



Inclusion is at the heart of our trust

## Long Term/Curriculum Plan

School:

**Crosshill School**

Subject:

**PSHCE Discover**

# Curriculum Planning

at Oak Learning Partnership



## Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



## Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



## Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

<b>Curriculum Leadership</b>	At Crosshill School the PSHCE Curriculum is led by Laura Whittle. During the designing and writing of the current PSHE curriculum documents, support and contributions have been made by Sharon Booth- previous PSHE Lead, Safiya Balu -AHT- Assessment and Harriet Lyno- Oak LP Specialist Teacher.
<b>School Intent</b>	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: <b>Inspire, Explore and Discover</b>. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> <li>• <b>Know themselves</b></li> <li>• <b>Possess functional skills</b></li> <li>• <b>Be independent</b></li> <li>• <b>Be good communicators</b></li> <li>• <b>Be curious learners</b></li> <li>• <b>Be prepared for adulthood</b></li> </ul> <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
<b>Subject Intent</b>	PSHCE at Crosshill School prepares learners to live successfully in modern day Britain. Using the structure of the PSHE Association's SEND Framework, PSHCE is organised into six key sections – Self-Awareness, Self-Care, Support and Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles and The World I Live In. These are broken down further into units, ensuring that all learners, regardless of pathway, are provided with high-quality PSHCE and RSE lessons which meet learners at their individual starting points and ensure clear coverage of statutory content. At KS3 and KS4, Citizenship is embedded into the PSHCE curriculum. In KS3 Citizenship provides the opportunity for learners to develop their understanding of democracy, individual liberty, the rule of law, and mutual respect and tolerance of others. Learners are supported to explore their rights and responsibilities as members of their school, local and wider community. This includes developing an awareness of British values, diversity, and equality, as well as the importance of active participation, kindness, and respect for difference. At KS4, Citizenship builds on earlier learning by equipping learners with the knowledge and skills to play an active role in society beyond school. Learners are supported to develop a deeper understanding of democracy, law, human rights, and equality, alongside the responsibilities of living in a diverse community. They explore how decisions are made in society, the role of local and national government, and how they can engage with and influence change as

active citizens. Practical experiences, such as opportunities for volunteering, community engagement, and learning about employment rights and responsibilities, form an important part of the KS4 Citizenship strand. Through the PSHCE curriculum, learners are well prepared for adulthood by increasing independence, reducing vulnerability, and promoting safety in modern Britain. Learners are taught how and who to ask for help when needed and have access to meaningful careers opportunities as part of their preparation for adulthood. Wellbeing remains a key focus throughout the curriculum and is embedded into both teaching and classroom ethos. PSHE, RSE and Citizenship at Crosshill strive to provide opportunities for learners to build resilience, cultivate their own virtues, and develop strong, positive relationships that will support them throughout their lives.

<b>EYFS, National Curriculum Aims -PSED</b>	<b>Self-Regulation</b> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <b>Managing Self</b> • Be confident to try new activities and show independence, resilience	<b>KS1 KS2 National Curriculum Aims:</b>	<b>1.Relationships Education</b> Pupils should be taught: <ul style="list-style-type: none"> <li>• <b>Families and people who care for me:</b> importance of family life, different types of families, and how to seek help if they feel unsafe.</li> <li>• <b>Caring friendships:</b> importance of friendships, characteristics of good friends, and how to manage conflicts.</li> <li>• <b>Respectful relationships:</b> the importance of respect, appropriate behaviour, and understanding differences.</li> </ul>	<b>KS3 National Curriculum Aims:</b>	<b>1. Develop knowledge and skills to:</b> <ul style="list-style-type: none"> <li>• Build and maintain healthy relationships (including sexual relationships).</li> <li>• Understand consent, peer pressure, and recognising abuse or exploitation.</li> <li>• Manage emotions and mental health, including coping strategies and sources of support.</li> <li>• Understand the impact of online behaviours and media.</li> </ul> <b>2. RSE Content</b> <ul style="list-style-type: none"> <li>• <b>Families:</b> different types of families, marriage and civil</li> </ul>	<b>KS4 National Curriculum Aims:</b>	<b>1. Developing Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>• Deepen understanding of relationships, including healthy, respectful, and consensual intimate relationships.</li> <li>• Recognise and manage changes in emotions and mental health, including stress, anxiety, and depression.</li> <li>• Understand the legal and social implications of substance use (alcohol, tobacco, drugs).</li> </ul>
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	<p>and perseverance in the face of challenge.</p> <ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships •</b> Work and play cooperatively and take turns with others.</p> <ul style="list-style-type: none"> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Online relationships:</b> how to stay safe online, recognising risks and seeking help.</li> <li>• <b>Being safe:</b> boundaries, privacy (including the NSPCC's PANTS rule), and identifying trusted adults.</li> </ul> <p><b>2. Health Education</b> Pupils should learn about:</p> <ul style="list-style-type: none"> <li>• <b>Mental wellbeing:</b> recognising emotions, strategies for support, and understanding that mental health is important.</li> <li>• <b>Internet safety and harms:</b> age-appropriate internet use, risks, and managing time online.</li> <li>• <b>Physical health and fitness:</b> benefits of exercise and healthy lifestyles.</li> <li>• <b>Healthy eating:</b> principles of a balanced diet and the impact of food on the body.</li> <li>• <b>Drugs, alcohol and tobacco:</b> basic understanding of legal vs illegal substances</li> </ul>		<p>partnerships, and parenting.</p> <ul style="list-style-type: none"> <li>• <b>Respectful relationships:</b> equality, diversity, bullying, and discrimination.</li> <li>• <b>Online and media:</b> portrayal of relationships and bodies online, pornography, digital safety.</li> <li>• <b>Being safe:</b> risks, consent, abuse (including grooming and coercive control).</li> <li>• <b>Intimate and sexual relationships:</b> contraception, STIs, pregnancy choices.</li> </ul> <p><b>3. Health Education Content</b></p> <ul style="list-style-type: none"> <li>• <b>Mental wellbeing:</b> stress, anxiety, depression, seeking help.</li> <li>• <b>Internet safety:</b> critical thinking, managing screen time, and digital reputation.</li> <li>• <b>Physical health and fitness:</b> more detailed understanding of exercise and its long-term benefits.</li> <li>• <b>Healthy eating and body image.</b></li> </ul>		<ul style="list-style-type: none"> <li>• Explore financial literacy including budgeting, managing money, and understanding economic wellbeing.</li> <li>• Learn about careers, employability skills, and preparing for further education or work.</li> </ul> <p><b>2. Building Skills and Attributes</b></p> <ul style="list-style-type: none"> <li>• Develop critical thinking and decision-making skills to manage personal safety, health, and wellbeing.</li> <li>• Improve communication and relationship skills, including managing conflict and negotiating boundaries.</li> <li>• Build resilience and coping strategies for challenges,</li> </ul>
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			<p>and risks (age-appropriate).</p> <ul style="list-style-type: none"> <li>• <b>Health and prevention:</b> personal hygiene, germs, and illness prevention.</li> <li>• <b>Basic first aid:</b> how to help in common emergency situations.</li> <li>• <b>Changing adolescent body:</b> physical and emotional changes of puberty (statutory from Year 4 onward), including menstrual wellbeing.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Drugs, alcohol and tobacco:</b> risks and laws.</li> <li>• <b>Health and prevention:</b> immunisations, dental health, cancer awareness.</li> <li>• <b>First aid:</b> more advanced scenarios and appropriate responses.</li> <li>• <b>Changing adolescent body:</b> ongoing puberty education and body confidence.</li> </ul>		<p>including mental health issues.</p> <ul style="list-style-type: none"> <li>• Promote self-awareness, self-esteem, and confidence in personal identity.</li> <li>• Foster responsibility and independence in personal and community life.</li> </ul> <p><b>3. Preparing for Adult Life</b></p> <ul style="list-style-type: none"> <li>• Understand rights and responsibilities as young adults, including in the workplace and society.</li> <li>• Learn about safe and healthy lifestyles, including sexual health and contraception.</li> <li>• Gain practical knowledge related to health services, money management, housing, and legal matters.</li> <li>• Prepare for transition to adulthood,</li> </ul>
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				including accessing support services and understanding citizenship.
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**Overall Aims of PSHE Education (from the DfE and PSHE Association):**

- Equip pupils with a sound understanding of risk and the knowledge and skills to make safe and informed decisions.
- Prepare pupils for the opportunities, responsibilities, and experiences of adult life.
- Support pupils' wellbeing and help them develop resilience.

Encourage pupils to form positive relationships and maintain their health, both mental and physical

**Citizenship Programme of Study for KS3- Subject Content**

**Key stage 3**

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

**Pupils should be taught about:**

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk

**Citizenship Programme of Study for KS4- Subject Content**

**Key stage 4**

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

**Pupils should be taught about:**

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

	Primary	KS3			KS4	
	Cycle 1	Cycle 1	Cycle 2	Cycle 3	Cycle 1	Cycle 2
Title of Topic/ Unit & Time Allocated	Autumn A	Autumn A	Autumn A	Autumn A	Autumn A	Autumn A
	<b>Topic:</b> <u>Self Awareness-</u> Things We Are Good At	<b>Topic:</b> <u>Self Awareness-</u> Personal Strength	<b>Topic:</b> <u>Self Awareness-</u> Skills for Learning	<b>Topic:</b> <u>Self-Care, Support and Safety</u> Public and Private	<b>Topic:</b> <u>Self Awareness-</u> Managing Pressure	<b>Topic:</b> <u>Self Awareness-</u> Prejudice and Discrimination



				Online Safety/ Consent		
				Citizenship		Citizenship
	<b>Knowledge:</b>  Develop an awareness that I am special, family members, my own self and others	<b>Knowledge:</b>  Pupils will develop an awareness of-  Activities we like (e.g. drawing, running, helping, music).  We all have things we enjoy and things we are good at.  What “good at” means (e.g. doing something well, often, or with ease).  How we know we enjoy something (e.g. feeling happy, wanting to do it again).  Ways we show what we like (e.g. smiling, choosing it, talking/signing about it).	<b>Knowledge:</b>  Pupils will develop an awareness of-  Different school activities (e.g. reading, counting, painting, PE, cooking).  We all like different things and learn in different ways.  What it means to be special or unique (e.g. “I learn by watching,” “I like noisy play,” “I’m good at puzzles”).  We can enjoy or dislike certain tasks (e.g. “I don’t like loud sounds,” “I enjoy messy play”).	<b>Knowledge:</b>  Pupils will develop an awareness of-  The meaning of “private” (e.g. personal, just for me, needs privacy).  The meaning of “public” (e.g. shared, open, okay with others around).  Examples of private things (e.g. body parts, using the toilet, changing clothes, secrets).  Examples of public things (e.g. playing outside, eating lunch, using school materials).	<b>Knowledge:</b>  Pupils will begin to show understanding of-  Kindness means being caring, helpful, and respectful to others.  Unkind behaviour can include hurting feelings, ignoring, or being mean.  We can tell a trusted adult (e.g. teacher, family member, support worker) if someone is being unkind.  We do not have to accept unkind, hurtful, or bullying behaviour.  It is important to speak up and ask for help when someone is treating us badly.	<b>Knowledge:</b>  Pupils will begin to show understanding of  People can be different in many ways (e.g., appearance, abilities, beliefs).  Everyone is unique and special.  Treating others kindly and fairly is important.  Prejudice means having unfair ideas about someone because they are different.  Discrimination means treating someone unfairly because of those differences.  No one should be treated unfairly or excluded.

			We can have goals or things we are working on (e.g. “I am learning to write my name,” “I’m practising sharing”).	Who we can talk to or share with (e.g. trusted adults, friends, everyone).		
	<b>Skills:</b>  Pupils will have the opportunity to explore, using all their senses, a range of stimuli related to themes of self, family and others.	<b>Skills:</b>  <i><b>Respond</b> to stimuli about what we are good at and/ or enjoy.</i>  <b>Describe</b> what we are good at and/or enjoy.	<b>Skills:</b>  <i><b>Respond</b> to stimuli about what we enjoy learning about in school.</i>  <b>Identify</b> some things that make us special and unique as learners.  <b>Describe</b> what we like and dislike doing as learners. Describe our own learning targets or goals	<b>Skills:</b>  <i><b>Respond</b> to stimuli about things that are public and things that are private.</i>  <b>Explain</b> what is meant by private and what is meant by public.  <b>Identify</b> some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.	<b>Skills:</b>  <i><b>Respond</b> to stimuli which depict kindness and unkindness.</i>  <b>Describe and give examples</b> of what it means to be kind and unkind.  <b>Identify</b> some of the ways of telling a trusted adult if someone is being unkind to us.  <b>Begin to explain</b> how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us	<b>Skills:</b>  <i><b>Respond</b> to stimuli about people who are different to us in different ways.</i>  <b>Describe</b> what it means to treat others in a kind and fair way.  <b>Recognise</b> that everyone is unique and special and no one should be treated unfairly.  <b>Recognise</b> what prejudice means.  <b>Explain</b> what it means to discriminate against someone

	Autumn B	Autumn B	Autumn B	Autumn B	Autumn B	Autumn B
	<b>Topic: Managing Feelings- Identifying and Expressing Feelings</b>	<b>Topic: Changing and Growing- Healthy and Unhealthy Relationship Behaviour</b>  <i>Consent</i>	<b>Topic: Managing Feelings- Self-Esteem and Unkind Comments</b>  <b>Citizenship</b>	<b>Topic: Managing Feelings- Strong Feelings</b>	<b>Topic: Managing Feelings- Romantic Feelings and Sexual Attraction</b>  <i>Consent</i>  <b>RSE</b>	<b>Topic: Healthy Lifestyles- Drugs, Alcohol and Tabacco</b>  <b>Citizenship</b>
	<b>Knowledge:</b>  Explore and develop an awareness of emotions and feelings- happy, sad, an awareness of what makes me feel happy and sad.	<b>Knowledge:</b>  Learners will develop an awareness of-  We have different kinds of positive relationships (e.g., family, friends, teachers).  Positive relationships make us feel happy, safe, and cared for.  Good friends are kind, helpful, and listen to us.  Sometimes people's behaviour can make us feel angry or sad.  It's okay to feel upset if someone is unkind or doesn't respect us.	<b>Knowledge:</b>  Learners will develop an awareness of-  We are all special in different ways (e.g. what we like, what we're good at, how we look or feel).  Everyone is different, and that's okay.  What it means to feel good about ourselves (e.g. happy, proud, calm, confident).  Kinds of things that can make us feel good (e.g. praise, success, kindness,	<b>Knowledge:</b>  Learners will develop an awareness of-  We all have different feelings (e.g. happy, sad, angry, excited, scared).  Feelings can show in our body (e.g. butterflies in tummy, tense hands, smiley face, tears).  Feelings can affect how we act (e.g. shout, hide, laugh, jump).	<b>Knowledge:</b>  Pupils will begin to show understanding of-  We can have special feelings for people we like or care about.  Liking someone can mean wanting to spend time with them or feeling happy around them.  Romantic feelings can be different from friendship feelings.  Everyone experiences feelings in different ways, and that's okay.	<b>Knowledge:</b>  Pupils will begin to show understanding of-  Taking care of our body means making healthy choices.  Some things people swallow, drink, or breathe in can be harmful (e.g., cigarettes, alcohol, some medicines).  Alcohol is a drink that can change how we feel and behave.  Alcoholic drinks are different from non-alcoholic drinks like water or juice.  Nicotine is found in cigarettes and can harm our body.

			<p>doing a favourite activity).</p> <p>Words and actions can make us feel good or hurt our feelings.</p> <p><b>Citizenship- Liberties of UK Citizens- Freedom of speech.</b></p>	<p>People show feelings in different ways (e.g. facial expressions, body language, voice).</p> <p>It's okay to have strong feelings, and they can change.</p>	<p>It's important to show feelings in respectful and kind ways</p>	<p>There are laws about who can buy and use alcohol and cigarettes to keep people safe.</p>
	<p><b>Skills:</b></p> <p>Pupils will have the opportunity to explore the emotions of happy and sad through games, songs, sensory activities and AAC.</p>	<p><b>Skills:</b></p> <p><b>Respond with curiosity</b> to stimuli about different positive relationships we have in our lives.</p> <p><b>Identify</b> some key features of positive friendships/ relationships, and how they can make us feel.</p> <p><b>Identify</b> times when we might feel angry or sad</p>	<p><b>Skills:</b></p> <p><b>Respond with</b> curiosity to stimuli about all the different ways in which we are special.</p> <p><b>Identify</b> feelings associated with feeling good about ourselves.</p>	<p><b>Skills:</b></p> <p><b>Respond</b> to stimuli about different feelings we might experience.</p> <p><b>Respond</b> to stimuli about how different feelings may be expressed.</p> <p><b>Describe</b> how we might feel, look and sound when we are happy or unhappy.</p>	<p><b>Skills:</b></p> <p><b>Respond with interest</b> to stimuli about people we like or know.</p> <p><b>Identify</b> what it means to like someone.</p>	<p><b>Skills:</b></p> <p><b>Respond</b> to stimuli about taking care of our body.</p> <p><b>Identify</b> some substances people might swallow, drink or inhale that could be harmful to their health.</p> <p><b>Describe</b> what alcohol is and how alcoholic drinks are different to nonalcoholic drinks.</p>

		because of someone's behaviour towards us.		<b>Identify</b> a range of feelings, where we might feel them in our body, and how they might make us behave.		<b>Identify</b> some common legal drugs (e.g. nicotine and alcohol).  <b>Recognise</b> that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist.
	<b>Spring A</b>	<b>Spring A</b>	<b>Spring A</b>	<b>Spring A</b>	<b>Spring A</b>	<b>Spring A</b>
	<b>Topic:</b> <u>Self-Care, Support and Safety – Taking Care of Ourselves</u>	<b>Topic:</b> <u>Self-Care, Support and Safety- Feeling Unwell</u>	<b>Topic:</b> <u>Self-Care, Support and Safety- Feeling Frightened and Worried</u>  <i>Consent</i>	<b>Topic:</b> <u>Self-Care, Support and Safety- Accidents and Risk</u>  <b>Citizenship</b>	<b>Topic:</b> <u>Self-Care, Support and Safety- Keeping Safe Online</u>  Online safety/ Consent <b>Citizenship</b>	<b>Topic:</b> <u>Self-Care, Support and Safety- Emergency Situations</u>
	<b>Knowledge:</b>  Develop an awareness of the people who help me	<b>Knowledge:</b>  Pupils will develop an awareness of-  What it means to feel well (e.g. happy, calm, comfortable, full of energy).  What it means to feel unwell (e.g. tired, hot, sore, upset, sick).	<b>Knowledge:</b>  Pupils will develop an awareness of-  What it means to feel frightened or worried (e.g. scared, nervous, unsure, unsafe).  Feelings can be shown in our bodies (e.g. fast heartbeat,	<b>Knowledge:</b>  Pupils will develop an awareness of-  What it means to keep safe (e.g., being careful, following rules, staying away from danger).  What personal safety is (e.g., protecting our body	<b>Knowledge:</b>  Pupils will begin to show an understanding of-  Keeping safe online means protecting ourselves when using the internet.  We should not share personal information online (e.g. full name, address, school).	<b>Knowledge:</b>  Pupils will begin to show understanding of -  There are people who keep us safe at school and at home (e.g., teachers, parents, caretakers, firefighters).  These people help protect us and keep us safe from harm.  There are rules and procedures in school to help keep

		<p>Signs of being unwell (e.g. coughing, runny nose, tummy ache, tired eyes, quietness).</p> <p>How to tell someone we feel unwell (e.g. showing a symbol, using a gesture, saying “help” or “sore”).</p> <p>Trusted people can help us when we feel unwell (e.g. teacher, parent, nurse).</p>	<p>tears, fidgeting, hiding).</p> <p>Some types of touch are safe and some are not (e.g. hugs from family vs. unwanted touch).</p> <p>It’s okay to ask for help when we feel unsafe.</p> <p>Trusted adults help us stay safe (e.g. parents, teachers, carers).</p> <p>We can use actions, symbols or words to show we need help.</p>	<p>and feelings, knowing what is safe and not safe).</p> <p>What an accident is (e.g., something that happens by mistake that can hurt us).</p> <p>Examples of accidents (e.g., slipping, bumping, falling).</p> <p>How we can help prevent accidents (e.g., looking carefully, asking for help).</p>	<p>We should only talk to people we know and trust online.</p> <p>Some things online may not be true or safe.</p> <p>If something online makes us feel upset or worried, we should tell a trusted adult.</p>	<p>everyone safe (e.g., fire drills, walking in corridors, staying with adults).</p> <p>Following rules helps prevent accidents and keeps us safe.</p> <p>It’s important to listen to trusted adults and follow safety instructions.</p>
	<p><b>Skills:</b></p> <p>Pupils will have the opportunity to explore people who help them through photos, videos, visitors, matching</p>	<p><b>Skills:</b></p> <p><i><b>Respond</b> to stimuli about what it means to feel unwell; show awareness of how to indicate to someone</i></p>	<p><i><b>Respond</b> to stimuli about feeling frightened or worried.</i></p> <p><i><b>Respond</b> to stimuli about how to keep our bodies safe</i></p>	<p><b>Skills:</b></p> <p><i><b>Respond</b> with curiosity to stimuli about what is meant by keeping safe.</i></p>	<p><b>Skills:</b></p> <p><i><b>Respond with curiosity</b> to stimuli about different ways of keeping safe online.</i></p> <p><b>Describe</b> what keeping safe online means.</p>	<p><b>Skills:</b></p> <p><i><b>Respond with curiosity</b> to stimuli about people who keep us safe at school and at home.</i></p>

	opportunities and sensory activities.	<p><i>that we are feeling unwell.</i></p> <p><b>Describe</b> the difference between feeling well and feeling unwell;</p> <p><b>demonstrate</b> how to let someone know that we are feeling unwell.</p>	<p><i>(appropriate and inappropriate contact).</i></p> <p><b>Respond</b> to adult modelling about ways to indicate to others that we need help.</p> <p><b>Explain</b> what being frightened or worried means.</p> <p><b>Demonstrate</b> simple ways to communicate that we are frightened or worried.</p> <p><b>Describe</b> in simple terms what it means to take care of our bodies and keep them safe.</p>	<p><b>Describe</b> what is meant by personal safety.</p> <p><b>Explain</b> what is meant by something being an accident</p>		<p><b>Identify</b> rules and procedures in school that help keep us safe.</p>
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	Spring B	Spring B	Spring B	Spring B	Spring B	Spring B
	<b>Topic:</b> Growing and Changing- Dealing with Touch <i>Consent</i>	<b>Topic:</b> Changing and Growing- Puberty	<b>Topic:</b> Changing and Growing- Friendship <i>Consent</i>	<b>Topic:</b> Healthy Lifestyles- Body Image	<b>Topic:</b> Changing and Growing- Intimate Relationships <i>Consent and Contraception</i> <i>Consent</i>	<b>Topic:</b> Changing and Growing- Long-term Relationships/Parenthood <i>Consent</i>
	<b>RSE</b>	<b>RSE</b>		<b>RSE</b>	<b>RSE</b>	<b>RSE</b>
	<b>Knowledge:</b>  Develop an awareness of appropriate ways of touching and meanings including affection. Develop an awareness of ways of letting people know I am uncomfortable with how I am being touched	<b>Knowledge:</b>  Pupils will develop an awareness of-  People grow and change as they get older (e.g., taller, stronger, voice changes).  Changes happen slowly over time and are natural.  Some changes we can see (e.g., hair grows, body shape changes).  Some changes happen inside our body (e.g., feelings, hormones).  Everyone changes in their own way and at their own pace.	<b>Knowledge:</b>  Pupils will develop an awareness of-  There are different kinds of friendships (e.g., friends we play with, friends we talk to, friends who help us).  Being a friend means being kind, sharing, and caring.  Friends help us feel happy and safe.  Friendships can be special and important for everyone.	<b>Knowledge:</b>  Pupils will develop an awareness of-  People can look different in shape, size, skin colour, hair, and clothing.  Images of young people are everywhere (e.g. TV, social media, magazines, posters).  Pictures don't always show real life – they can be posed, edited, or filtered.  Everyone is unique and that is okay –	<b>Knowledge:</b>  Pupils will begin to show an understanding of-  Romantic relationships involve special feelings and caring for someone.  Consent means asking for and getting permission before doing something.  We must always ask before touching someone, taking something, or entering their space.  It is okay to say “no” if we don't feel comfortable – and others can say “no” too.  Consent is important in all relationships and	<b>Knowledge:</b>  Pupils will begin to show an understanding of-  Families can be different types (e.g., parents, grandparents, carers, foster families).  People in families have different kinds of relationships (e.g., married, living together, engaged).  Long-term relationships involve caring and commitment over time.  Parenthood means caring for and helping a child grow.  Being in a family means sharing love, support, and looking after each other.



			We can make friends in different places (e.g., school, home, clubs)	there is no one “right” way to look.  We can have feelings about how we look (e.g. proud, unsure, curious).	situations, not just romantic ones.	
	<b>Skills:</b>  Pupils will have the opportunity to explore appropriate touching and ways of letting people know they are uncomfortable with touch through TACPAC sessions, massage/deep pressure, hugs. Strategies to say no using preferred methods of communication (AAC, touch, body language, Makaton)	<b>Skills:</b>  <i><b>Respond with curiosity</b> to stimuli about the ways in which we change as we get older.</i>  <b>Identify</b> some of the different ways we have changed as we have grown older.	<b>Skills:</b>  <i><b>Respond</b> to stimuli about different kinds of friendship.</i>  <b>Describe</b> what having or being a friend means.  <b>Identify</b> different kinds of friendship and ways in which friendship is important.	<b>Skills:</b>  <i><b>Respond</b> to stimuli showing different images of young people.</i>  <b>Identify and describe</b> some different images of young people in pictures, magazines, TV programmes and social media.	<b>Skills:</b>  <i><b>Respond</b> to stimuli about romantic relationships.</i>  <b>Identify</b> instances in or out of school when we might need to seek permission or receive consent.  <b>Demonstrate</b> how to ask for permission (get consent) before we borrow or take something from someone.	<b>Skills:</b>  <i><b>Respond</b> to stimuli about different kinds of families and different kinds of relationships in families.</i>  <b>Respond</b> to stimuli about parenthood.  <b>Give examples</b> of different types and features of committed, long-term relationships.  <b>Identify</b> adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged). Identify what being in a family means.

Summer A	Summer A	Summer A	Summer A	Summer A	Summer A	Summer A
<b>Topic:</b> <u>Healthy Living-Healthy Eating</u>	<b>Topic:</b> <u>The World I Live In- The World I Live In- Diversity/rights and Responsibilities</u>	<b>Topic:</b> <u>The World I Live In- Taking Care of the Environment</u>	<b>Topic:</b> <u>The World I Live In- Managing Online Information</u>  <i>Online Safety</i>	<b>Topic:</b> <u>The World I Live In- The World I Live In- Preparing For Adulthood</u>	<b>Topic:</b> <u>The World I Live In- Managing Finances</u>	
	<b>Citizenship</b>	<b>Citizenship</b>	<b>Citizenship</b>	<b>Citizenship</b>	<b>Citizenship</b>	
<b>Knowledge:</b>  Develop an awareness of what healthy is. Aware of my likes and dislikes.	<b>Knowledge:</b>  Pupils will develop an awareness of-  People can be the same and different (e.g., skin colour, hobbies, families, abilities).  Everyone deserves respect and kindness, no matter how they are different.  There are rules and routines in school to keep us safe and happy.  Rules also exist at home and in other places to help everyone get along.	<b>Knowledge:</b>  Pupils will develop an awareness of-  The natural environment includes plants, animals, and places outside.  Living things need care to stay healthy (e.g., pets, plants, gardens).  People can help care for living things by feeding, watering, and cleaning.  Taking care of the environment helps	<b>Knowledge:</b>  Pupils will develop an awareness of-  There are lots of things online, including ads, videos, and pictures.  Online advertising tries to get us to buy or want things.  Not everything we see online is real or true.  Some images and messages online	<b>Knowledge:</b>  Pupils will begin to show an understanding of-  Adults have different roles and responsibilities in life.  There are many different types of jobs adults can do (e.g. teacher, cleaner, cook, bus driver).  A job means doing work to help others and often getting paid.  Adults live in different ways – with family, in supported living, or independently.	<b>Knowledge:</b>  Pupils will begin to show an understanding of-  Money is used to buy things we need and want.  Money comes in coins, notes, and electronic forms (e.g., cards).  We can get money from different places, like cash machines or cashback at shops.  Money we get is ours to use or save.  Adults use money to pay for food, clothes, bills, and other things.	

		Following rules helps make things fair and safe for everyone.	keep it beautiful and safe.	can be edited or made up.  We should be careful and ask for help if we're unsure about something online.	Growing up means learning to take care of ourselves and make more choices.	
	<b>Skills:</b>  Pupils will have the opportunity to explore a range of different foods using all their senses. AAC will be offered to pupils to support indicating a preference/likes and dislikes.	<b>Skills:</b>  <b>Respond with interest</b> to stimuli about the ways in which people can be the same and also be different.  <b>Respond with interest</b> to stimuli about rules and routines there are in school.  <b>Identify</b> some of the similarities and differences between young people of our age.  <b>Identify</b> what is meant by having rules in school, at home and in the wider world.	<b>Skills:</b>  <b>Respond with curiosity</b> to stimuli about the natural environment.  <b>Identify</b> living things that people can care for (e.g. house plants, pets, gardens).	<b>Skills:</b>  <b>Respond with curiosity</b> to stimuli about online advertising.  <b>Recognise</b> that not everything we see online is 'real' or 'true'.	<b>Skills:</b>  <b>Respond</b> to stimuli about adult life.  <b>Respond</b> to stimuli about the different jobs adults do in school.  <b>Recognise</b> different types of living arrangement, including adult care, residential care and living independently. Explain what is meant by having a 'job'.	<b>Skills:</b>  <b>Respond</b> with curiosity to adult modelling of the uses of money.  <b>Describe</b> in simple terms what money is and how it is used.  <b>Recognise</b> that money we get from cash machines or through 'cashback' in the supermarket etc. is our money.

	Summer B	Summer B	Summer B	Summer B	Summer B	Summer B
	<b>Topic:</b> <u>The World I Live In- Jobs People Do</u>	<b>Topic:</b> <u>Healthy Lifestyles-</u> Elements of a Healthy Lifestyle (Including Healthy Eating)	<b>Topic:</b> <u>Healthy Lifestyles-</u> Physical Activity	<b>Topic:</b> <u>Healthy Lifestyles-</u> Mental Wellbeing  <i>Consent</i>	<b>Topic:</b> <u>Healthy Lifestyles-</u> Medicinal Drugs	<b>Topic:</b> <u>Self-Care, Support and Safety</u> Gambling  <b>Citizenship</b>
	<b>Knowledge:</b>  Develop an awareness of the roles of adults in school and the job roles of familiar adults.	<b>Knowledge:</b>  Pupils will develop an awareness of-  A healthy lifestyle includes eating good foods, being active, and resting.  Different foods and drinks have different effects on our bodies.  Some foods and drinks are healthy and help us grow strong.  Some foods and drinks are treats and should be eaten less often.  We all have favourite foods and drinks.	<b>Knowledge:</b>  Pupils will develop an awareness of-  There are many kinds of physical activity and exercise (e.g., walking, running, dancing, playing games).  Physical activity helps keep our bodies healthy and strong.  Exercise can be fun and done in different places (e.g., school, park, home).  Some activities make us breathe faster and	<b>Knowledge:</b>  Pupils will develop an awareness of-  Some activities help us feel calm and relaxed (e.g., listening to music, deep breathing, quiet time).  Feeling worried or stressed is normal sometimes.  There are ways to help ourselves when we feel worried or stressed.  Talking to trusted people can help us feel better.	<b>Knowledge:</b>  Pupils will begin to show understanding of-  Health professionals like doctors, nurses, and dentists help us stay well.  Medicine is something we take to help us feel better when we are unwell.  Some medicines can be bought in shops (over the counter).  Other medicines must be prescribed by a doctor.  Medicines should only be taken when given by a trusted adult or health professional.	<b>Knowledge:</b>  Pupils will begin to show understanding of-  Risk and chance mean not knowing what will happen next.  Taking a chance means trying something without being sure of the outcome.  Gambling is when people bet money or things hoping to win more.  Gambling can happen in places like shops, online, or at events.  Gambling can be risky and may cause problems.

			<p>our hearts beat quicker.</p> <p>it's good to be active regularly to stay healthy.</p>	<p>Taking breaks and doing things we enjoy can improve how we feel.</p>		
	<p><b>Skills:</b></p> <p>Pupils will have the opportunity to explore job roles of adults in school and other familiar adults such as immediate family through photos, videos, visitors, matching opportunities and sensory activities.</p>	<p><b>Skills:</b></p> <p><b>Respond</b> to stimuli showing different aspects of a healthy lifestyle.</p> <p><b>Respond</b> to stimuli about different kinds of food and drinks.</p> <p><b>Recognise</b> what is meant by a healthy lifestyle.</p> <p><b>Identify</b> our favourite foods and drinks</p>	<p><b>Skills:</b></p> <p><b>Respond</b> to stimuli about different kinds of physical activity and exercise.</p> <p><b>Identify</b> different kinds of physical activity and exercise</p>	<p><b>Skills:</b></p> <p><b>Respond</b> to stimuli about things we like to do which make us feel calm and relaxed.</p> <p><b>Identify</b> things we can do to help ourselves when we feel worried or stressed.</p>	<p><b>Skills:</b></p> <p><b>Respond</b> to stimuli about different health professionals (doctors, dentists, nurses) and how they take care of us.</p> <p><b>Recognise</b> what is meant by a 'medicine'.</p> <p><b>Identify</b> the difference between over the counter medicines and those prescribed by a doctor</p>	<p><b>Skills:</b></p> <p><b>Respond</b> with curiosity to stimuli about risk and chance.</p> <p><b>Recognise</b> simple examples of 'taking a chance'.</p> <p><b>Explain</b> what is meant by the term 'gambling' and identify places and ways this might take place.</p>