our school recognises PSHE/ RSE including citizenship is important in providing an ambitious foundation & framework which encourages pupils to continue to/ develop the skills to form meaningful relationships enabling them to become increasingly functioning/ active members of a community. All pupils (EYFS – P16) study this subject area via their school offer & is of vital importance in our curriculum; the offer is originally derived from DfE statutory framework (September 2020) which informs our intent & relayed through the school via the 3 themes outlined by the PSHCE Association. How PSHE/ RSE / Citizenship is studied is formally identified by the school through personalised learning pathways which determines their curriculum offer some of which acknowledge that for some pupils there is a need to address their developing understanding of very early PSHE/ RSE concepts identified within the SEMH (Social & Emotional affection strands) of learning which examines pupil's skills of engagement addressed via our **L2L/ B2L** pathway/ subsequent offer. The more 'formal' subject specific teaching/ learning is achieved via our **R2L** strand offering a breadth/ depth within the Relationships/ RSE DfE areas outlined via our PSHE LT planning (Yr2 – Yr 11). As our pupils are at such different stages of learning they require highly differentiated teaching & learning approaches, therefore, differentiation within identified learning sequences for all pupils is essential to our teaching delivery. The guiding principles which informs our PSHCE/ RSE offer are based upon the QoE framework judging the intent, implementation of the PSHCE/ RSE curriculum & its impact upon the detailed knowledge/ skills pupils obtain which prepares them well for their next stage of education, employment or training. Our PSHE/ RSE offer additionally considers all recommendations outlined within the PSHCE Association & associated core themes outlined. The LGB will measure the success of the school curriculum via reports received by the HT/ Middle Leader which includes the self-evaluation regarding the QoE; reports will additionally include the evaluation of the sequenced delivery of the curriculum (teaching of the curriculum) & the impact upon pupil's learning via the progress they make over time.

INTENT:	IMPLEMENTATION: <i>Our school will implement a breadth of learning via long term planning identified securing delivery the main principles outlined below:</i>	IMPACT
<p><b>To enable pupils to develop/ further develop their key skills &amp; conceptual understanding of PSHE &amp; Citizenship as outlined within the DfE guidance:</b></p> <ul style="list-style-type: none"> <li>Relationship Education (inc citizenship)</li> <li>Living in the Wider World (in on-line safety/ Education for a connected world)</li> <li>Health &amp; Well-being (Health Education)</li> </ul> <p><b>To enable pupils to develop their skills to:</b></p> <ul style="list-style-type: none"> <li>maintain good physical, mental &amp; emotional health &amp; wellbeing</li> <li>understand the roles of others particularly health professionals</li> <li>develop ways of keeping physically, emotionally safe</li> <li>understand appropriate behaviour/ personal safety issues which relate to online safety</li> <li>become confident in their ability to establish positive &amp; respectful relationships</li> <li>identify/ manage risks (link to on-line safety policy/ offer)</li> <li>prepare for/ manage changes to their body</li> <li>develop &amp; maintain a variety of healthy, respectful relationships, within a range of social/ cultural contexts</li> <li>develop the skills to understand important decisions in the relationships they make</li> <li>respect equality &amp; diversity in everyday life &amp; within their personal relationships</li> <li>respect equality &amp; to be a productive member of a diverse community</li> <li>learn about where money comes from, keeping it safe &amp; the importance of managing it effectively</li> <li>how to make informed choices &amp; be enterprising &amp; ambitious</li> </ul>	<p>The school offers a breadth of PSHCE/ RSE study identified within our LT &amp; MT planning, tailoring approaches to learning for each individual following robust assessment practices to ensure high levels of differentiation (identified learning sequences) which enable all pupils to progress/ fulfil their potential. Our P16 offer allows continued opportunity for students to rehearse/ apply their skills (further preparation for adulthood), as they gain increasing independence &amp; begin to personally experience the topics / issues they have been taught throughout a developmental PSHE/ RSE education programme.</p> <p><b>R2L</b> This area is delivered via subject specific sessions, further pursued through cross-curricular links &amp; IEPs (if/ as appropriate). The PSHE/ RSE curriculum will:</p> <ul style="list-style-type: none"> <li>Identify &amp; outline end points (WALTs); what the school intends the pupils to study (key concepts/ skills) within PSHE/ RSE in each Year group at each key stage demonstrating a breadth &amp; depth of study (<i>acknowledging that some outcomes may change dependent upon cohort of needs within any one group</i>)</li> <li>Ensure the subject remains sequenced; long term planning identifies a breadth/ depth to learning, building upon skills addressed/ obtained</li> <li>Teacher assessment secures a process for an accurate baseline/ previous assessment outcomes in PSHE/ RSE informs future 'pupil friendly' targets (ensuring stretch &amp; challenge); targets identified enables pupils to work towards the specified end points (<u>teachers ensure learning remains part of a well-planned sequence building upon what pupils know/ can do</u>)</li> </ul> <p>The <b>L2L/B2L</b> offer examines the development of pre-requisite skills within C &amp; I &amp; SEMH (SEMH affection outcomes) designed for each pupil woven through their timetable. Personalised targets are additionally designed using EHCP outcomes where relevant, Engagement Steps (summative assessment</p>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>Make progress from their different starting points, embedding key skills, knowledge &amp; understanding</li> <li>Build upon prior knowledge &amp; understanding (their current skills/ abilities)</li> <li>Enjoy their learning &amp; engage well</li> <li>Develop a greater understanding of the importance of good emotional/ mental health &amp; the contribution they can make in maintaining this</li> <li>Develop a greater understanding to make informed choices about how to live safe, active, healthy &amp; fulfilling lifestyles</li> <li>Develop/ identify ways to seek help &amp; guidance relating to their personal health, safety &amp; well being</li> <li>Develop/ extend their skills, knowledge &amp; understanding of staying safe whilst on line</li> <li>Develop a greater understanding of different types of relationships &amp; their contribution to them</li> <li>Develop/ understand that some types of relationships involve choice making / consent</li> <li>Begin to/ apply skills learned using &amp; generalising PSHE knowledge &amp; understanding confidently within their day to day lives</li> <li>Extend their knowledge &amp; understanding of economic well-being</li> </ul>

	outcomes) & outcomes identified via the pupil observational process adopted by the Trust.	
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Curnow's PSHCE/ RSE curriculum offer **demonstrates ambition**, achieved via the rationale & identification of curriculum 'end points' for all ages/ cohorts of pupils enabling teachers to identify personalised learning sequences for all pupils (**all learning remains part of a well-planned sequence**). This process secures the identification of next steps in target setting leading to pupil progress as the school builds upon **what they already know/ can do**. (*Ofsted - The school's curriculum is planned & sequenced so that new knowledge & skills build on what has been taught before & towards its clearly defined 'end points'*). The PSHCE/ RSE & Citizenship offer is **equitable, no pupil is disadvantaged by the curriculum they study**; all pupils access the *DfE statutory Relationships Education, Relationships & Sex Education (RSE) & Health Education & Education for a Connected World (on-line safety)* subsequent aspects identified within this via the PSHCE Association themes (*Ofsted - the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum*).

**Curriculum source  
PSHE Association  
Themes**

1. Health & Wellbeing (inc Health Education)
2. Relationships (inc citizenship)
3. Living in the Wider World (inc on-line safety)

**Curriculum source  
PSHE Association  
Themes/ RSE**

1. Puberty
2. Life Cycles & Changes
3. Personal Autonomy & Safety
4. Sexual Health including Contraception

**Cross Curricula links  
National Curriculum SCIENCE  
(Biology)**

**Year 2** - Notice that animals, including humans, have offspring which grow into adults

**Year 5 & 6** - Describe the differences in the life cycles of a mammal, an amphibian, an insect & a bird  
Describe the life process of reproduction in some plants & animals

**SMSC**

**Personalised learning  
which address EHCP  
outcomes**

Key areas:  
Communication &  
Interaction  
SEMH

Curriculum **INTENT** (overarching rationale – what are we delivering & why?)

**INTENT** (rationale) for **each** PSHCE/ RSE theme

**Informs IMPACT – curriculum & pupil outcomes**

*Subject area additionally underpins safeguarding/ secures effective teaching of how curriculum subject contributes to pupils' personal development (Ofsted - Personal Development)*

**Informs pupil IEPs**

IEPs woven through the  
school day/ week

**IMPLEMENTATION** (learn & apply the knowledge learnt as skills) & **Organisation - Breadth of study:**

- Each key theme/ identifies WALT ('end points') - EYFS → Post 16 (sequences learning across the school including focus upon key skill development to help pupils **learn to stay safe including on-line safety**)
- PSHCE 3 Key Themes – Addressed via Long Term planning (whole school)
- PSHCE 3 Key Themes – School-based rationale **INTENT** & identified WALTs - Key Stages 1 (Year 2) - Key Stages 3 & 4
- **RSE (Relationships, Sex Education)** 4 Key Themes – Long Term Planning Key Stage 2 - Post 16 (assessment outcomes determine access; formal assessment measures as working within/ above Step 8 B2 Progression Step PSHCE (Health & Well-being) & Step 8 B2 Science (Biology))
- Accreditation opportunities - KS3 → Post 16 identified
- **Assessment** – EYFS/ Adult B2
- **Assessment** – Engagement Steps (L2L personalised learning outcomes – C & I & SEMH)
- **Assessment** – R2L - Progression Steps – PSHCE/ Citizenship
- **Assessment** – IEP's (SPT 3 x E criteria)

# Cross Curricula links

## Education for a connected world



The implementation of the outcomes specified within Education for a connected world (the 7\* aspects) will additionally underpin the effective implementation of the statutory Relationships guidance outlined by the DfE (online safety/ online relationships - [Primary provision](#) and on-line & media safety - [Secondary provision](#)); outcomes will be identified within the three areas of the relationships scheme of work.

\*Copy write & ownership will feature within the schools Computing offer

Relationships	Living in the wider world	Health & well-being
<ul style="list-style-type: none"> <li>On-line relationships</li> </ul>	<ul style="list-style-type: none"> <li>Managing on-line information</li> <li>Self-image &amp; identity</li> <li>Privacy &amp; security</li> </ul>	<ul style="list-style-type: none"> <li>On-line bullying</li> <li>Health, well-being &amp; lifestyle</li> <li>On-line reputation</li> </ul>

### Implementation of Education for a Connected World

Our provision will use this framework to:

- Identify the learning needs of our school's population, ensuring all learning identified remains fully differentiated based upon assessment outcomes
- Support the implementation of outcomes / 'end points' identified within each key stage which help pupils develop the key skills, knowledge & understanding of how to be safe, healthy & thrive**
- Coordinate the effective delivery of online safety education throughout the curriculum offer to ensure all learning remains part of a well-planned sequence leading to identified end points which are personalised for each pupil
- Improve engagement across the wider school community on issues related to online safety
- Develop effective training for staff & governor's
- Ensure the framework supports / interconnects with the effective implementation of the Relationships scheme of work meeting DfE statutory compliance - Relationships & Sex Education (RSE) & Health Education**
- Underpin the SPT on-line safety policy
- Contribute to the effective CPD of the school work force increasing their skills, knowledge & understanding of the importance of on-line safety education
- Secure effective governance of the teaching delivery of on-line safety
- Secure effective governance within safeguarding

**PSHCE**  
**Breadth of Study EYFS – Post 16**  
**INTENT/ Rationale**

## PSHCE – Relationships & Relations, Sex Education School Offer – Key Stages 1 – 4

Section 2.5 of the National Curriculum framework states that as part of its national curriculum framework that 'All schools should make provision for PSHE education, drawing on good practice' DfE statutory compliance September 2020 – Relationships Education, RSE & Health Education must be accessible for all pupils & Education for a connected world (UKCCIS)

### School curriculum source – PSHE Association – Core Themes

#### Core Theme 1 Health & Well-being

##### School rationale/ intent units of work (all R2L pupils)

The area of health and well-being will aim to provide pupils with the information they need to be able to identify & develop the skills & knowledge to enable them to make good decisions about their own health & well-being including mental well-being and ways to stay safe on-line. This aspect will also include providing pupils with the information/ guidance on how to seek support if needed; our work will include information about drugs & alcohol. Our scheme will provide pupils with the opportunity to develop the key skills needed to work towards/ achieve/ apply important personal & health care routines & independence within these. We will therefore need to ensure our pupils develop the fundamental skills to extend their skills, knowledge & understanding in the following areas:

- Body parts
- Health & well-being
- Personal Care
- Maintaining healthy lifestyles
- Life cycles & changes
- Puberty & change (KS2 & 3)

#### Core Theme 2 Relationships

##### School rationale/ intent units of work (all R2L pupils)

To provide pupils with the information they need in order to allow them to develop/ form meaningful, respectful & positive relationships (including relationships formed on-line), that such relationships can take many forms & can widen & change over time. Pupils will be encouraged to understand what forms a positive, safe relationship & develop the attributes to uphold such relationships. Our scheme will encourage pupils to consider how relationships can change over time particularly from childhood to adulthood, how behaviours & attitudes formed can impact upon emotional & mental well-being. This aspect will encourage our pupils to begin to identify & respect the differences & similarities between them/ others through the promotion of the development of key skills & understanding of the term 'relationships'. We will therefore need to ensure pupils develop their fundamental skills, knowledge & understanding of:

- Relationships\*
- Feelings
- Gender & Difference
- Personal autonomy & safety

#### Core Theme 3 Living in the wider world

##### School rationale/ intent units of work (all R2L pupils)

To provide pupils with the information they need to be able to acquire further knowledge to promote the development & understanding of key skills relating to citizenship examining aspects of personal safety/ responsibility (including on-line safety), rules, rights/ wrongs, & how they can make an active contribution leading to opportunities for further/ greater economic well-being. Through such study we will provide opportunities for pupils to make more informed decisions building their self-efficacy, to further their resilience, to begin to understand/ know/ how/ when to ask for help. We will therefore need to ensure pupils develop their fundamental skills, knowledge & understanding of:

- Citizenship
- On-line safety

#### School rationale/ intent RSE\* units of work

To area of Relationships, Sex Education (RSE) will provide pupils with the information they need in order to allow them to further understand the human life cycle & the process of the beginnings of life cycles (human reproduction). This will include preparing pupils for the physical changes to their bodies including information relating to the emotional changes they will experience; additionally, pupils will be provided with the information which will help them to form/ experience meaningful relationships (which may include sexual relationships\*). Our school recognises that pupils will need to have a degree of understanding which will enable them to meaningfully comprehend the areas being addressed. The formal teaching of Relationship Sex Education\* will therefore address the learning needs of pupils/ students who have been identified through formal assessment measures as working within/ above Step 8 B2 Progression Step PSHCE (Health & Well-being) & Step 8 B2 Science/ Biology. To ensure pupils develop their fundamental skills, knowledge & understanding of such areas our scheme will include:

- Life cycles & changes (Key Stages 3 & 4)
- Personal autonomy & safety (Key Stages 3, 4 & Post 16)
- Puberty (Key Stages 2 & 3)
- Sexual health including contraception (Key Stages 4 & Post 16)

*Parental permission will be obtained before any formal Relationships; Sex Education classes commence; parents will be offered the opportunity to view all Medium Term plans associated with this subject before any teaching commences.*



<b>PSHE and Citizenship Curriculum</b> <b>Breadth of Study - Key Theme – Health &amp; Well-being</b> <i>Outcomes highlighted in red relate directly to the further development of personal safety</i>				
<b>INTENT</b> - The area of health & well-being will aim to provide pupils with the information they need to be able to identify & develop the skills & knowledge to enable them to make good decisions about their own health & well-being including mental well-being & ways to stay safe on-line. This aspect will also include providing pupils with the information/ guidance on how to seek support if needed; our work will include information about drugs & alcohol. Our scheme will provide pupils with the opportunity to develop the key skills needed to work towards/ achieve/ apply important personal & health care routines & independence within these. We therefore need to ensure that our pupils develop the fundamental skills to:				
<b>EYFS/ KS1 (Yr 1)</b> <i>The PSHCE Association does not currently specify the development of skills/attributes for EYFS learners</i>	<b>KS1/ 2</b>	<b>KS3</b>	<b>KS4</b>	<b>Post 16</b> <b>Key Strand – Health &amp; Well-being</b>
<b>Rationale/ outcomes:</b> (PSED & PD). We will promote knowledge & understanding in the key areas outlined within the Development Matters documentation acknowledging & understanding that our pupils develop at their own rates, & in their own ways. We will, therefore, encourage all pupils to: <ul style="list-style-type: none"> <li>respond to &amp; thrive on warm, sensitive physical contact &amp; care</li> <li>express discomfort, hunger/thirst</li> <li><i>respond to adult warning of danger through physical action, expression, words, symbols or signs</i></li> <li><i>responds to / recognises people they trust</i></li> <li>manage feelings &amp; behaviour</li> <li>care for themselves &amp; others</li> <li>have confidence in their own abilities</li> <li>develop their co-ordination, control, &amp; movement</li> <li>understand the importance of physical activity</li> <li>make healthy choices in relation to food</li> <li>follow visual hygiene routine with prompts</li> </ul>	<b>Rationale/ outcomes:</b> At KS1/ 2 we will promote pupils continued development of skills, knowledge & understanding to: <ul style="list-style-type: none"> <li>take responsibility for personal care routines</li> <li>recognise the importance of keeping healthy &amp; some things that can contribute to this</li> <li>identify personal safety &amp; how/ ways to keep safe in the community &amp; on-line</li> <li><i>recognise how our bodies change</i></li> <li><i>develop coping skills to manage toiletry needs</i></li> </ul>	<b>Rationale/ outcomes:</b> At KS3 we will promote students continued development of skills, knowledge & understanding to: <ul style="list-style-type: none"> <li>recognise gender difference - how men &amp; women are physically different</li> <li>lead a healthier life-style, identifying people who can help them achieve &amp; maintain this</li> <li>identify harmful substances</li> <li><i>know how a baby is conceived*</i></li> <li><i>recognise the names of body parts including sexual organs</i></li> <li><i>be independent in care routines (period or a wet dream)</i></li> <li><i>recognise the role of different health professionals &amp; how they can help</i></li> <li><i>stay safe whilst on-line</i></li> </ul> <i>*Acting upon B<sup>2</sup> assessment outcomes</i>	<b>Rationale/ outcomes:</b> At KS4 we will promote students continued development of skills, knowledge & understanding to: <ul style="list-style-type: none"> <li>realise how to behave in different social situations including when on-line</li> <li>take responsibility for completing personal care routines</li> <li>know the importance of personal safety &amp; how to keep ourselves safe within the community</li> <li>realise the effects of harmful substances</li> <li><i>identify the different stages of pregnancy including birth*</i></li> <li><i>know how to care for ourselves when we are ill</i></li> </ul> <i>*Acting upon B<sup>2</sup> assessment outcomes</i>	<b>Rationale/ outcomes:</b> At P16 we will promote students continued development of skills, knowledge & understanding to enable them to make choices which increases opportunities to lead healthy lifestyles of: <ul style="list-style-type: none"> <li>develop/ further develop personal autonomy/ independence</li> <li>look after their own physical/ emotional well-being</li> <li>make/ begin to make more informed choices relating to personal well-being including when on-line</li> <li><i>how to access help (sexual health &amp; pregnancy) *</i></li> <li><i>the responsibilities of parenthood</i></li> <li><i>how to protect ourselves from STIs</i></li> <li><i>different forms of contraception &amp; how to use it</i></li> </ul> <i>*Acting upon B<sup>2</sup> assessment outcomes</i>
<b>Education for a connected world key aspects:</b> <ul style="list-style-type: none"> <li>On-line bullying</li> <li>Health, well-being &amp; lifestyle</li> <li>On-line reputation</li> </ul>				
<b>Health &amp; Well-being WALT (end points) EYFS – Post 16:</b>				



<ul style="list-style-type: none"> <li>• Find out more about ourselves</li> <li>• Find out what we need to do to look after ourselves &amp; others</li> <li>• Know what to do to stay healthy &amp; happy</li> </ul>	<ul style="list-style-type: none"> <li>• Understand I have personal responsibilities in staying healthy</li> <li>• Identify good choices</li> <li>• Know we are all different but have similar needs</li> <li>• Agree ways we can stay safe &amp; well &amp; who can help us</li> </ul>	<ul style="list-style-type: none"> <li>• Understand our bodies change as we age; understands some things are private</li> <li>• Understand the responsibilities we &amp; others have in looking after ourselves</li> <li>• Find out about things that can harm us &amp; ways to stay safe</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for ourselves outlining what can be done</li> <li>• Understand that everyone can make personal choices; choices can impact on self/ others</li> </ul>	<p>WALT will address identified 'end points' &amp; will be determined by Post 16 LT planning</p>
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<b>PSHE &amp; Citizenship Curriculum</b> <b>Breadth of Study - Key Theme – Relationships</b> <i>Outcomes highlighted in red relate directly to the further development of personal safety</i>				
<b>INTENT</b> - To provide pupils with the information they need in order to allow them to develop/ form meaningful, respectful & positive relationships, that such relationships can take many forms & can widen & change over time (including behaviour associated with on-line relationships). Pupils will be encouraged to understand what forms a positive, safe relationship & develop the attributes to uphold such relationships. Our scheme will encourage pupils to consider how relationships can change over time particularly from childhood to adulthood, how behaviours & attitudes formed can impact upon emotional & mental well-being. This aspect will encourage our pupils to begin to identify & respect the differences & similarities between them/ others through the promotion of the development of key skills & understanding of the term 'relationships'. We will therefore need to ensure pupils develop their fundamental skills, knowledge & understanding of:				
<b>EYFS/ KS1 (Yr 2)</b> <i>The PSHCE Association does not currently specify the development of skills/attributes for EYFS learners</i>	<b>KS1/ 2</b>	<b>KS3</b>	<b>KS4</b>	<b>Post 16</b> <b>Key Strand – Health &amp; Well-being</b>
<b>Rationale/ outcomes:</b> (PSED). We will promote knowledge & understanding in the key areas outlined within the Development Matters documentation acknowledging & understanding that our pupils develop at their own rates, & in their own ways. We will, therefore, encourage all pupils to: <ul style="list-style-type: none"> <li>Identify members of their family</li> <li>develop good relationships/ recognise ours/ respect other people's feelings</li> <li>communicate effectively to how they feel; seeks help/ reassurance</li> <li>develop respect for our own cultures &amp; beliefs &amp; those of other people</li> <li>express different emotions</li> <li>develop a positive sense of themselves, &amp; others</li> <li>demonstrate greater self-confidence &amp; self-awareness</li> <li>form positive relationships/ interactions developing a respect for others</li> <li>develop social &amp; interaction skills</li> <li>learn how to manage their feelings</li> <li>develop an understanding of appropriate behaviour in groups</li> <li>uses social graces appropriately</li> </ul>	<b>Rationale/ outcomes:</b> At KS1/ 2 we will promote pupils continued development of skills, knowledge & understanding to: <ul style="list-style-type: none"> <li>identify there are different kinds of friendships outside of the family unit including ones that can be made on-line</li> <li>know how our actions can affect others</li> <li>know how to cope &amp; seek help when relationships go wrong (falling out)</li> <li>develop a respect other beliefs</li> <li>know how to express our feelings &amp; to understand why we might feel this way</li> <li><i>seeks help if they are worried at home</i></li> <li><i>greet others in an acceptable way</i></li> <li>develop knowledge of personal safety</li> <li>value difference; knows our bodies belong to us</li> </ul>	<b>Rationale/ outcomes:</b> At KS3 we will promote students continued development of skills, knowledge & understanding to: <ul style="list-style-type: none"> <li>identify different types of relationships including committed/ stable relationships &amp; wider relationships (on-line safety)</li> <li>understand why some people choose to marry</li> <li>begin to value their personal beliefs, behaving appropriately toward others</li> <li>how to develop strategies when we feel worried or angry</li> <li><i>public &amp; private places</i></li> <li><i>masturbation is a private act</i></li> </ul>	<b>Rationale/ outcomes:</b> At KS4 we will promote students continued development of skills, knowledge & understanding to: <ul style="list-style-type: none"> <li>how to express our opinions</li> <li>how to develop our own individuality</li> <li>respect other views</li> <li>how to develop different types of relationships &amp; how such relationships can empower their vice (on-line)</li> <li>how to develop strategies to cope with a range of feelings</li> <li>know who to trust</li> <li><i>that there a range of different relationships including same sex relationships</i></li> <li><i>how to react appropriately to a range of personal relationships &amp; encounters</i></li> </ul>	<b>Rationale/ outcomes:</b> At P16 we will promote students continued development of skills, knowledge & understanding to enable them to make choices, further develop personal autonomy & independence in forming positive/ appropriate relationships & ways to help them stay safe: <ul style="list-style-type: none"> <li>express preferences &amp; needs; make choices/ decisions that other people respect &amp;, wherever possible, act upon</li> <li><i>how to identify ways to keep relationships safe &amp; enjoyable &amp; that it is ok not to be in a relationship (including on-line relationships)</i></li> <li><i>consent &amp; that sexual acts should only take place between consenting adults</i></li> <li><i>that everybody has a right to make their own sexual choices &amp; decisions &amp; where to seek support if they need it</i></li> </ul>
<b>Education for a connected world key aspect:</b> <ul style="list-style-type: none"> <li>On-line relationships</li> </ul>				

**Relationships WALTs (end points): EYFS – Post 16**

<ul style="list-style-type: none"> <li>• Develop relationships &amp; respect for others</li> <li>• Develop a sense of self/ others; form positive relationships</li> <li>• Identify how to manage our feelings &amp; the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what makes a good friend</li> <li>• Understand there are different forms of relationships &amp; some relationships may be different</li> <li>• Recognise &amp; value difference, respect others</li> <li>• Show how to be a good friend &amp; help others</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the need for acceptable behaviours in relationships/ rules &amp; why we may not be able to keep them</li> <li>• Recognise that we are all good in a variety of ways/ in things</li> <li>• Identify some worries we may/ others have</li> </ul>	<ul style="list-style-type: none"> <li>• Know that we are all different &amp; may not all want the same thing</li> <li>• Identify what makes me feel good &amp; what to do if I'm worried about anything/ anyone</li> </ul>	<p>WALT will address identified 'end points' &amp; will be determined by Post 16 LT planning</p>
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<b>PSHE &amp; Citizenship Curriculum</b> <b>Breadth of Study - Key Theme – Living in the wider world</b> <i>Outcomes highlighted in red relate directly to the</i>				
<b>INTENT</b> - To provide pupils with the information they need to be able to acquire further knowledge to promote the development & understanding of key skills relating to citizenship examining aspects of personal safety/ responsibility, rules, rights/ wrongs, & how they can make an active contribution leading to opportunities for further/ greater economic well-being. Through such study we will provide opportunities for pupils to make more informed decisions building their self-efficacy, to further their resilience, to begin to understand/ know/ how/ when to ask for help which will include aspects of on-line safety/ use. We will therefore need to ensure pupils develop their fundamental skills, knowledge & understanding of:				
<b>EYFS/ KS1 (Yr 2)</b> <i>The PSHCE Association does not currently specify the development of skills/attributes for EYFS learners</i>	<b>KS1/ 2</b>	<b>KS3</b>	<b>KS4</b>	<b>Post 16</b> <b>Key Strand – Health &amp; Well-being</b>
<b>Rationale/ outcomes:</b> At EYFS/KS1 (PSED) we will promote knowledge & understanding in the key areas outlined within the Development Matters documentation, acknowledging & understanding that our children develop at their own rates, & in their own ways. We will, therefore, encourage all pupils to: <ul style="list-style-type: none"> <li>• have a sense of own immediate family</li> <li>• show an interest in people who help us i.e. doctor, fire service, police</li> <li>• <i>to keep safe in the community including road safety</i></li> <li>• explore where they live &amp; the environment around them</li> <li>• explore the local environment &amp; talk about the features that they like &amp; dislike</li> <li>• observe the differences between themselves &amp; others in different cultures</li> <li>• begin to determine what is right &amp; wrong</li> <li>• Say what they like/ do not like</li> </ul>	<b>Rationale/ outcomes:</b> At KS1/ 2 we will promote pupils continued development of skills, knowledge & understanding to: <ul style="list-style-type: none"> <li>• make choices</li> <li>• express what is fair &amp; unfair</li> <li>• identify what is right &amp; wrong</li> <li>• explore &amp; outline similarities &amp; differences between themselves &amp; others from around the world</li> <li>• use money &amp; make choices related to spending</li> <li>• voice worries/ concerns</li> </ul>	<b>Rationale/ outcomes:</b> At KS3 we will promote students continued development of skills, knowledge & understanding to: <ul style="list-style-type: none"> <li>• know why rules are important &amp; how to follow codes &amp; rules</li> <li>• realise that money can come from different sources</li> <li>• research &amp; debate different topical issues</li> <li>• realise how their actions can have consequences; know they can help to take responsibility for their local school / wider environment</li> <li>• says when they feel sad/ upset</li> </ul>	<b>Rationale/ outcomes:</b> At KS4 we will promote students continued development of skills, knowledge & understanding to: <ul style="list-style-type: none"> <li>• recognise rights as an individual</li> <li>• understand there are different jobs within the community</li> <li>• understand that people get paid for work</li> <li>• express own views/ opinions which considers others</li> <li>• knows other people may not be who they say they are</li> </ul>	<b>Rationale/ outcomes:</b> At P16 we will promote students continued development of skills, knowledge & understanding to enable them to make choices, further develop their personal autonomy & independence in making decisions which will impact upon their lives; students will be encouraged to: <ul style="list-style-type: none"> <li>• make/ begin to make informed decisions in relation to living in the wider world including ways to stay safe on-line</li> <li>• knows not everyone is who they say they are</li> <li>• work towards their aspirations, interests &amp; goals</li> <li>• take account of views which may differ from their own</li> <li>• further develop functional English, Maths &amp; ICT skills</li> <li>• express preferences &amp; needs, make choices/ decisions that other people respect &amp; wherever possible, act upon</li> </ul>
<b>Education for a connected world key aspects:</b> <ul style="list-style-type: none"> <li>• Managing on-line information</li> <li>• Self-image &amp; identity</li> <li>• Privacy &amp; security</li> </ul>				
<b>Living in the wider world WALTs (end points): EYFS – Post 16</b>				
<ul style="list-style-type: none"> <li>• Explore likes/ dislikes; makes choices</li> <li>• Explore items found within our environment</li> <li>• Make choices &amp; share items with others</li> </ul>	<ul style="list-style-type: none"> <li>• Respect choices may differ</li> <li>• Become more responsible; identify how we can help our</li> </ul>	<ul style="list-style-type: none"> <li>• Know we are different but have common rules &amp; responsibilities</li> <li>• Seek ways to find information</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how choices &amp; some decisions are made</li> </ul>	WALT will address identified 'end points' & will be determined by Post 16 LT planning

	<p>local/ wider environment</p> <ul style="list-style-type: none"> <li>• Understand similarities &amp; difference</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways/ how people earn money &amp; ways to try &amp; save some</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways they can make a contribution towards their lifestyles based upon personal choices made</li> </ul>	
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# PSHCE Core Theme Areas

## Long Term Planning

### PSHE/ Relationships

Theme 1	Theme 2	Theme 3
Health & wellbeing	Relationships	Living in the wider world

PSHCE Core Theme Areas <i>One area delivered each term identified via long term planning:</i>	SPT Cross-Curricula approach/school offer:
1. Health & Wellbeing 2. Relationships 3. Living in the Wider World	<ul style="list-style-type: none"> <li>• EYFS – Personal, Social &amp; Emotional Development</li> <li>• EYFS – Physical Development</li> <li>• Relationships scheme of work including RSE</li> <li>• Science curriculum</li> <li>• SMSC development</li> <li>• Promotion of British Values</li> <li>• Post 16 – Health, well-being &amp; relationships &amp; Work-Related Learning (Business &amp; Enterprise)</li> <li>• Post 16 – Functional skills curriculum</li> </ul>

### Whole school long term planning

Autumn	Spring	Summer
Relationships	Living in the Wider World	Health & Wellbeing

# Health & Well-being

## HEALTH & WELL-BEING - EYFS/KS1 & 2

**Through our breadth of offer the area of health & well-being** aims to provide pupils with the information they need to be able to identify & develop the skills & knowledge to make good decisions about their own health, well-being (including mental well-being) & safety including ways to stay safe on-line. We will encourage pupils to work towards obtaining & applying personal care & health care routines, promoting their independence within these. **The PSHCE association** (curricula resource) additionally outlines the promotion of such skills & the knowledge & understanding behind these which enables children to realise they can have an influence in maintaining good health & well-being through informed choice making. Our scheme will additionally focus on aspects of personal safety which encourages pupils to begin to consider how they can keep themselves safe & ways they can seek help alongside the recognition that some situations pose risks. To secure such aims, we will encourage our pupils across their course of study to begin to develop/ develop their knowledge & understanding of the importance of maintaining good health & well-being & staying safe which helps our pupils to:

- know what is meant by a healthy life-style; determine what a healthy lifestyle is in relation to their personal health including their emotional health
- recognise the main factors which contribute to a healthy lifestyle & how to maintain good physical, mental & emotional health & wellbeing
- name the main parts of the body using appropriate vocabulary
- develop an understanding of the function of specific body parts, e.g. – teeth & knows how to maintain good personal hygiene with as much independence as possible
- develop an understanding of what makes a healthy lifestyle & the agencies that can help them – e.g. role of doctor/nurse
- identify/ apply ways of keeping physically & emotionally safe
- know how to identify/ manage risks
- know how to recognise sources of help in maintaining a healthy life style (e.g. – role of the school nurse)
- know how to respond in an emergency
- know how to manage change (beginnings of puberty\*)
- be able to make simple informed choices that improve their health & physical wellbeing
- identify/ judge rights & wrongs
- interact with others appropriately/ treats others with respect
- know how to recognise sources of help in maintaining a healthy life style (e.g. – role of the school nurse)
- know how to respond in an emergency

**SAFETY:** we will encourage our pupils to develop/ learn skills which will enable them to:

- *be able to keep themselves safe in everyday situations*
- *maintain personal safety/ keep safe, including road safety, safety in the home, sun safety etc.*
- *understand the risks associated with medicines, household substances, tobacco, alcohol & other drugs*
- *understand how diseases & germs are spread/ can be controlled & the contribution they will need to make (good hygiene)*
- *recognise different risks in different situations & then decide how to behave responsibly to the best of their ability*
- *ask/ elicit help/ act accordingly if they experience pressure to behave in less/ unacceptable or risky ways*

*\*Aspects of this scheme is addressed via the science curriculum (B2 Progression Steps – Science/ Biology Steps 1 – 7)*

*\*Sexual health – formal sex education will be addressed when student progress has outlined they are working within STEP 8 B2 Progression Steps of PSHCE (Health & Well-being) or above & B2 Progression Steps – Science/ Biology – Step 8 →; when this is evidenced sex education will be addressed via small groups/tailored towards individual need – teaching aims/outcomes will be identified within the SRE section of our scheme*



<b>HEALTH &amp; WELL-BEING – Outcomes</b> <i>some outcomes may change dependent upon cohort of needs within any one group</i> (Some aspects may be delivered via IEPs) - <i>The outcomes highlighted in red relate directly to the further development of personal safety</i>	
EYFS/ KS1 – 3 year rolling programme	KS2 – 4 year rolling programme
<p style="text-align: center;"><b><u>Year 1:</u></b></p> <p><b><u>WALT (end point): Find out more about our selves</u></b></p> <ul style="list-style-type: none"> <li>• State preferences in relation to food</li> <li>• Show an increasing sense of self; (I wash my hands, you wash your hands, I wash my face, you wash your face)</li> <li>• Recognise words &amp; meanings relating to self (Give me your hands)</li> <li>• Be aware of own needs &amp; make these known – e.g. – I want a drink</li> <li>• Recognise a change of need – e.g. – a drink after exercise</li> <li>• Indicate own likes/dislikes in food, drink &amp; activities</li> <li>• <i>Act upon an instruction 'stop' 'listen' 'think'</i></li> <li>• <i>Know how to bring to an adults' attention when something is wrong</i></li> <li>• <i>Attempt to copy/ acts upon instruction associated with gross motor movements; begins to link movements</i></li> </ul>	<p style="text-align: center;"><b><u>Year 1:</u></b></p> <p><b><u>WALT (end point): Understand I have personal responsibilities in staying healthy</u></b></p> <ul style="list-style-type: none"> <li>• Identify good practices with regards to exercise, eating, sleeping &amp; hygiene can contribute to good health; outlines what exercise means</li> <li>• Understand our responsibility for meeting own personal needs – dressing/ undressing, personal hygiene etc.</li> <li>• Identify/ organise personal hygiene routines initiating skills required</li> <li>• Complete familiar personal care routines with minimal or no adult guidance e.g. hand/face washing, teeth cleaning etc; identifies products needed</li> <li>• Understand that personal care routines are private</li> <li>• <i>Say/ identify things that are wrong &amp; begins to rectify (e.g. – moves away from a risk/ danger)</i></li> <li>• <i>Identify aspects of personal care that are private – e.g. – closing the toilet door</i></li> </ul>
<p style="text-align: center;"><b><u>Year 2:</u></b></p> <p><b><u>WALT (end point): Find out what we need to do to look after ourselves &amp; others</u></b></p> <ul style="list-style-type: none"> <li>• Understand the need for a variety of food</li> <li>• Develop a further understanding of the care needs of others – friends, plants, class pet etc.</li> <li>• Recognise the main body parts on themselves &amp; others</li> <li>• Show emerging autonomy in self-care (being as independent as they can be in familiar routines such as washing hands, toileting, eating etc)</li> <li>• Take responsibility for meeting our own personal needs – dressing/ undressing, personal hygiene etc.</li> <li>• Dress &amp; undress independently &amp; manage their own personal hygiene</li> <li>• Recognise that personal care &amp; health routines are private &amp; take place in appropriate areas</li> <li>• <i>Explain why they are upset/shows care towards others</i></li> <li>• <i>Show awareness of space of themselves &amp; others</i></li> <li>• <i>Attempt to/ copy gross motor skills &amp; apply what they have learned linking movements</i></li> </ul>	<p style="text-align: center;"><b><u>Year 2:</u></b></p> <p><b><u>WALT (end point): Identify good choices</u></b></p> <ul style="list-style-type: none"> <li>• Recognise the importance of keeping healthy &amp; some things that can contribute to this</li> <li>• Recognise/ indicate the changes that happen to their bodies when they are active</li> <li>• List exercises they/ others could do &amp; what is considered a good amount</li> <li>• Identify foods that are 'healthy' &amp; those that are less important</li> <li>• Understand that we need to eat &amp; drink to survive</li> <li>• Understand that good food &amp; exercise will help to keep me healthy</li> <li>• Identify that food is necessary for health &amp; growth; begin to identify good food groups</li> <li>• Understand of what healthy &amp; less healthy means to explain this to others</li> <li>• Understand the need for safety when tackling new challenges; identify how to proceed</li> <li>• <i>Act in a safe way taking account of risks faced (e.g. – asks for help appropriately)</i></li> <li>• <i>Say what is causing upset &amp; how it can be resolved</i></li> </ul>
<p style="text-align: center;"><b><u>Year 3:</u></b></p> <p><b><u>WALT (end point): Know what to do to stay healthy &amp; happy</u></b></p> <ul style="list-style-type: none"> <li>• Recognise the importance of keeping healthy, &amp; those things that contribute to this including good personal hygiene routines</li> <li>• Recognise the changes that happen to their body when they are active</li> <li>• Recognise the importance of being healthy &amp; those things that contribute to this</li> <li>• State why they are upset/show care for others</li> </ul>	<p style="text-align: center;"><b><u>Year 3:</u></b></p> <p><b><u>WALT (end point): Know we are all different but have similar needs</u></b></p> <ul style="list-style-type: none"> <li>• develop an understanding of the function of specific body parts, e.g. – teeth &amp; knows how to maintain good personal hygiene with as much independence as possible</li> <li>• State the main differences &amp; similarities between boy/ girl, age in relation to personal care</li> <li>• Begin to state what parts of their body is private</li> <li>• Recognise when familiar routines need to be undertaken e.g. changing clothes if dirty, washing hands after the toilet</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Act cautiously in lesser known environments; seek help if needed</i></li> <li>• <i>Explore a wider range of activities using gross motor skills; begins to act cautiously when activity is less familiar (seeks help if needed)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify some personal safety practices/ measures; knows how &amp; ways to seek help if needed</i></li> </ul> <p><b><u>Year 4:</u></b></p> <p><b><u>WALT (end point): Agree ways we can stay safe &amp; well &amp; who can help us</u></b></p> <ul style="list-style-type: none"> <li>• <i>Understand risks &amp; find ways to manage - self (what would you do?)</i></li> <li>• <i>Identifies who they can talk to if they feel upset</i></li> <li>• <i>Understand risky behaviour &amp; the impact on others (what would you do/ what should others do?)</i></li> <li>• <i>How to cross the road safely</i></li> <li>• <i>List safety rules when going out – e.g. –stay with someone, do not wander off</i></li> <li>• <i>Demonstrate an understanding of the role of the doctor, dentist etc</i></li> </ul>
<p><b>Key vocabulary</b></p> <p>Self, need, like/dislike, dress/undress, clean/dirty. Clean, wash, body part names, private, care, Self, need, like/dislike</p>	<p><b>Key vocabulary</b></p> <p>Healthy, active, private/public, safety, Clean, dirty, wash, body part names, care, healthy, unhealthy,</p>

## **HEALTH & WELL-BEING - KS3 & 4**

**Through our breadth of offer within KS3 & 4** will continue to provide pupils with the information they need to be able to identify & develop the skills & knowledge to make good decisions about their own health & well-being, including mental well-being & ways to stay safe on-line. Such aspects will additionally aid students to work towards/ achieve & apply important personal & health care routines & independence within these. Our offer will encourage pupils to follow a healthy lifestyle & to be able to make more informed decisions about issues around this, to include drugs & alcohol. **The breadth of offer within KS3 – 4 will additionally encourage pupils to realise they can have a greater influence/ control in maintaining a healthier lifestyle & in wider aspects of personal safety. The PSHCE association** curricula resource will continue to be used. To secure our aims we will encourage our pupils across their course of study to continue to develop the fundamental skills in their understanding of the importance of health, safety & well-being in acquiring skills which will enable them to/ begin to:

- name the main parts of the body in relation to boy/ girl/ man/ woman\*
- know how their bodies change as they get older\*
- manage changes to their body; begin to recognise public/ private
- know how to maintain good physical, mental & emotional health & wellbeing
- recognise/ use products to maintain good personal hygiene; uses appropriately catering their individual needs
- determine what a healthy lifestyle is relating to their personal needs to maintain good personal hygiene
- know how to make informed choices about health & wellbeing matters including drugs, alcohol & tobacco
- know how diseases & germs are spread & can be controlled, & how to maintain personal hygiene
- recognise the main factors which contribute to a healthy lifestyle (e.g. – diet, sleep, fitness)
- make simple choices that improve their health & physical wellbeing
- recognise the need for a balanced diet & how to maintain a balanced diet; physical activity; mental & emotional health & wellbeing; & sexual health\*
- know what makes a healthy lifestyle & the agencies that can help them
- assess & manage risks to health; seeks help if necessary
- ask questions relating to choice making, seeking guidance if/ as necessary (e.g. – will I need to do this/ that will it be OK/ is it the right choice?)
- make simple/ further informed choices that improve their health & physical wellbeing
- keep themselves & others safe
- identify & access help, advice & support
- respond in an emergency, including administering first aid
- recognise the role & influence of the media on lifestyle

**SAFETY:** we will encourage our pupils to develop/ learn skills which will enable them to:

- *keep themselves safe in everyday situations; demonstrates an understanding of public/ private*
- *identify solutions to personal problems or asks for advice/ guidance as needed*
- *judge rights & wrongs using/widening their knowledge base*
- *identify ways to keep safe, personal safety, road safety, safety in the home, sun safety etc & uses these appropriately*
- *understand that some drugs are required to maintain personal health*
- *understand the risks associated with medicines, household substances, tobacco, alcohol & other drugs*
- *recognise different risks in different situations & then decide how to behave responsibly to the best of their ability*
- *Develops an understanding that pressure to behave in unacceptable or risky ways can come from a variety of sources & know how to ask for help*

*\*Aspects of this scheme is addressed via the science curriculum (B2 Progression Steps – Science/ Biology Steps 1 – 7)*

*\*Sexual health – formal sex education will be addressed when student progress has outlined they are working within STEP 8 B2 Progression Steps of PSHCE (Health & Well-being) or above & B2 Progression Steps – Science/ Biology – Step 8 →; when this is evidenced sex education will be addressed via small groups/tailored towards individual need – teaching aims/outcomes will be identified within the SRE section of our scheme*

<b>HEALTH &amp; WELL-BEING – Outcomes</b> <i>some outcomes may change dependent upon cohort of needs within any one group</i> (Some aspects may be delivered via IEPs) - <i>The outcomes highlighted in red relate directly to the further development of personal safety</i>	
KS3 – 3 year rolling programme	KS4 – 2 year rolling programme
<p align="center"><b><u>Year 1:</u></b></p> <p><b><u>WALT (end point): Understand our bodies change as we age; understands some things are private</u></b></p> <ul style="list-style-type: none"> <li>• Know to follow hygiene routines; know why they are important</li> <li>• Name personal hygiene/ personal care items</li> <li>• Identify places that are public / private; knows how to act appropriately</li> <li>• Recognise the various stages of human growth; order pictures</li> <li>• Know the different parts of the body; can name male/ female body parts including the sexual organs</li> <li>• Know that individuals have rights over their bodies &amp; their body is private</li> <li>• Recognise when help may be needed &amp; who to ask (trusted adult)</li> <li>• <i>Identify when they may need help – e.g. – female menstruation/ toileting needs</i></li> </ul>	<p align="center"><b><u>Year 1:</u></b></p> <p><b><u>WALT (end point): Take responsibility for ourselves outlining what can be done</u></b></p> <ul style="list-style-type: none"> <li>• Identify products needed to keep themselves clean; match product to body part</li> <li>• Follow hygiene routines &amp; understands why they are important</li> <li>• Follow simple instructions/ sequences within personal care</li> <li>• Take on the responsibility for keeping themselves clean</li> <li>• <i>Develop understanding of how to keep safe in everyday situations</i></li> <li>• Identify when to complete hygiene routines e.g. brushing teeth, washing, getting dressed</li> <li>• <i>Know/ says how to act appropriately in different social situations; what is right/ what is wrong</i></li> <li>• <i>Understand that they must attend regular appointments e.g. dentist or optician to keep them healthy; states why</i></li> <li>• <i>Identify different health providers &amp; the services they provide</i></li> <li>• <i>Understand the role of key professionals who help us stay well, explaining when they would contact them</i></li> <li>• <i>Identifies the simple conventions needed to use services e.g. closing cubicle door at swimming baths</i></li> <li>• <i>Recognise the need for safety rules when out in the community &amp; using services e.g. not talking to strangers, crossing roads safely</i></li> </ul>
<p align="center"><b><u>Year 2:</u></b></p> <p><b><u>WALT (end point): Understand the responsibilities we &amp; others have in looking after ourselves</u></b></p> <ul style="list-style-type: none"> <li>• Identify what is needed for a healthy lifestyle &amp; who can help us achieve &amp; maintain this</li> <li>• Identify foods that are 'healthy' &amp; those that are less important</li> <li>• Plan a healthy meal for themselves</li> <li>• <i>Identify the occupations of people who help us &amp; understand what they do</i></li> <li>• <i>Understand the importance of 999</i></li> <li>• Take responsibility for meeting own personal needs; uses personal hygiene products appropriately</li> <li>• <i>Identify personal hygiene/ self-care products (girls)</i></li> <li>• Name/ identify personal hygiene products; recognises such products &amp; their use</li> </ul>	<p align="center"><b><u>Year 2:</u></b></p> <p><b><u>WALT (end point): Understand that everyone can make personal choices; choices can impact on self/ others</u></b></p> <ul style="list-style-type: none"> <li>• <i>Outline what may well happen if they/ others smoke</i></li> <li>• <i>Say why people drink alcohol/ smoke; outlines why these things may not be considered healthy</i></li> <li>• <i>Understand what the effects of alcohol/ smoking on people (to enable them to make informed choices)</i></li> <li>• <i>Understand some medicines have a positive use &amp; can make people better</i></li> <li>• <i>Understand that not all drugs are medicines</i></li> <li>• <i>Develop an awareness of where drugs may be encountered</i></li> <li>• <i>Understand that substances other than drugs/ alcohol/ smoking can be harmful if ingested or used inappropriately</i></li> <li>• <i>Ways to stay safe/ begin to offer strategies for protective behaviours e.g. 'just say no!'</i></li> <li>• <i>Identify what to do if they/ others fall ill</i></li> <li>• <i>Outline the role of the emergency services; outlines what people do as a job</i></li> </ul>
<p align="center"><b><u>Year 3:</u></b></p> <p><b><u>WALT (end point): Find out about things that can harm us &amp; ways to stay safe</u></b></p> <ul style="list-style-type: none"> <li>• Understand that some substances are harmful when ingested or to the skin</li> <li>• <i>Identify substances that can be harmful to them</i></li> <li>• <i>Understand the effects of smoking</i></li> <li>• <i>Understand that not all drugs are medicines</i></li> <li>• <i>Identify some dangers in the home</i></li> <li>• <i>Identify some common dangers when out in the community</i></li> <li>• <i>Say how to keep themselves safe within the home &amp; community</i></li> </ul>	

<ul style="list-style-type: none"> <li>• <i>Recognise who they can approach for help if needed while in the community</i></li> </ul>	
<p><b>Key vocabulary</b></p> <p>Clean, dirty, wash, body part names, private, public, care, healthy, unhealthy, deodorant, soap, shower, bath, harmful, dangers, safety, community, smoking</p>	<p><b>Key vocabulary</b></p> <p>Clean, dirty, wash, body part names, private, care, healthy, unhealthy, deodorant, soap, shower, bath, parent, responsible, alcohol, smoking, medicine, drugs, harmful, no</p>
<p><b>POST 16 – 3 year rolling programme – see P16 Long Term Planning document</b></p> <ul style="list-style-type: none"> <li>• Students within Post 16 will continue their Health &amp; Well-being studies via their curriculum strand of Health, well-being &amp; relationships. The bespoke modules/ units written by the SPT/ school aim to provide students with opportunities to develop/ further develop a positive self-image, make choices/ decisions, keep themselves safe &amp; develop their personal autonomy</li> <li>• We will continue to encourage all students to develop their fundamental skills to achieve good social/ emotional, physical &amp; mental health; this will include a focus upon their health &amp; well-being to enable them to become responsible citizens who lead healthier &amp; safer lives</li> <li>• Aspects of our work will address the development of the relationships scheme of work &amp; associated skills which may include formal Sex Education when assessment determines students are developmentally ready</li> <li>• Units of work will additionally encourage students to develop their personal interests through focused projects leading them to informed choice/decision making</li> </ul>	

# Relationships

## RELATIONSHIPS - EYFS/KS1 & 2

The PSHCE association outlines the promotion of skills, knowledge & understanding, to maintain healthy relationships; we recognise we need to provide pupils with the information they need in order to allow them to develop/ form meaningful, respectful & positive relationships, that such relationships can take many forms & can widen & change over time.

**Through our breadth of offer** pupils will be encouraged to understand what forms a positive, safe relationship & develop the attributes to uphold such relationships. Our scheme will encourage pupils to consider how relationships can change over time particularly from childhood to adulthood, how behaviours & attitudes formed can impact upon emotional & mental well-being. This aspect will encourage our pupils across their course of study to begin to identify & respect the differences & similarities between them/ others through the promotion of the development of key skills & understanding of the term 'relationships'. To secure such aims, we will encourage our pupils across their course of study to begin to develop/ develop their knowledge & understanding of the importance of making effective relationships, how to manage their emotions which may impact upon their well-being & their safety within them; this will include on-line relationships (Education for a connected world aspect). Our breadth of study offered will therefore encourage pupils to:

- identify why a family is important for them/ others; seek guidance if they are having difficulties/ problems at home
- develop strategies to be able to work & play co-operatively
- uses social conventions – yes, please, hello appropriately
- begin to understand how to make & sustain friendships; outline what they like in their friendships
- develop & maintain a variety of healthy relationships, within a range of social/ cultural contexts
- develop an understanding that all people are equal in relationships
- recognise & respect the differences & similarities between themselves & others; identifies our bodies belong to us
- respect equality & diversity in relationships
- understand & value the differences & commonalities between people
- recognise & manage emotions within a range of relationships
- recognise risky or negative relationships including all forms of bullying & abuse
- respond to risky or negative relationships & asks for/ seeks help
- *develop understanding of appropriate & inappropriate behaviour in relationships shown by themselves & others*
- develop strategies to deal with & resolve 'falling out'/ conflict effectively & fairly
- *to be able to be acceptably assertive when appropriate; seeks guidance if less sure*
- begin to recognise their worth as individuals by identifying positive things about themselves & their achievements, seeing their mistakes, making amends & setting personal goals
- name different emotions
- recognise that differences & similarities between people arise from a number of factors, including cultural, ethnic, racial & religious diversity, gender & disability
- recognise & challenge stereotypes
- recognise when they & others are feeling these different emotions
- begin to understand how these feelings can affect themselves & others
- begin to consider the feelings of others
- understands that bullying is wrong & there are many types of bullies
- develop strategies to manage their feelings & the feelings of others; seeks help when someone has upset them
- be aware that all people can feel the same but not always in the same situation

### On-line relationships:

- recognise ways the internet can be used to communicate
- develop skills to use the internet to communicate with people they know/ may not know
- understand that they need to be considerate when using the internet

<b>RELATIONSHIPS – Outcomes</b> <i>some outcomes may change dependent upon cohort of needs within any one group</i> (Some aspects may be delivered via IEPs) <i>The outcomes highlighted in red relate directly to the further development of personal safety</i>	
EYFS/ KS1	KS2
<b><u>Year 1:</u></b>  <b><u>WALT (end point): Develop relationships &amp; respect for others</u></b> <ul style="list-style-type: none"> <li>Identify members of my family</li> <li>Play in a group (extending &amp; elaborating play ideas, e.g. building up a role-play activity with other children)</li> <li>Initiate play (offering cues to peers to join them)</li> <li>Respond to others (what others are saying or doing/ shows affection &amp; concern for people who are special to them)</li> <li>Develop friendships (demonstrate friendly behaviour, initiating conversations &amp; forming good relationships with peers &amp; familiar adults)</li> <li>Initiate interactions/ conversations (attends to &amp; takes account of what others say)</li> <li>Understand how to resolve conflicts/ find a compromise</li> <li>Uses please &amp; thank you appropriately</li> <li>Recognise emotions (if someone is happy, sad, angry)</li> <li>Show how we feel/ show someone appropriately, when they are feeling sad, angry or happy</li> <li>Name people who are important to them</li> <li>Share their friends with others</li> <li>How to make good choices</li> <li>Understand what is fair/ unfair</li> </ul>	<b><u>Year 1:</u></b>  <b><u>WALT (end point): Understand what makes a good friend</u></b> <ul style="list-style-type: none"> <li>Understand how own actions &amp; words might hurt others</li> <li>Listen to others views &amp; act accordingly (even if they are not the same views as themselves)</li> <li>Describe the people who are important to them</li> <li><i>Express how their actions &amp; words can make someone happy</i></li> <li><i>Know who to speak to when they or others are upset</i></li> <li><i>Knows people fall out occasionally</i></li> <li>Know how to make amends (if they have done something cruel or unkind)</li> <li>Find ways to be a good friend (support someone who is unhappy)</li> <li>Recognise/ respond to a wider range of emotions in themselves &amp; others</li> <li>Listen/ respond respectfully to a wide range of people, to feel confident to raise their own concerns</li> <li>Listen to other people's feelings; listen &amp; explain own in a friendly way</li> </ul>
	<b><u>Year 2:</u></b>  <b><u>WALT (end point): Understand there are different forms of relationships &amp; some relationships may be different</u></b> <ul style="list-style-type: none"> <li>Recognise there are different types of relationships outside of a family unit</li> <li>Define some features of friendships &amp; other types of relationships</li> <li>Disagree with someone without falling out</li> <li>Find ways to cope when someone disagrees with me</li> <li><i>Demonstrate the qualities of being a good friend</i></li> <li><i>Understand that they can have many friends</i></li> <li><i>Say no</i></li> <li><i>Know the difference between secrets &amp; nice surprises (that everyone will find out about eventually) &amp; the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</i></li> <li><i>Know what kind of physical contact is acceptable, comfortable, unacceptable &amp; uncomfortable &amp; how to respond (including who to tell &amp; how to tell them)</i></li> <li><i>Identifies a trusted adult to share thoughts/ concerns</i></li> </ul>
<b><u>Year 2:</u></b>  <b><u>WALT (end point): Develop a sense of self/ others; form positive relationships</u></b> <ul style="list-style-type: none"> <li>Show interest in others (the lives of people who are familiar to them)</li> <li>Remember/ talk about significant events in their own experience</li> </ul>	<b><u>YEAR 3:</u></b>  <b><u>WALT (end point): Recognise &amp; value difference, respect others</u></b> <ul style="list-style-type: none"> <li>Understand/ value/ respect the way we are all different</li> <li>Understand &amp; accept other people's similarities &amp; differences</li> <li>Compare/ identify the main differences between people, boy/girl, age, hair etc</li> <li>Knows our bodies belong to us</li> </ul>



<ul style="list-style-type: none"> <li>• Recognise/ describes special family times/ occasions or events for family or friends</li> <li>• Show interest in different occupations &amp; ways of life</li> <li>• Know some of the things that make them/ others unique</li> <li>• Talk about some of the similarities &amp; differences in relation to friends or family</li> <li>• Be aware of their own gender</li> <li>• Identify some things that are the same &amp; some things that are different about them &amp; others (may be obvious external at this stage)</li> <li>• Identify family members (develop an awareness that all families are different)</li> <li>• Understand different ways that families care for each other</li> <li>• Knows how to greet others; uses acceptable forms depending upon who they are (e.g. – hug Mum/ handshake teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that we all belong to communities e.g. school</li> <li>• Know we all have different interests &amp; these may change over time</li> <li>• Find ways to respond to others showing consideration for their needs in a caring way</li> <li>• <i>Understand what bullying is</i></li> <li>• <i>Develop strategies to resist bullying</i></li> <li>• <i>Know what to do or who to talk to if they witness bullying or someone being less fair</i></li> <li>• Show consideration toward others &amp; include them in activities</li> </ul>
<p style="text-align: center;"><b><u>Year 3:</u></b></p> <p><b><u>WALT (end point): Identify how to manage our feelings &amp; the feelings of others</u></b></p> <ul style="list-style-type: none"> <li>• <i>Identifies when something is wrong</i></li> <li>• <i>Seeks help if something is wrong at home</i></li> <li>• Identify who to go to for help (seek comfort from familiar adults when needed)</li> <li>• Express feelings (such as sad, happy, cross, scared, worried)</li> <li>• Respond to the feelings &amp; wishes of others</li> <li>• Know that some actions can hurt or harm others</li> <li>• Know actions that are kind/ unkind</li> <li>• Find ways to help or give comfort when others are distressed</li> <li>• Find ways to do things differently (inhibit own actions/ behaviours, e.g. stop themselves from doing something they shouldn't do) -</li> <li>• Seek others about own needs, wants, interests &amp; opinions</li> <li>• Describe self in positive terms &amp; talk about abilities</li> <li>• Express being happy, excited, proud, sad or scared</li> <li>• Choose likes/ dislikes</li> <li>• Make friends (know that people in their group/class like them &amp; are their friend)</li> <li>• Recognise how others feel basic/ obvious facial expression/ body language/ tone – e.g. – happy/ sad)</li> <li>• Begin to know how to make people feel better</li> </ul>	<p style="text-align: center;"><b><u>Year 4:</u></b></p> <p><b><u>WALT (end point): Show how to be a good friend &amp; help others</u></b></p> <ul style="list-style-type: none"> <li>• Develop a greater vocabulary of feelings words</li> <li>• Begin to use more words to express how they are feeling</li> <li>• Express their own likes &amp; dislikes &amp; compare them to that of others</li> <li>• Tell you some things that make them feel upset</li> <li>• State strategies to calm e.g. special chair or quiet area</li> <li>• Find ways to help another person feel good/ proud</li> <li>• State personal strengths; identify strengths of others</li> <li>• <i>Begin to stop &amp; think before acting on feelings</i></li> <li>• <i>Seeks permission/ asks someone if it is OK with what they are doing</i></li> </ul>
<p style="text-align: center;"><b>Key vocabulary</b></p> <p>Self, need, like/dislike, different, same, group, family, caring, happy, sad, excited, proud, scared, feel</p>	<p style="text-align: center;"><b>Key vocabulary</b></p> <p>responsibility, behaviour, hurt, cruel, unkind, nasty, choice, nice, love, able/unable (to address stereotyping), lose, important, Boy/man, girl/lady, kind, unkind, changes, grow, babies, children, adult. Feelings, worried, anxious, relax, good, proud, calm, scared, upset</p>

## RELATIONSHIPS - KS3 & 4

The PSHCE association outlines the promotion of skills, knowledge & understanding, to help pupils form meaningful relationships & understand feelings through childhood through to adulthood providing them with the information they need to be able to identify & respect the differences & similarities between them, by promoting the development of key skills & understanding of the term 'relationships'. To maintain healthy relationships, we need to ensure **through our breadth of offer** our pupils understand what is meant by a healthy relationship & when/ what to do if relationships change to reduce any risk to them /others. To secure such aims, we will encourage our pupils across their course of study to continue to develop their knowledge & understanding of the importance of making effective relationships, how to manage their emotions which may impact upon their well-being & their safety within them. The breadth of learning will continue to address the development/ understanding of on-line relationships building upon previous skills, knowledge & understanding (Education for a connected world). Our breadth of study offered will therefore encourage pupils to:

- identify/ develop & maintain a variety of healthy relationships within a range of social/ cultural contexts
- recognise & manage emotions within a range of relationships; knows about rules/ boundaries/ behave appropriately towards others
- how to deal with risky or negative relationships (develop strategies) including all forms of bullying (including the distinct challenges posed by online bullying) & abuse, sexual & other violence & online encounters
- about managing loss including bereavement, separation & divorce
- to respect equality & be a productive member of a diverse community
- how to identify & access appropriate advice & support
- make & sustain friendships, developing an understanding of how stable relationships work, some which may lead to marriage
- *develop understanding of appropriate & inappropriate behaviour in relationships shown by themselves & others*
- develop an understanding that they are equal in their relationships
- deal with & resolve conflict effectively & fairly
- understand & value the differences & commonalities between people, respecting the rights of others to have beliefs & values different from their own
- develop understanding of the changes that happen as they grow
- recognise able to be assertive when appropriate
- value & respect the thoughts, beliefs & values of other people, understanding differences & commonalities.
- develop a recognition of their worth as individuals identifying positive things about themselves/ their achievements, seeing their mistakes/ making amends & setting personal goals
- recognise that differences & similarities between people arise from a number of factors, including cultural, ethnic, racial & religious diversity, gender & disability
- begin to recognise & challenge stereotypes
- identify & label a range of feelings
- know how feelings can affect themselves & others
- enable them to consider the feelings of others
- work out how others are feeling
- be able to care about feelings of other people
- develop strategies to manage their feelings & the feelings of others; identify who they can trust
- be aware that all people can feel the same but not always in the same situation
- recognise public/ private

### On-line relationships:

- recognise ways the internet can be used to communicate
- develop skills to use the internet to communicate with people they know/ may not know
- understand that they need to be considerate when using the internet

<b>RELATIONSHIPS – Outcomes</b> <i>some outcomes may change dependent upon cohort of needs within any one group</i> (Some aspects may be delivered via IEPs) <i>The outcomes highlighted in red relate directly to the further development of personal safety</i>	
<b>KS3</b> <b><u>Year 1:</u></b>	<b>KS4</b> <b><u>Year 1:</u></b>
<b><u>WALT (end point): Understand the need for acceptable behaviours in relationships/ rules &amp; why we may not be able to keep them</u></b> <ul style="list-style-type: none"> <li>Identifies different forms of relationships outside of the family unit; identifies what is good about them &amp; what makes them happy in them</li> <li>Knows the part they need to play in relationships; how they contribute to successful relationships – what makes a trusted relationship</li> <li>Knows some relationships may lead to marriage &amp; what this means</li> <li>Show that they can follow the rules at school/ college</li> <li>Identify/ share with others their likes &amp; dislikes</li> <li><i>Identify ways to respond to unwanted pressures in relationships; begins to develop a concept of consent</i></li> <li>Judge what kind of physical contact is acceptable or unacceptable &amp; how to respond</li> <li>Know the difference between 'keeping something confidential or secret', (when they should or should not agree to this &amp; when it is right to 'break a confidence' or 'share a secret')</li> <li>Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates &amp; others; &amp; that we all have rights to privacy</li> <li><i>Take responsibility for their own behaviour recognising personal beliefs</i></li> <li><i>Know some things are public/ private</i></li> <li>Begin recognise/ challenge stereotyping</li> <li><i>Say no</i></li> </ul>	<b><u>WALT (end point): Know that we are all different &amp; may not all want the same thing</u></b> <ul style="list-style-type: none"> <li>Know how to manage setbacks when things go wrong</li> <li>Develop their understanding of different relationships – friends/ colleagues/ tolerance</li> <li><i>Show what it means to give &amp; receive respect in a relationship</i></li> <li><i>Know that relationships cause strong feelings &amp; that consent in any relationship is important</i></li> <li><i>Identify what helps relationships thrive &amp; develop</i></li> <li><i>Know ways to put things right when there have been problems in a relationship</i></li> <li><i>Begin to recognise signs of unhealthy relationships &amp; what they should do if this happens to them</i></li> <li><i>Begins to understand the differences in friendships – e.g. – friend/ partner/ boy/ girl friend</i></li> <li>Understand the nature &amp; importance of marriage, civil partnerships &amp; other stable, long-term relationships for family life</li> <li>Know that marriage is a commitment, entered into freely, never forced through threat or coercion,</li> <li>How to manage or deal with the breakdown of a relationship &amp; the effects of change, including loss, separation, divorce &amp; bereavement</li> <li><i>Be able to resist peer pressure from a group of friends</i></li> <li><i>Say no</i></li> <li><i>Recognise that they have rights &amp; responsibilities as an individual</i></li> <li>Talk about role models of both genders &amp; reasons for choice</li> <li><i>Explore lifestyle choices, including choices about physical appearance.</i></li> <li><i>Identify different roles in a bullying situation &amp; the feelings &amp; attitudes of people.</i></li> <li><i>Express opinions simply &amp; show respect for others</i></li> </ul>
<b><u>Year 2:</u></b> <b><u>WALT (end point): Recognise that we are all good in a variety of ways/ in things</u></b> <ul style="list-style-type: none"> <li>Recognise the skills &amp; qualities of others</li> <li>Respect the needs &amp; wishes of others &amp; demonstrate a caring attitude</li> <li>Recognises differences/ similarities between people (arise from a number of factors, including family, cultural, ethnic, racial &amp; religious diversity, age, sex, gender identity, sexual orientation, &amp; disability) - see 'protected characteristics' in the Equality Act 2010</li> <li>Understand different types of family &amp; the different roles within them.</li> <li><i>Value their personal beliefs, behaving appropriately toward others.</i></li> <li><i>Know when someone is being teased or bullied</i></li> <li><i>Identify what is &amp; what is not bullying.</i></li> </ul>	<b><u>Year 2:</u></b> <b><u>WALT (end point): Identify what makes me feel good &amp; what to do if I'm worried about anything/ anyone</u></b> <ul style="list-style-type: none"> <li>Know what I enjoy in life &amp; what makes me feel happy</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Become more aware of what stereotyping means</i></li> <li>• Understand the nature &amp; consequences of discrimination, teasing, bullying &amp; aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond &amp; ask for help)</li> </ul>	
<p style="text-align: center;"><b>Year 3:</b></p> <p><b>WALT (end point): Identify some worries we may/ others have</b></p> <ul style="list-style-type: none"> <li>• Explain a wider range of feelings/emotions (see core vocab)</li> <li>• Know what makes them feel stressed &amp; some ways to relax</li> <li>• Identify likes &amp; dislikes &amp; give reasons</li> <li>• Know why it is important to stop &amp; think when we feel angry or stressed</li> <li>• Ways to change behaviour if they stop &amp; think about what they are doing</li> <li>• Identify some ways to reduce the things that worry me</li> <li>• Know how to see things from someone else's point of view</li> <li>• <i>Be able to tell when we should share a worry</i></li> <li>• Know that most people have worries</li> <li>• Reflect/ act upon the way they feel, &amp; the feelings of others</li> <li>• Listen &amp; respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise &amp; care about other people's feelings &amp; to try to see, respect &amp; if necessary, constructively challenge others' points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Know, accept &amp; label feelings</li> <li>• <i>Know what makes me feel good &amp; know how to help myself have a good time in ways that are not damaging to myself or others</i></li> <li>• Think about worries &amp; help to decide what to do about them; seek help as needed</li> <li>• Use strategies to help to cope with a range of feelings</li> <li>• Choose when to show feelings &amp; when there may be a need to hide them (not intentionally hurting others)</li> <li>• Recognise different types of bullying &amp; abuse</li> <li>• Develop the skills &amp; strategies to manage being targeted or witnessing others being targeted</li> <li>• Be aware of support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship &amp; how to access them</li> <li>• <i>Begin to recognise what peer pressure is &amp; start to develop strategies to manage it</i></li> <li>• <i>Understand safe &amp; responsible use of information communication technology (including safe management of own &amp; others' personal data including images)</i></li> <li>• Know how to establish clear personal boundaries around those aspects of their lives they wish to be private; to understand their right to privacy</li> </ul>
<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Share, strengths, differences, groups/clubs/organisations, qualities, change, agree/disagree, argue, listen, relationship Different, same, Boy/man, girl/lady, kind, unkind, changes, grow, babies, children, adult, Hopeful, hopeless, disappointed, angry, stressed, worry, excited, proud, achieves</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Respect, equal/unequal, problems, peers, peer pressure, jealous/jealousy, decisions, safe, relationships, feelings, body language, worries, enjoy</p>
<p style="text-align: center;"><b>POST 16</b></p> <ul style="list-style-type: none"> <li>• Students within Post 16 will continue their Relationships studies via their curriculum strand Health, well-being &amp; relationships. The bespoke modules/units written by the school aim to provide our students with opportunities to develop/further develop a positive self-image, make choices/decisions, keep themselves safe &amp; develop their personal autonomy</li> <li>• We will encourage all students to develop their fundamental skills developing positive &amp; healthy relationships; this will include a focus upon their mental health, a range of relationships (including sexual) &amp; keeping themselves safe</li> </ul>	

### Living in the Wider World - EYFS/KS1 & 2

The PSHCE association outlines the promotion of skills, knowledge & understanding, to help children develop economic wellbeing & ensure they have the tools to become a responsible citizen. **Through our breadth of offer we aim to** provide our pupils with the information they need to be able to acquire such skills & knowledge relating to citizenship which examines aspects of personal safety/ responsibility, rules, rights/ wrongs, & how they can make an active contribution leading to opportunities for further/ greater economic well-being. Through such study we will provide opportunities for pupils to make more informed decisions building their self-efficacy, to further their resilience, to begin to understand/ know/ how/ when to ask for help. We will therefore need to ensure pupils develop their fundamental skills, knowledge & understanding within the areas of citizenship & economic well-being (from KS2) to enable them to develop:

- a respect for self/ others
- an understanding of different groups & communities, similarities & differences
- the importance of responsible behaviours & actions
- their rights & responsibilities as members of families, other groups & ultimately as citizens
- their values/ attitudes which respect diversity/ equality & how to be a productive member of a diverse community/ protection of the environment
- From KS2 - an understanding of the part that money plays in people's lives
- From KS2 - knowledge of where money comes from, keeping it safe & the importance of managing it effectively
- From KS3 - a basic understanding of enterprise

#### **Citizenship:**

- a recognition of self as individuals
- choice making (choices relating to preference)
- work cooperatively with others
- an understanding of how their words/ actions can affect others
- an understanding of rights/ wrongs (fair/ less fair/ unfair)
- strategies to start to resolve conflicts
- further develop a sense of rights & responsibilities toward themselves & others
- ways to keep safe when out in the community
- a recognition of similarities & differences in different communities & cultures
- an awareness of the wider world & have a sense of wonder about it
- an understanding of how to care for the environment

#### **Economic well-being:**

- an understanding of why we need money/ use money in a wider range of contexts
- choice making skills (make choices about how money is spent)

<b>LIVING IN THE WIDER WORLD - <i>The outcomes highlighted in red relate directly to the further development of personal safety</i></b>	
<b>EYFS/ KS1</b>	<b>KS2</b>
<b><u>Year 1:</u></b>	<b><u>Year 1:</u></b>
<b><u>WALT (end point): Explore likes/ dislikes; makes choices</u></b>	<b><u>WALT (end point): Respect choices may differ</u></b>
<ul style="list-style-type: none"> <li>Express own preferences &amp; interests</li> <li>Demonstrate sense of self as an individual, e.g. wants to do things independently, say's 'no' to an adult</li> <li>Begin to make choices (for example play activities, snack items etc)</li> <li><i>Know some rules for keeping safe &amp; about people who can help them to keep safe</i></li> <li>Know that they have similarities &amp; differences that connect them to, &amp; distinguish them from, others</li> <li>Show an interest in different occupations &amp; ways of life</li> </ul>	<ul style="list-style-type: none"> <li>Recognise choices they can make</li> <li>Make choices from a range of options (for example between school meal options, what to watch on television, who to work with etc)</li> <li>Work with others to make choices</li> <li>Use strategies to resolve differences</li> <li>Recognise the difference between right &amp; wrong</li> <li>Develop an understanding of what is fair &amp; unfair</li> <li>Knows/ initiates rules for simple negotiation, seeking help from others if needed</li> </ul>
<b><u>Year 2:</u></b>	<b><u>Year 2:</u></b>
<b><u>WALT (end point): Explore items found within our environment</u></b>	<b><u>WALT (end point): Become more responsible; identify how we can help our local/ wider environment</u></b>
<ul style="list-style-type: none"> <li>Ask questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>Talk about some of the things they have observed such as plants, animals, natural &amp; found objects</li> <li>Develop an understanding of growth, decay &amp; changes over time</li> <li>Show care &amp; concern for living things &amp; the environment</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the community in which they live &amp; that there are wider communities within the world</li> <li>Recognise different types of environments within the community e.g. parks, playgrounds, shopping centers</li> <li>Understand how local environments can be harmed (Rubbish, graffiti etc.)</li> <li>Understand ways we can improve &amp; look after our community</li> </ul>
<b><u>Year 3:</u></b>	<b><u>Year 3:</u></b>
<b><u>WALT (end point): Make choices &amp; share items with others</u></b>	<b><u>WALT (end point): Understand similarities &amp; difference</u></b>
<ul style="list-style-type: none"> <li>Shares items showing fairness</li> <li>Show interest in different occupations &amp; ways of life</li> <li>Know that some actions &amp; words can hurt other people's feelings</li> </ul>	<ul style="list-style-type: none"> <li>Recognise similarities &amp; differences between themselves</li> <li>Recognise similarities in people from different settings across the world</li> <li>Explore how people celebrate differently around the world</li> </ul>
	<b><u>Year 4:</u></b>
	<b><u>WALT (end point): Identify why we need money &amp; what we spend it on</u></b>
	<ul style="list-style-type: none"> <li>Explore &amp; understand why we need money</li> <li>Experience using money &amp; making choices relating to spending</li> </ul>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
Like, dislike, fair, unfair, right, wrong, rules, choice, environment, world.	Safety, responsibilities, improves money. damage, same, different, similar, spend

### **Living in the Wider World - KS3 & 4 - (links with CEIAG & Work-Related Learning)**

The PSHCE association outlines the promotion of skills, knowledge & understanding, to help students continue to develop economic wellbeing to ensure they continue to build upon the skills to become a responsible citizen. **Through our breadth of offer** we will continue to provide our students with the information they need to be able to acquire such skills & knowledge relating to citizenship which examines aspects of personal safety/ responsibility, rules, rights/ wrongs, & how they can make an active contribution leading to opportunities for further/ greater economic well-being. Through such study we will provide opportunities for pupils to make more informed decisions building their self-efficacy, to further their resilience, to begin to understand/ know/ how/ when to ask for help. We will therefore need to ensure students continue to develop their fundamental skills, knowledge & understanding within the areas of citizenship & economic well-being (building upon learning delivered within KS2) to enable them to develop:

- understand their rights & responsibilities as members of diverse communities, as active citizens & participants in the local & national economy
- a further understanding of how to make informed choices & be enterprising & ambitious
- an understanding of rules & why we need to follow them
- an understanding that their behaviour can have consequences
- employability, team working & leadership skills
- increased flexibility & resilience
- the economic & business environment
- skills relating to personal financial choices
- an understanding of rights & responsibilities as consumers
- research skills which enables debate

#### **Citizenship:**

- a respect of differences (ourselves & others / diversity & equality)
- a sense of their rights/ responsibilities toward themselves & toward others
- an understanding the importance of responsible behaviours & actions
- positive attitudes towards others in the school/ community/ different cultures
- skills of how to be a productive member of a diverse community
- a sense of individual identity
- an understanding of basic democracy (e.g. voting process)
- decision making skills
- critical thinking skills to help solve problems & express opinions

#### **Economic well-being:**

- an understanding that money is earned & is received
- an understanding of why we need money
- budget/ banking / managing money skills; how to keep money safe
- an understanding that there can be choices about ways to begin to earn money
- an understanding of enterprise



<b>LIVING IN THE WIDER WORLD - <i>The outcomes highlighted in red relate directly to the further development of personal safety</i></b>	
<b>KS3</b>	<b>KS4</b>
<p><b><u>Year 1:</u></b></p> <p><b><u>WALT (end point): Know we are different but have common rules &amp; responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• Recognise, understand &amp; follow codes &amp; rules</li> <li>• Explain how their actions can affect other people (e.g. bullying)</li> <li>• Understand different forms of bullying &amp; know these are wrong</li> <li>• Explore a range of cultures within the wider world; identify what aspects are the same</li> <li>• Compare similarities &amp; differences between our way of life &amp; those of different cultures</li> <li>• Accept/ understand difference of others e.g. faith, appearance etc.</li> </ul>	<p><b><u>Year 1:</u></b></p> <p><b><u>WALT (end point): Identify how choices &amp; some decisions are made</u></b></p> <ul style="list-style-type: none"> <li>• Recognise some of their basic rights as an individual</li> <li>• Identify the person or people responsible for protecting individual rights in different situations (school, work, public places etc.)</li> <li>• Understand that they have different kinds of responsibilities, rights &amp; duties at home, at school, in the community &amp; towards the environment</li> <li>• Understand how decision-making processes work for example: mock elections, school council, school-based decisions etc.</li> <li>• Express own views on various issues or decisions which considers others</li> <li>• Know some of the reasons why we vote</li> <li>• Talk about some of the things that are controlled by a government (local &amp; national)</li> </ul>
<p><b><u>Year 2:</u></b></p> <p><b><u>WALT (end point): Seek ways to find information</u></b></p> <ul style="list-style-type: none"> <li>• Be aware of current news affairs</li> <li>• Develop an opinion about events that are happening within the world</li> <li>• Explore what to do &amp; who to talk to if news events are upsetting</li> <li>• Seek views/ opinions of others appropriately</li> <li>• Identifies ways they can take responsibility for their school/ local environment</li> </ul>	<p><b><u>Year 2:</u></b></p> <p><b><u>Outcomes (end point): Identify ways they can contribute towards their lifestyles based upon personal choices made</u></b></p> <ul style="list-style-type: none"> <li>• Express preferences about their lifestyle</li> <li>• Express choices relating to their future</li> <li>• Recognise some responsibilities that they have toward others</li> <li>• Choose the right clothes to wear for different occasions</li> <li>• Find out about the different jobs that people do in the community</li> <li>• Find out what the salary is for the job they are interested in</li> <li>• Use money within the wider community</li> <li>• Begin to budget money</li> <li>• Knows the purpose of a bank/ building society</li> <li>• Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', &amp; 'tax' (e.g. their contribution to society through the payment of VAT)</li> </ul>
<p><b><u>Year 3:</u></b></p> <p><b><u>WALT (end point): Identify ways/ how people earn money &amp; ways to try &amp; save some</u></b></p> <ul style="list-style-type: none"> <li>• Understand how people earn/ get money</li> <li>• Explore &amp; understand why we need money</li> <li>• Experience using money &amp; making choices relating to spending</li> <li>• Understand the function of a bank &amp; saving/ budgeting money</li> </ul>	
<p><b>Key Vocabulary</b></p> <p>Actions, codes, issues, problems, survey</p>	<p><b>Key Vocabulary</b></p> <p>Jobs, work, skills, income, election, government, vote, local, national, council</p>
<p><b>POST 16</b></p> <ul style="list-style-type: none"> <li>• Students within Post 16 will continue their Health &amp; Well-being studies via their curriculum strand Health, well-being &amp; relationships. The bespoke modules/units written by the school aim to provide our students with opportunities to develop/further develop a positive self-image, make choices/decisions, keep themselves safe &amp; develop their personal autonomy</li> <li>• We will encourage all students to develop their fundamental skills within their social, mental &amp; physical development; this will include a focus upon their health &amp; well-being to enable them to lead healthy, safe, fulfilling, responsible &amp; balanced lives</li> </ul>	

# Relationships, Sex Education

*The DfE continues to recommend that all primary schools should have a sex education programme tailored to the age & the physical/ emotional maturity of the pupils\* Schools will also want to recognise the significance of other factors, such as special educational needs*

## School rationale/ intent RSE\* units of work

To area of Relationships, Sex Education (RSE) will provide pupils with the information they need in order to allow them to further understand the human life cycle & the process of the beginnings of life cycles (human reproduction). This will include preparing pupils for the physical changes to their bodies including information relating to emotional changes they will experience. Additionally, pupils will be provided with the information which will help them to form/ experience meaningful relationships (which may include sexual relationships). Our school recognises that pupils will need to have a degree of understanding which will enable them to meaningfully comprehend the areas being addressed. **The formal teaching of Relationship Sex Education\* will therefore address the learning needs of pupils/ students who have been identified through formal assessment measures as working within/ above Step 8 B2 Progression Step PSHCE (Health & Well-being) & Step 8 B2 Science/ Biology.** To ensure pupils develop their fundamental skills, knowledge & understanding of such areas our scheme will include:

- Life cycles & changes (Key Stages 3 & 4)
- Personal autonomy & safety (Key Stages 3, 4 & Post 16)
- Puberty (Key Stages 2 & 3)
- Sexual health including contraception (Key Stages 4 & Post 16)

*Parental permission will be obtained before any formal Relationships; Sex Education classes commence; parents will be offered the opportunity to view all Medium-Term plans associated with this subject before any teaching commences.*

## Pages 17 & 18 DfE - Relationships Education, Relationships & Sex Education (RSE) & Health Education outlines:

*Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents &, as appropriate, with the child to ensure that their wishes are understood & to clarify the nature & purpose of the curriculum. Schools will want to document this process to ensure a record is kept. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education & any detrimental effects that withdrawal might have on the child. This could include any social & emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).*

*Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to & until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.*

*This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, **other than as part of the science curriculum.** If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.*

## **Statutory Science objectives from the National Curriculum 2014**

### **National Curriculum - Year 2**

*Notice that animals, including humans, have offspring which grow into adults*

- Non statutory guidance - Learners should also be **introduced to the processes of reproduction & growth in animals**. The focus at this stage should be on questions that help learners to recognise growth; **they should not be expected to understand how reproduction occurs**
- The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult
- Learners might work scientifically by observing, through video or first-hand observation & measurement, how different animals, including humans, grow; asking questions about what things animals need for survival & what humans need to stay healthy; & suggesting ways to find answers to their questions

### **National Curriculum - Years 5 & 6**

*Describe the differences in the life cycles of a mammal, an amphibian, an insect & a bird*

*Describe the life process of reproduction in some plants & animals*

- **Learners should find out about different types of reproduction, including sexual & asexual reproduction in plants, & sexual reproduction in animals**
- Learners might work scientifically by observing & comparing the life cycles of plants & animals in their local environment with other plants & animals around the world (in the rainforest, in the oceans, in desert areas & in prehistoric times), asking pertinent questions & suggesting reasons for similarities & differences
- They might try to grow new plants from different parts of the parent plant, for example, seeds, stem & root cuttings, tubers, bulbs
- They might observe changes in an animal over a period of time (for example, by hatching & rearing chicks), comparing how different animals reproduce & grow

### **Key Vocabulary**

Grow, baby, child, teenager, adult, old age, family, family names, hair, puberty, vagina, penis, breasts, period, sanitary towel (including product names), cleanliness, menstruation

### **Curriculum Resources**

Living Your Life, NI curriculum (knowing & growing)

## RSE Themes/core areas\*

*\*each core area is supported by the key vocabulary which will be used/ taught to pupils/ students which secures consistency across the school in language used*

### Long Term Planning

<b>Puberty &amp; change Key stages 2 &amp; 3</b>	<b>Life cycle &amp; changes: Key Stages 3,4 &amp; P16</b>	<b><i>Personal autonomy &amp; Safety: Key Stages 3,4 &amp; P16</i></b>	<b>Sexual Health including Contraception (Knowing the Role of the Health Professional) - Key Stages 2, 3, 4 &amp; P16</b>
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	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>KS2</b>	<b>Puberty</b> Puberty & body changes including periods How a baby is conceived/ born*	<b>Life cycles &amp; changes</b> Lifecycles (taught through statutory science unit)	<b>Sexual health including contraception</b> Healthy living/ healthy life styles
<b>KS3</b>	<b>Life cycles &amp; changes</b>  Reproduction – The Human Lifecycle (taught through statutory science unit)	<b>Puberty</b> Puberty & body changes including periods & wet dreams  <b>Personal autonomy &amp; safety</b> Masturbation including public & private	<b>Sexual health including contraception</b>  Role of the health professional
<b>KS4</b>	<b>Life cycles &amp; changes</b> Reproduction, conception, pregnancy & birth (taught through statutory science unit)	<b>Personal autonomy &amp; safety</b> Sexual & non-sexual relationships	<b>Sexual health including contraception</b> Maintaining good personal health
<b>Post-16</b>	<b>Life cycles &amp; changes</b> Making good choices How to look after yourself Where to get help & support	<b>Personal autonomy &amp; safety</b> Sexual relationships Sexual expression Keeping yourself safe	<b>Sexual health including contraception</b> Sexual health Contraception STI's & staying healthy including health checks screening/checking

### **Core Themes & Rationale:**

<b>RSE Core Theme Areas:</b>	<b>Cross-Curricula approach/offer:</b>
<b>1. Puberty</b> <b>2. Life Cycles &amp; Changes</b> <b>3. Personal Autonomy &amp; Safety</b> <b>4. Sexual Health including Contraception</b>	<ul style="list-style-type: none"> <li>• PSHCE scheme of work</li> <li>• RSE scheme of work</li> <li>• Science curriculum</li> <li>• SMSC development</li> <li>• Promotion of British Values</li> <li>• Post 16 – Health, well-being &amp; relationships &amp; Work-Related Learning (Business &amp; Enterprise)</li> <li>• Post 16 – Functional skills curriculum</li> </ul>

### **Breadth of offer RSE offer:**

<b>Key Stage</b>	<b>Puberty</b>	<b>Life cycles &amp; Changes</b>	<b>Personal Autonomy &amp; Safety</b>	<b>Sexual health inc contraception</b>
<b>KS2 – WALT (end point):</b>	<ul style="list-style-type: none"> <li>• Find out how our body will change as we get older</li> </ul>			<ul style="list-style-type: none"> <li>• Identify ways to stay healthy &amp; our contribution to it</li> </ul>
<b>KS3 – WALT (end point):</b>	<ul style="list-style-type: none"> <li>• Understand the changes that happen as we get older to our bodies &amp; feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the function/ changes in body parts; seeks help/ guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Identify we all feel a wide range of emotions &amp; ways to express these</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways we can support our own health &amp; well-being</li> </ul>
<b>KS4 – WALT (end point):</b>		<ul style="list-style-type: none"> <li>• Explain how a baby is conceived &amp; ways to prevent this</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the feelings &amp; needs of others &amp; how these may be different to ours</li> </ul>	<ul style="list-style-type: none"> <li>• Find ways we can seek help &amp; guidance in maintain good health</li> </ul>
<b>Post 16 – WALT (end point):</b>		<ul style="list-style-type: none"> <li>• Identifies the responsibilities associated with becoming pregnant/ parenthood &amp; ways to seek help/ guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that over time our relationships may change</li> </ul>	<ul style="list-style-type: none"> <li>• Understand our responsibilities in maintaining safe relationships</li> </ul>

**Rationale & outcomes: - Puberty & change: Key Stages 2 & 3**  
**\*Progression 8 & above**

**Key Stage 2**

To provide pupils with the information they will need to prepare them for the physical changes to their own bodies during puberty (male/female), drawing on knowledge of the human life cycle set out in the NC for science – how a baby is conceived & born. This aspect will also include guidance on menstruation (what to do & who you can ask for help). We therefore need to ensure our pupils, develop their fundamental skills in this area.

**WALT (end point): Find out how our body will change as we get older**

- Name external body parts
- Identify the changes that happen to the body as it grows from birth to old age (including puberty)
- Recognise these physical changes in themselves/ others (including menstruation)
- Identify how a baby is conceived & born\*
- Identify the appropriate personal hygiene products to support self-care routines
- *Find out information relating to questions they may have – i.e. – who to ask/ how to find out further information*
- *Use appropriate vocabulary relating to changes in ourselves/others*

**Key Stage 3**

**DfE guidance – page 23 outlines:** *primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education & how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.*

To continue to provide students with the information they will need to prepare them for further physical changes to their own bodies & with information relating to the emotional changes they will experience, examining the reasons why these changes happen & impact on themselves/others (mood swings, periods, wet dreams & the reproductive system). We therefore need to ensure that our students (when at the identified developmental level), develop their fundamental skills in this vital area.

**WALT (end point): Understand the changes that happen as we get older to our bodies & feelings**

- Identify that all people experience mood swings
- Identify & use the appropriate vocabulary to communicate feelings (self/ others)
- Identify they know who to ask & what language to use when they experience fluctuating mood swings
- *Understand the need for appropriate/ less appropriate audience when communicating how they are feeling/ asking for help*
- Recognize the changes that will/ are happening to their bodies
- Use appropriate vocabulary related to having periods
- Understand why girls have periods & how to deal effectively with them within personal hygiene/self-care routines
- Know that boys have wet dreams & that it is a natural occurrence
- Know what to do if a wet dream occurs if this causes upset/anguish
- *Use appropriate means to communicate any questions*

## Rationale & outcomes: - Life cycle & changes: Key Stages 3, 4 & Post 16

### Key Stage 3

To develop students understanding of the human lifecycle including the function/ facts associated with conception (pregnancy) & ways to obtain further information to help them stay safe/ form healthy relationships.

**WALT (end point): Identify the function/ changes in body parts; seeks help/ guidance**

- Know the names of the male & female external sexual organs
- Identify the changes that happen to the body as humans grow/ develop & sequence the human lifecycle
- Know a sperm & egg are needed to conceive
- Use appropriate language associated with sexual organs & conception
- *Identifies the characteristics of a trusted adult*
- *Outlines when they may need to seek help or further guidance*

### Key Stage 4

To provide students with the information they need to understand the process of the beginning of life cycles (human reproduction) related to conception, pregnancy & birth; when students are at the identified developmental level, they obtain the knowledge & understanding of ways to help maintain their personal safety with the ability to identify potential risks in the relationships they may form.

**WALT (end point): Explain how a baby is conceived & ways to prevent this**

- Use appropriate vocabulary related to male & female sexual organs & their functions in conception
- Use appropriate vocabulary related to conception, pregnancy & birth
- Identifies how a pregnancy occurs
- Identifies ways to prevent a pregnancy
- Know what happens to a woman's body during pregnancy
- Know what happens during the process of giving birth
- *Understands the need to keep their bodies remain private*
- *Remembers what a healthy relationship looks like*
- *Understand ways to stay safe when developing sexual relationships*

### Post 16

To provide students with the information they will need to understand the process of conception, pregnancy & birth & to make informed choices around pregnancy & parenthood; we will continue to pursue all aspects of personal safety to promote the understanding of consent in any relationship formed.

**WALT (end point): Identifies the responsibilities associated with becoming pregnant/ parenthood & ways to seek help/ guidance**

- Understand how females become pregnant & the role of a man/ woman
- Know the three stages of pregnancy
- Know what happens when a female gives birth
- Know ways to keep ourselves healthy during pregnancy – diet/ lifestyle
- *Know we have choices in becoming pregnant & know where to find help to decide this*
- *Explains what consent is*
- *Knows the role of people who help us – midwife, doctor, nurse*
- Explore the responsibilities associated with becoming a parent



- Explore changes that will happen to your lifestyle when you become a parent

**Rationale & outcomes: - *Personal autonomy & safety: Key Stages 3, 4 & Post 16***

**Key Stage 3**

To develop our students understanding of the changes in the way they may feel as they go through puberty, & some of the ways they can begin to deal with their feelings enabling them to develop the skills to express such feelings with increasing knowledge/ confidence & *remain safe*.

**WALT (end point): Identify we all feel a wide range of emotions & ways to express these**

- Respond appropriately to a range of known & unknown people & friends
- *Use vocabulary to express their feelings in an assertive, unambiguous & appropriate manner*
- *Grow more awareness of appropriate & inappropriate expression of emotion*
- *Understand the need for appropriate/ less appropriate behaviour when communicating/ expressing how they feel*
- *Seek guidance from others asking for help if needed*
- Begin to understand that changes in mood are a normal part of growing up & that they can talk to people to help with this
- Develop a positive attitude towards masturbation
- Understand that masturbation is a natural but private occurrence
- Identify the public & private areas of the home & of school
- *Develop & understanding of what behaviours are appropriate/ acceptable in public & private places*

**Key Stage 4**

To provide our students with the information they need to be able to develop healthy adult relationships safely enabling them to recognise key characteristics & positive aspects of healthy relationships & how relationships differ.

**WALT (end point): Understand the feelings & needs of others & how these may be different to ours**

- *Explore the skills needed to make & maintain relationships*
- *Identify that relationships may change over time (past, present & future relationships that may be available to them)*
- *Identify the interpersonal skills needed to make & maintain relationships*
- *Identify ways in which relationships can form & develop, & what to do if they feel uncomfortable (personal safety)*
- *Identify the difference between friendships & a relationship with a boyfriend/ girlfriend*
- *Understand that a relationship can only work if the feeling is mutual*
- *Treat all people equally/ respectfully expecting the same for self*
- Identify that relationships, they see may not be of their choosing (e.g. – partners/ genders)

**Post 16**

To provide students with the information needed to be able to develop/sustain healthy adult relationships & express their sexuality & personality safely, seeking help & guidance if/ as necessary.

**WALT (end point): Understand that over time our relationships may change**

- Explain the interpersonal skills needed to make & maintain healthy, respected relationships
- Begin to appreciate that relationships may change over time or may be broken seeking help & guidance accordingly
- *Identify how to make feelings known to others in appropriate ways considering safety of self/ others*
- *Identify ways to behave in a relationship in public & in private*
- Have an understanding of self-worth/ value & translate this into how they should be treated/ treat others
- Identify ways in which relationships can form & develop & such relationships may change over time

- *Know what to do if they feel uncomfortable & can identify ways to seek help*

## **Rationale & outcomes: - Sexual Health including Contraception (Knowing the Role of the Health Professional) – Key Stages 2, 3, 4 & Post 16**

### **Key Stage 2**

To continue to provide pupils with the information they will need to recognise/ know when they are unwell & where/ how to seek help/ guidance which will promote their personal autonomy & independence in maintaining their health & well-being.

#### **WALT (end point): Identify ways to stay healthy & our contribution to it**

- Know ways to keep healthy – e.g. – food & exercise
- Identify healthy & less healthy foods
- Name different types of exercise we can do to keep healthy
- Describes their hobbies & interests/ things they enjoy
- Know how/ why to keep ourselves clean
- Knows hygiene conventions/ how to prevent germs from spreading when we are ill
- Describes who they can go to if they feel sad/ upset

### **Key Stage 3**

To continue to provide our students with the information they will need to maintain good physical/ personal/ emotional health which enables them to reflect on/ understand a wide range of emotions. To provide students with an overview of the role of people who can help them including the emergency services to assist their developing personal autonomy & independence.

#### **WALT (end point): Identify ways we can support our own health & well-being**

- Identifies/ describes a range of emotions
- Knows everyone does not always feel the same
- Outlines what makes them happy/ things they do
- Know who looks after you when you are ill
- Know the roles of different health professionals
- Name different health professionals
- Know which professional to contact
- *Know what an emergency is & who to contact in an emergency*
- *Knows the numbers of the emergency services (111/ 999)*

### **Key Stage 4**

At Key Stage 4 we will reinforce the work presented at Key Stage 3 building upon students developing skills, knowledge & understanding extending such understanding to include the importance of maintaining good personal health (leading to a greater functionality/ application of skills).

#### **WALT (end point): Find ways we can seek help & guidance in maintain good health**

- Understanding of how to maintain personal health (screening/ checking) – e.g. – going to the GP/ collecting their prescription
- Know how to make an appointment
- Identifies ways to seek help & guidance

### **Post 16**

To promote the understanding of personal responsibility in relationships & ways they can stay safe; to recognise the function of contraception & their responsibilities within this. To continue to promote the understanding of the role of health professional who help contribute to their personal safety & autonomy in decisions made.

#### **WALT (end point): Understand our responsibilities in maintaining safe relationships**

- *To acknowledge/ understand the need for personal responsibility in the relationships they form*
- *Seeks the advice of a trusted person in any aspect of a relationship which they are less sure*

- *Identify products – e.g. – condoms & know how to obtain these*
- *Explain what safe sex is*
- *Identify the reasons for choosing safe sex*
- *Demonstrate how to use a condom*
- *Explain different forms of contraception*
- *Identify ways to negotiate the use of contraception with a partner*
- *Identify how & where to obtain contraceptives & further advice*
- *Identify STIs & how they are transmitted*
- *Recognise symptoms of STIs*
- *Identify where you might go for treatment & advice*

# Cross Curricula links

## Key theme 1: Health & well-being

PSHCE Association EYFS - Pupils should be taught to:	Cross-curricula school offer
<ul style="list-style-type: none"> <li>The PSHCE Association does not currently specify the development of skills/attributes for EYFS learners</li> </ul>	<ul style="list-style-type: none"> <li><b>Prime Area - Personal, Social &amp; Emotional Development &amp; Physical Development</b></li> </ul>
PSHCE Association Key Stages 1 – 2 - Pupils should be taught to:	Cross curricula school offer
<p><b>Key skills &amp; attributes:</b></p> <ul style="list-style-type: none"> <li>what is meant by a healthy life-style</li> <li>how to maintain good physical, mental &amp; emotional health &amp; wellbeing</li> <li>ways of keeping physically &amp; emotionally safe</li> <li>how to identify/manage risks</li> <li>how to manage change (beginnings of puberty)</li> <li>how to make informed choices about health &amp; wellbeing</li> <li>how to recognise sources of help in maintaining a healthy life style (e.g. – role of the school nurse)</li> <li>how to respond in an emergency</li> </ul>	<ul style="list-style-type: none"> <li><b>Science</b> Curriculum</li> <li><b>Relationships</b> - Body Parts, Health &amp; Personal Care, life cycles &amp; changes</li> <li><b>Relationships</b> - Maintaining a Healthy Lifestyle &amp; Looking After Our Physical Wellbeing</li> <li><b>SMSC development</b> – Social development</li> <li><b>L2L curriculum</b> – Conceptual Development &amp; Responses to routines &amp; changes</li> </ul>
PSHCE Association Key Stages 3 – 4 - Pupils should be taught to:	Cross curricula school offer
<p><b>Key skills &amp; attributes:</b></p> <ul style="list-style-type: none"> <li>managing changes to their body; begin to recognise public/private</li> <li>how to maintain physical, mental &amp; emotional health &amp; wellbeing;</li> <li>how to make informed choices about health &amp; wellbeing matters including drugs, alcohol &amp; tobacco</li> <li>how to maintain a balanced diet; physical activity; mental &amp; emotional health &amp; wellbeing; &amp; sexual health*</li> <li>about parenthood &amp; the consequences of teenage pregnancy*</li> <li>how to assess &amp; manage risks to health; &amp; to keep themselves &amp; others safe</li> <li>how to identify &amp; access help, advice &amp; support</li> <li>how to respond in an emergency, including administering first aid</li> <li>the role &amp; influence of the media on lifestyle</li> </ul>	<ul style="list-style-type: none"> <li><b>Science</b> Curriculum</li> <li><b>L2L</b> – Conceptual Development &amp; Responses to routines &amp; changes</li> <li><b>Relationships</b> - Body Parts, Health &amp; Personal Care</li> <li><b>Relationships</b> - Maintaining a Healthy Lifestyle &amp; Looking After Our Physical Wellbeing</li> <li><b>SMSC development</b> – social development</li> <li><b>Relationships &amp; Sex Education</b> – Lifestyles &amp; changes, sexual health including contraception, puberty, Role of the health professional</li> <li><b>On-line safety/ Educated for a connected world</b> - Online bullying, Privacy &amp; Security, Health, well-being &amp; Lifestyle</li> <li><b>Accreditation</b> – The school will identify appropriate modules of accreditation to support the development of students PSHCE using the schemes adopted by the school; all units will provide meaning/challenge for each learner adding value to the skills, knowledge &amp; understanding within PSHCE</li> </ul>
PSHCE Association Post 16 - Students should be taught to:	Cross curricula school offer
<ul style="list-style-type: none"> <li>The PSHCE Association does not currently specify long term aims for Post 16</li> </ul>	<ul style="list-style-type: none"> <li><b>Health, well-being &amp; relationships</b></li> <li><b>Functional skills curriculum</b></li> <li><b>Accreditation</b> – The Trust will identify appropriate modules of accreditation to support the development of students PSHCE using the schemes adopted by the school; all units will provide meaning/challenge for each learner adding value to the skills, knowledge &amp; understanding within PSHCE as identified within our SPT Accreditation policy</li> </ul>

# Cross Curricula links

## Key theme 2: Relationships

PSHCE Association EYFS - Pupil should be taught to:	Cross curricula school offer
<ul style="list-style-type: none"> <li>The PSHCE Association does not currently specify the development of skills/attributes for EYFS learners</li> </ul>	<ul style="list-style-type: none"> <li><b>Prime Area - Personal, Social &amp; Emotional Development</b></li> <li><b>SMSC Development &amp; the promotion of British Values</b></li> </ul>
PSHCE Association Key Stages 1 – 2 - Pupils should be taught to:	Cross curricula school offer
<p><b>Key skills &amp; attributes:</b></p> <ul style="list-style-type: none"> <li>how to develop &amp; maintain a variety of healthy relationships, within a range of social/cultural contexts</li> <li>how to recognise &amp; manage emotions within a range of relationships</li> <li>how to recognise risky or negative relationships including all forms of bullying &amp; abuse</li> <li>how to respond to risky or negative relationships &amp; ask for help</li> <li>how to respect equality &amp; diversity in relationships</li> </ul>	<ul style="list-style-type: none"> <li><b>Relationships</b> – Relationships</li> <li><b>L2L curriculum</b> - Social Relationships &amp; Emotional Development &amp; Ownership of Learning</li> <li><b>SMSC development</b> – Social &amp; Moral development</li> <li><b>On-line safety/ Educated for a connected world</b> – Online relationships</li> </ul>
PSHCE Association Key Stages 3 – 4 - Pupils should be taught to:	Cross curricula school offer
<p><b>Key skills &amp; attributes:</b></p> <ul style="list-style-type: none"> <li>how to develop &amp; maintain a variety of healthy relationships within a range of social/cultural contexts &amp; to develop parenting skills</li> <li>how to recognise &amp; manage emotions within a range of relationships</li> <li>how to deal with risky or negative relationships, including all forms of bullying &amp; abuse, sexual &amp; other violence &amp; online encounters</li> <li>about the concept of consent in a variety of contexts (including in sexual relationships)</li> <li>about managing loss, including bereavement, separation &amp; divorce</li> <li>to respect equality &amp; be a productive member of a diverse community</li> <li>how to identify &amp; access appropriate advice &amp; support</li> </ul>	<ul style="list-style-type: none"> <li><b>Relationships</b> – personal autonomy &amp; safety</li> <li><b>Relationships &amp; Sex Education</b> -Lifestyles &amp; changes, sexual health including contraception, puberty</li> <li><b>L2L curriculum</b> – Conceptual Development &amp; Responses to routines &amp; changes</li> <li><b>SMSC development</b> – social &amp; moral development</li> <li><b>ICT &amp; On-line safety</b> - Find Things Out- Information Technology, Exchange &amp; Share Information- Digital Literacy</li> <li><b>Accreditation</b> – The school will identify appropriate modules of accreditation to support the development of students PSHCE using the schemes adopted by the school; all units will provide meaning/challenge for each learner adding value to the skills, knowledge &amp; understanding within PSHCE</li> </ul>
PSHCE Association Post 16 - Students should be taught to:	Cross curricula school offer
<ul style="list-style-type: none"> <li>The PSHCE Association does not currently specify long term aims for Post 16</li> </ul>	<ul style="list-style-type: none"> <li><b>Health, well-being &amp; relationships</b></li> <li><b>Functional skills curriculum</b></li> <li><b>Accreditation</b> – The school will identify appropriate modules of accreditation to support the development of students PSHCE using the schemes adopted by the school; all units will provide meaning/challenge for each learner adding value to the skills, knowledge &amp; understanding within PSHCE</li> </ul>

# Cross Curricula links

## Key theme 3: Living in the Wider World

PSHCE Association EYFS - Pupil should be taught to:	Cross curricula school offer
<ul style="list-style-type: none"> <li>The PSHCE Association does not currently specify the development of skills/attributes for EYFS learners</li> </ul>	<ul style="list-style-type: none"> <li><b>Prime Area - Personal, Social &amp; Emotional Development</b></li> <li><b>Specific area – Understanding the World</b></li> <li><b>SMSC Development/ Promotion of British Values</b></li> </ul>
PSHCE Association Key Stages 1 – 2 - Pupils should be taught to:	Cross curricula school offer
<p><b>Key skills &amp; attributes:</b></p> <ul style="list-style-type: none"> <li>about respect for the self &amp; others &amp; the importance of responsible behaviours &amp; actions</li> <li>about rights &amp; responsibilities as members of families, other groups &amp; ultimately as citizens</li> <li>about different groups &amp; communities</li> <li>to respect equality &amp; to be a productive member of a diverse community</li> <li>about the importance of respecting &amp; protecting the environment</li> <li>about where money comes from, keeping it safe &amp; the importance of managing it effectively</li> <li>how money plays an important part in people's lives</li> <li>a basic understanding of enterprise</li> </ul>	<ul style="list-style-type: none"> <li><b>Relationships</b> – Citizenship</li> <li><b>SMSC development</b> – social &amp; moral development</li> <li><b>Maths</b> – Money &amp; time</li> <li><b>L2L curriculum</b> – Conceptual Development &amp; Responses to routines &amp; changes</li> </ul>
PSHCE Association Key Stages 3 – 4 - Pupils should be taught to:	Cross curricula school offer
<p><b>Key skills &amp; attributes:</b></p> <ul style="list-style-type: none"> <li>about rights &amp; responsibilities as members of diverse communities, as active citizens &amp; participants in the local &amp; national economy</li> <li>how to make informed choices &amp; be enterprising &amp; ambitious</li> <li>how to develop employability, team working &amp; leadership skills &amp; develop flexibility &amp; resilience</li> <li>about the economic &amp; business environment</li> <li>how personal financial choices can affect oneself &amp; others &amp; about rights &amp; responsibilities as consumers</li> </ul>	<ul style="list-style-type: none"> <li><b>Relationships</b> – Citizenship</li> <li><b>Relationships &amp; Sex Education</b> – Personal autonomy &amp; safety</li> <li><b>L2L curriculum</b> – Conceptual Development &amp; Responses to routines &amp; changes</li> <li><b>SMSC development</b> – social &amp; moral development</li> <li><b>Work Related Learning</b> – World of work, Pathways, Skills, Preparing for work, Safety at work, Business &amp; Enterprise for work, Practical skills for work</li> <li><b>Accreditation</b> – The school will identify appropriate modules of accreditation to support the development of students PSHCE using the schemes adopted by the school; all units will provide meaning/challenge for each learner adding value to the skills, knowledge &amp; understanding within PSHCE</li> </ul>
PSHCE Association Post 16 - Students should be taught to:	Cross curricula school offer
<ul style="list-style-type: none"> <li>The PSHCE Association does not currently specify long term aims for Post 16</li> </ul>	<ul style="list-style-type: none"> <li><b>Health, well-being &amp; relationships</b></li> <li><b>Functional skills curriculum</b></li> <li><b>WRL including Business &amp; Enterprise</b></li> <li><b>Accreditation</b> – The school will identify appropriate modules of accreditation to support the development of students PSHCE using the schemes adopted by the school; all units will provide meaning/challenge for each learner adding value to the skills, knowledge &amp; understanding within PSHCE</li> </ul>

# Accreditation (from KS3 →)

*(All Accreditation delivered will be informed via the SPT accreditation offer outlining the intent, implementation & impact of modules studied; all Accreditation awarded will therefore, add value to learning outcomes pursued)*

PSHCE Accreditation Opportunities Key Stage 3 – Post 16			
The effective use of accreditation will be fully informed through the SPT Accreditation policy & associated protocols			
Theme	Accreditation KS3	Key Stage 4	Post 16
Health & well-being	<b>Pegasus Award –</b> <ul style="list-style-type: none"> <li>Healthy Living, helping others, Skills for Life, Exploring the environment</li> </ul>	<b>Pegasus Award</b> <ul style="list-style-type: none"> <li>Healthy Living, helping others, Skills for Life, Exploring the environment</li> </ul> <b>ASDAN PP</b> <ul style="list-style-type: none"> <li>DCS – Developing communication skills (3)</li> <li>ILPP – Developing Independent Living skills: personal presentation (2)</li> <li>LAY - Developing Independent living skills: looking after yourself (2)</li> <li>CPP – Developing Community Participation Skills: Personal enrichment (2)</li> </ul>	<b>Pegasus Award</b> <ul style="list-style-type: none"> <li>Healthy Living, helping others, Skills for Life, Exploring the environment</li> </ul> <b>ASDAN PP</b> <ul style="list-style-type: none"> <li>DSA – Developing self- awareness: all about me (3)</li> <li>PFE -Planning &amp; Preparing Food for an event (3)</li> <li>ILBH - Developing Independent Living Skills: Being healthy (2)</li> <li>ILOH - Developing independent living skills: looking after your own home (2)</li> <li>PDS – Preparing drinks &amp; snacks (3)</li> </ul> <b>ASDAN PSD</b> <ul style="list-style-type: none"> <li>Entry 1 &amp; 2 - Healthy Living</li> <li>Entry 2 – Working Towards Goals</li> <li>Entry 1 &amp; 2 – making the most of leisure time (2)</li> </ul> <b>ASDAN – FOCUS AWARD</b> <ul style="list-style-type: none"> <li>Meal preparation &amp; Cooking</li> </ul>

<b>Relationships</b>	<b>Pegasus Award</b> <ul style="list-style-type: none"> <li>• Healthy Living, helping others, Skills for Life, Exploring the environment</li> </ul>	<b>Pegasus Award</b> <ul style="list-style-type: none"> <li>• Healthy Living, helping others, Skills for Life, Exploring the environment</li> </ul> <b>ASDAN PP</b> <ul style="list-style-type: none"> <li>• EES - Encountering experiences: being part of things (3)</li> <li>• DCS – Developing communication skills (3)</li> <li>• ISPR - Using interpersonal skills to contribute to positive relationships (2)</li> </ul>	<b>Pegasus Award</b> <ul style="list-style-type: none"> <li>• Healthy Living, helping others, Skills for Life, Exploring the environment</li> </ul> <b>ASDAN PP</b> <ul style="list-style-type: none"> <li>• HYS - Developing Independent living skills: having your say (3)</li> <li>• GOP – Getting on with other people (4)</li> <li>• CPP – Developing Community Participation Skills: Personal enrichment (2)</li> <li>• EWP - Engaging with the world around you: people (3)</li> </ul> <b>ASDAN PSD</b> <ul style="list-style-type: none"> <li>• Entry 2 – Working Towards Goals (2)</li> <li>• Entry 2 – Working as part of a group (2)</li> <li>• Entry2 – Managing social relationships (1)</li> <li>• Entry 2 – Working as part of a group (2)</li> </ul>
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<b>Living in the wider world</b>	<b>Pegasus Award</b> <ul style="list-style-type: none"> <li>• Healthy Living, helping others, Skills for Life, Exploring the environment</li> </ul>	<b>Pegasus Award</b> <ul style="list-style-type: none"> <li>• Healthy Living, helping others, Skills for Life, Exploring the environment</li> </ul> <b>ASDAN PP</b> <ul style="list-style-type: none"> <li>• EWTB - Engaging with the world around you: therapies (2)</li> <li>• EWE - Engaging with the world around you: events (3)</li> </ul>	<b>Pegasus Award</b> <ul style="list-style-type: none"> <li>• Healthy Living, helping others, Skills for Life, Exploring the environment</li> </ul> <b>ASDAN PP</b> <ul style="list-style-type: none"> <li>• ILKS - Developing independent living skills: keeping safe (2)</li> <li>• CPS - Developing community participation skills: getting out &amp; about (5)</li> <li>• CPSA - Developing community participation skills: participating in sporting activities (3)</li> </ul> <b>ASDAN PSD</b> <ul style="list-style-type: none"> <li>• Entry 1 &amp; 2 – Environmental awareness (2)</li> <li>• Entry 1 &amp; 2 – Personal safety in the home &amp; community (2)</li> <li>• Entry 1 &amp; 2 – Community action (2)</li> <li>• Entry 2 – Dealing with problems in daily life (2)</li> <li>• Entry 2 – Individual rights &amp; responsibilities (1)</li> </ul>
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