



**Inclusion** is at the **heart** of our trust

## Long Term/Curriculum Plan

**School:**

**Crosshill School**

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**Subject:**

**PSHCE Explore**

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# 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.

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| <b>Curriculum Leadership</b> | <p>At Crosshill School the PSHCE Curriculum is led by Laura Whittle. During the designing and writing of the current PSHCE curriculum documents, support and contributions have been made by Sharon Booth- previous PSHE Lead, Safiya Balu -AHT- Assessment.</p>  |
| <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>        | <p>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</p> |

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. Pupils will have the opportunity to gain an TLM Entry Level 3 Award in Life, Work and Well-being qualification.

| EYFS, National Curriculum Aims - PSE | Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards | KS1 KS2 National Curriculum Aims: | <b>1. Relationships Education</b><br>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> <li>• <b>Online relationships:</b> how to stay safe</li> </ul> | KS3 National Curriculum Aims: | <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 partnerships, and parenting.</li> </ul> | KS4 National Curriculum Aims: | <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>simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <ul style="list-style-type: none"> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an</li> </ul> |  | <p>online, recognising risks and seeking help.</p> <ul style="list-style-type: none"> <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></p> <p>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 and risks (age-appropriate).</li> </ul> |  | <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>ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know</li> </ul> |  | <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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| <p>right from wrong and try to behave accordingly.</p> <ul style="list-style-type: none"> <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></p> |  |  |  |  | <p>including accessing support services and understanding citizenship.</p> |
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| <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs</li> </ul> |  |  |  |  |  |
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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

| <b>Topic and Time Allocated</b> | <b>Primary Cycle A</b>                                 | <b>Year 7</b>                                      | <b>Year 8</b>  | <b>Year 9</b>   | <b>Year 10</b>  | <b>Year 11</b>  |
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| Year 1:<br>Autumn A             | <b>Topic: Self Awareness-</b><br>Things We Are Good At | <b>Topic: Self Awareness-</b><br>Personal Strength | <b>Topic: Self Awareness-</b><br>Skills for Learning | <b>Topic: Self-Care, Support and Safety</b><br>Public and Private<br><br><i>Online Safety/Consent Citizenship</i> | <b>Topic: Self-Care, Support and Safety-</b><br>Keeping Safe Online<br><br><i>Online Safety Citizenship</i> | <b>Topic: Healthy Lifestyles-</b><br>Elements of a Healthy Lifestyle (including Healthy Eating)<br><b>TLM HN2 (2 credits)-</b><br><b>Physical Wellbeing</b> |

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|  |  | <p>Know that enjoying an activity can mean it's a strength for us.</p> <p>Know that other people are good at different things – and that's okay.</p> <p>Know that we can notice and say nice things about what others do well.</p> <p>Know being good at something doesn't mean we are best – just that we can do it confidently.</p> <p>Know that talking about our strengths helps us understand ourselves better.</p> | <p>symbols or objects – Doing it ourselves (hands-on)</p> <p>Know we may find learning easier or more fun in certain ways – and it's helpful to know what works best for us.</p> <p>Know a short-term target is something we want to get better at soon – like learning a new word, practising taking turns, or remembering a routine.</p> <p>Know a long-term goal is something bigger we would like to achieve in the future – like learning to travel independently, joining a club, or getting a job when we're older.</p> <p>Know targets help us make progress in small steps – each step gets us closer to our goal.</p> | <p>to share about themselves, and it is okay if others choose differently.</p> <p>Know when using the internet or social media, we need to think carefully about what is safe and appropriate to share.</p> <p>Know personal information like our full name, address, phone number, passwords, or photos can be risky to share publicly online.</p> <p>Know sometimes, people may try to pressure or trick us into sharing things online that we don't want to.</p> <p>Know there are trusted adults we can tell if someone makes us feel worried or uncomfortable online (e.g. parents, teachers, support workers).</p> | <p>Know people use social media to:</p> <ul style="list-style-type: none"> <li>• Talk with friends and family</li> <li>• Share experiences or opinions</li> <li>• Join groups or follow interests</li> <li>• Play games or watch videos</li> </ul> <p>Understand that not everything online is true — some information may be:</p> <ul style="list-style-type: none"> <li>• False or made up (misinformation)</li> <li>• Changed or edited (e.g. photos)</li> <li>• Meant to trick or influence us (e.g. fake news or scams)</li> </ul> <p>Know people online may pretend to be someone they are not — names, photos, and messages may not</p> | <p>keeping the body healthy</p> <p>Know exercise is important because:</p> <ul style="list-style-type: none"> <li>• It raises the heart rate</li> <li>• It improves heart and lung health</li> </ul> <p>Know poor health choices (e.g. unhealthy diet, no exercise, too much sun) can lead to:</p> <ul style="list-style-type: none"> <li>• Heart disease</li> <li>• Skin cancer</li> </ul> <p>Know local places like leisure centres or parks offer chances to be active and stay healthy</p> <p>Know specialist support (e.g. GP, nurse, help lines) is available for health problems</p> <p>Know a healthy lifestyle plan should include:</p> <ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• Regular physical activity</li> <li>• Good sleep routines</li> </ul> |
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|  |  | <p>Know working hard and practising helps us improve – even when learning feels tricky at first.</p> <p>Know everyone learns and improves in their own way and time – and that's okay.</p> <p>Know that feeling proud of our effort can help build confidence and self-esteem.</p> | <p>Understand if someone asks us to share photos or information about ourselves or others online, we have the right to say no.</p> <p>Know we can report uncomfortable or unsafe requests online by:</p> <ul style="list-style-type: none"> <li>• Using the report/block functions on apps or websites</li> <li>• Telling a trusted adult</li> <li>• Keeping evidence (like screenshots) if possible</li> </ul> <p>Understand managing online safety helps protect us and others and keeps our personal information private. Understand that it is important to respect other people's privacy online as we</p> | <p>match who they really are in real life.</p> <p>Understand positive and safe ways to use social media include:</p> <ul style="list-style-type: none"> <li>• Sharing kind messages</li> <li>• Following safe, age-appropriate pages</li> <li>• Keeping personal information private</li> <li>• Talking only to people we know in real life</li> </ul> <p>Know before we 'like', 'forward', or 'share' something on social media, we should:</p> <ul style="list-style-type: none"> <li>• Think about whether it is kind, safe, and true</li> <li>• Check if it contains private or upsetting information</li> <li>• Ask a trusted adult if unsure</li> </ul> |  |
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|  |  |  |                       | <p>want ours to be respected.</p>  | <p>Understand some of the risks of social media include:</p> <p>Seeing or receiving upsetting content</p> <ul style="list-style-type: none"> <li>• Being contacted by strangers</li> <li>• Sharing too much personal information</li> <li>• Peer pressure or bullying online</li> </ul> <p>Know if we see or are sent anything upsetting or inappropriate, we should:</p> <ul style="list-style-type: none"> <li>• Tell a trusted adult straight away</li> <li>• Block or report the person/content</li> <li>• Not reply or forward it to others</li> <li>• Use privacy settings to stay safe</li> </ul> |  |
|  | <p><b>Skills:</b><br/>Pupils will have the opportunity</p> | <p><b>Skills:</b><br/><b>Identify</b> some of our own personal</p> | <p><b>Skills:</b></p> | <p><b>Skills:</b><br/><b>Identify</b> aspects of our lives that we may</p> | <p><b>Skills:</b><br/><b>Explain</b> what is meant by social media and</p>   | <p><b>Skills:</b><br/><b>1. 1. Understand a healthy diet</b></p> |

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|  | <p>to explore the concept of being special and unique through using stories, social stories, visuals prompts, mindmaps, AAC, sensory activities and photos.</p> | <p>strengths and skills (things we are really good at or can do really well). <b>Demonstrate</b> how to <b>recognise</b> and <b>appreciate</b> personal strengths in other people.</p> | <p><b>Describe</b> the particular ways we like to learn. <b>Identify</b> the difference between a short-term target and an aspirational, long-term goal.</p> | <p>wish to keep private, even if others choose to share these things about themselves. <b>Identify</b> what is appropriate and inappropriate to share online. <b>Identify</b> trusted adults who can help us if someone tries to pressurise us online. <b>Explain</b> how to manage requests to share a photo, or information about ourselves or others online, including how to report.</p> | <p>how people use social media. <b>Recognise</b> that not all information seen online is true. <b>Explain</b> how other people's identity online can be different from what it actually is in real life. <b>Describe</b> some ways in which social media can be used in a safe and positive way. <b>Identify</b> what we should do before we 'like', 'forward' or 'share' on social media and how this helps to keep us safe online. <b>Identify</b> some possible risks of using social media. <b>Describe</b> how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content.</p> | <p><b>1.1 Identify</b> the main constituents of a healthy diet and the importance of each</p> <p><b>1.2 Describe</b> the benefits to heart and lung efficiency of raising heart rate through regular exercise</p> <p><b>1.3 Identify</b> local facilities which provide opportunities to promote physical well-being</p> <p><b>2. 2. Promoting physical well-being</b></p> <p><b>2.1 Describe</b> the possible link between poor health choices and skin cancer and heart disease</p> <p><b>2.2 Describe</b> how specialised support could be accessed for one identified health problem</p> <p><b>3. 3. Plan a healthy lifestyle</b></p> <p><b>3.1 Produce</b> a personal action plan for a healthy lifestyle to include diet, exercise and sleep</p> |
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| <b>Year 1:<br/>Autumn<br/>B</b> | <b>Topic: Managing Feelings-<br/>Identifying and Expressing Feelings</b>   | <b>Topic: Managing Feelings-<br/>Self-Esteem and Unkind Comments</b>  | <b>Topic: Managing Feelings-<br/>Strong Feelings</b>   | <b>Topic: Changing and Growing-<br/>Healthy and Unhealthy Relationship Behaviour<br/>Consent<br/>RSE</b>   | <b>Topic: Self Awareness-<br/>Self Development and Managing Pressure<br/><i>TLM SD1 (2 credits)-<br/>Self Development</i></b>  | <b>Topic: Healthy Lifestyles-Elements of a Healthy Lifestyle (including Healthy Eating)<br/><i>TLM HN2 (2 credits)-<br/>Physical Wellbeing (Continued)</i></b>   |
|                                 | <b>Knowledge:</b><br>Begin to explore good (comfortable) and not so good (uncomfortable) feelings and how these make our body feel.<br>Begin to recognise how lose or change can make us feel sad/unhappy.<br>Begin to identify facial expressions, signs, actions, body language which can help us identify how | <b>Knowledge:</b><br>Know self-esteem means how we feel about ourselves – we all have feelings about who we are. Explore and know doing things we enjoy or are good at can help us feel happy and proud. Know saying kind things to ourselves or others helps everyone feel better.<br>Know people might say or do things that make us feel good (e.g. praise, sharing, smiling). | <b>Knowledge:</b><br>Know we all feel strong emotions sometimes – such as happiness, sadness, anger, excitement, worry, or frustration. Know strong feelings might happen when: <ul style="list-style-type: none"> <li>• Something changes unexpectedly</li> <li>• We win or lose a game</li> <li>• Someone says something kind or unkind</li> <li>• We are nervous about</li> </ul> | <b>Knowledge:</b><br>Understand in a healthy friendship or relationship, people are kind, respectful, and make each other feel good and safe.<br>Know we expect people to: <ul style="list-style-type: none"> <li>• Listen to us</li> <li>• Be honest</li> <li>• Treat us fairly</li> <li>• Respect our choices and feelings</li> </ul><br>Know a healthy relationship means: <ul style="list-style-type: none"> <li>• We feel safe and supported</li> </ul> | <b>Knowledge:</b><br>Know something that I am good at (strength)<br>Know something that I struggle with or could develop further (area of development)<br>Explore strategies I could use to develop a chosen area of development and who could support me.<br>Know trusted adults or services to turn to if we or someone we know faces bullying, hurtful, or abusive behaviour, including online (e.g. teachers, parents, Childline).<br>Know ways to safely respond to | <b>Knowledge:</b><br>Know a healthy diet includes: <ul style="list-style-type: none"> <li>• Carbohydrates, protein, fat, fibre, vitamins, minerals, and water</li> <li>• Each part has an important role in keeping the body healthy</li> </ul><br>Know exercise is important because: <ul style="list-style-type: none"> <li>• It raises the heart rate</li> <li>• It improves heart and lung health</li> </ul><br>Know poor health choices (e.g. unhealthy diet, no exercise, too much sun) can lead to: |

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|  | others are feeling. | <p>Know people might also say or do things that make us feel upset or hurt (e.g. teasing, ignoring, saying unkind words).</p> <p>Know that our words and actions can affect how others feel – kind or unkind.</p> <p>Know that we can choose to use kind words and actions to help others feel good.</p> <p>Know that it's okay to tell someone if another person makes us feel sad, hurt, or confused.</p> | <p>something new</p> <ul style="list-style-type: none"> <li>• We don't understand what's happening</li> </ul> <p>Know that it is okay to feel strong emotions – everyone does.</p> <p>Know we can use simple strategies to help us feel calm or happy, such as:</p> <ul style="list-style-type: none"> <li>• Taking deep breaths</li> <li>• Talking to someone we trust</li> <li>• Going to a quiet space</li> <li>• Using a fidget, sensory toy, or movement break</li> <li>• Doing something we enjoy (drawing, music, reading, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>• We are allowed to say "no"</li> <li>• We enjoy spending time together</li> <li>• Both people feel equal</li> </ul> <p>Know an unhealthy relationship might include:</p> <ul style="list-style-type: none"> <li>• Being shouted at or called names</li> <li>• Being controlled or made to feel guilty</li> <li>• Being hurt physically or emotionally</li> <li>• Feeling scared or worried around the person</li> </ul> <p>Know people we can talk to about relationships include:</p> <ul style="list-style-type: none"> <li>• Parents or carers</li> </ul> | <p>unacceptable behaviour, like reporting it, seeking support, or leaving the situation.</p> <p>Know the reasons why we and others put pressure on themselves, such as wanting to fit in or join a group, and how to respond to group or gang pressure, including how to exit safely and get support.</p> <p>Know the risks and laws related to carrying weapons and the dangers it brings.</p> | <ul style="list-style-type: none"> <li>• Heart disease</li> <li>• Skin cancer</li> </ul> <p>Know local places like leisure centres or parks offer chances to be active and stay healthy</p> <p>Know specialist support (e.g. GP, nurse, help lines) is available for health problems</p> <p>Know a healthy lifestyle plan should include:</p> <ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• Regular physical activity</li> <li>• Good sleep routines</li> </ul> |
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|  |  | <p>Know to help someone else who is feeling sad or upset, we can:</p> <ul style="list-style-type: none"> <li>• Listen to them</li> <li>• Be kind and patient</li> <li>• Ask if they want help or company</li> <li>• Tell an adult if we're worried</li> </ul> <p>Know that if we feel unhappy or overwhelmed, we should talk to someone we trust, like:</p> <ul style="list-style-type: none"> <li>• A teacher or teaching assistant</li> <li>• A family member or carer</li> <li>• A key worker or mental health support staff</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers or school staff</li> <li>• Support workers</li> <li>• Trusted friends</li> <li>• Helplines (e.g. Childline)</li> </ul> <p>Understand if someone treats us inappropriately, we can:</p> <ul style="list-style-type: none"> <li>• Say “no” firmly</li> <li>• Walk away</li> <li>• Tell a trusted adult</li> <li>• Keep ourselves safe and ask for help</li> </ul> <p>Know it is never okay for someone to make us feel unsafe or uncomfortable in a relationship. Understand everyone has the right to safe, respectful, and kind relationships.</p> |  |  |
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|  |   |   | <p>Know that asking for help is a good choice when emotions feel too big to manage alone.</p>  |  |   |  |
| <p><b>Skills:</b><br/>Pupils will have the opportunity to explore the emotions happy, sad, tired and anger through practical activities, mirrors, videos and photos, songs, stories including social stories, visuals.</p> | <p><b>Skills:</b><br/><b>Identify</b> things we can do which help us to feel good about ourselves.<br/><b>Identify</b> things that we may say or do that could affect how we or others feel about us.<br/><b>Identify</b> things that others may say or do that could affect how we feel about ourselves.</p> | <p><b>Skills:</b><br/><b>Give examples</b> of when we might feel strong emotions.<br/><b>Describe</b> some simple strategies we can use to feel and stay happy.<br/><b>Identify</b> how we can help others who may be feeling unhappy.<br/><b>Identify</b> whom to ask or tell if we are feeling unhappy and/or need help</p> | <p><b>Skills:</b><br/><b>Explain</b> how we expect people to behave towards us in friendships and relationships.<br/><b>Identify</b> the differences between positive/healthy and negative/unhealthy relationships.<br/><b>Identify</b> people we can talk to about relationships.<br/><b>Identify</b> positive strategies to manage inappropriate behaviour towards us.</p> | <p><b>Skills:</b><br/><b>1.1 Identify</b> a personal strength or ability.<br/><b>1.2. Identify</b> an area for self development.<br/><b>2.1 Identify</b> a personal skill or behaviour they need to develop<br/><b>2.2 Identify</b> a suitable target to work towards<br/><b>2.3 Identify</b> who will support them in developing the identified skill or behaviour<br/><b>2.4 Actively participate</b> in activities to develop the agreed skill or behaviour</p> | <p><b>Skills:</b><br/><b>1. 1. Understand a healthy diet</b><br/><b>1.1 Identify</b> the main constituents of a healthy diet and the importance of each<br/><b>1.2 Describe</b> the benefits to heart and lung efficiency of raising heart rate through regular exercise<br/><b>1.3 Identify</b> local facilities which provide opportunities to promote physical well-being<br/><b>2. 2. Promoting physical well-being</b><br/><b>2.1 Describe</b> the possible link between poor health choices and skin cancer and heart disease<br/><b>2.2 Describe</b> how specialised support could be accessed for</p> |  |

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|                     |  |   |  | <p>know has been the target of unkind, hurtful, abusive or bullying behaviour, including online.</p> <p><b>Describe</b> how we can sometimes put ourselves under pressure to do what others are doing, or what we think others want us to do.</p> <p><b>Explain</b> ways of safely responding if we experience or witness unacceptable behaviours.</p> <p><b>Identify</b> reasons why we might put ourselves under pressure, and how others may apply pressure or encourage us to join a group or a gang; exit strategies and how to access appropriate support.</p> <p><b>Describe</b> the risks and law relating to carrying a weapon.</p> | <p>one identified health problem</p> <p><b>3.3. Plan a healthy lifestyle</b></p> <p><b>3.1 Produce</b> a personal action plan for a healthy lifestyle to include diet, exercise and sleep</p> |  |
| Year 1:<br>Spring A | <b>Topic:</b> Self-Care, Support and Safety – Taking | <b>Topic:</b> Healthy Lifestyles- Physical Activity | <b>Topic:</b> Healthy Lifestyles- Mental Wellbeing | <b>Topic:</b> Self Awareness- Prejudice and Discrimination   | <b>Topic:</b> Healthy Lifestyles- Medicinal Drugs   | <b>Topic:</b> Self Awareness- Self Development and Managing Pressure |

|  | Care of Ourselves   |   | Consent   | Citizenship  |   | TLM SD1 (2 credits)- <b>Self Development</b><br>*Only 2025-2026 Y11 Cohort  |
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|  | <p><b>Knowledge:</b><br/>Begin to explore and know ways that I can look after myself or how others can help me (self help skills- brushing teeth, hair, washing hands, getting dress)</p> <p><b>Knowledge:</b><br/>Know that physical activity means moving our body to keep fit and healthy.<br/>Know exercise can be fun – like dancing, swimming, walking, playing games or sports.<br/>Know everyone has different favourite activities – and that's okay.<br/>Know being active helps our body stay strong and healthy.<br/>Know that exercise can help us feel happy and calm<br/>Know that sitting too much or not moving for a long time can make us feel tired or unwell</p> | <p><b>Knowledge:</b><br/>Know that physical activity means moving our body to keep fit and healthy.<br/>Know exercise can be fun – like dancing, swimming, walking, playing games or sports.<br/>Know everyone has different favourite activities – and that's okay.<br/>Know being active helps our body stay strong and healthy.<br/>Know that exercise can help us feel happy and calm<br/>Know that sitting too much or not moving for a long time can make us feel tired or unwell</p> | <p><b>Knowledge:</b><br/>Know that mental wellbeing means how we feel inside – our emotions, thoughts, and how we cope day to day.<br/>Know our physical health (how our body feels) and mental health (how our mind feels) are connected – feeling unwell in one can affect the other.<br/>Know being physically active, eating well, and sleeping enough can help us feel calmer, more focused, and happier.<br/>Know we can all feel sad, angry, stressed, or anxious sometimes – these are normal feelings.<br/>Know it is important to notice when</p> | <p><b>Knowledge:</b><br/>Know that prejudice means having a negative opinion about someone before really knowing them, often because of how they look, where they come from, or who they are.<br/>Know discrimination means treating someone unfairly or differently because of who they are.<br/>Know prejudice and discrimination can hurt people's feelings and make them feel excluded or unsafe.<br/>Understand that prejudice and discrimination are unacceptable and not allowed in schools, communities, or society.</p> | <p><b>Knowledge:</b><br/>Know medicines are drugs used to help us feel better when we are unwell, in pain, or need treatment.<br/>Know some medicines are called over-the-counter (OTC) medicines — they can be bought from a shop or pharmacy without a doctor's permission.<br/>Know some medicines are prescribed by a doctor — you can only get these with a prescription because they need professional supervision.<br/>Understand we should always:           <ul style="list-style-type: none"> <li>• Use medicines safely and as directed</li> <li>• Only take the right amount (dose)</li> </ul> </p> | <p><b>Knowledge:</b><br/>Know something that I am good at (strength)<br/>Know something that I struggle with or could develop further (area of development)<br/>Explore strategies I could use to develop a chosen area of development and who could support me.<br/>Know trusted adults or services to turn to if we or someone we know faces bullying, hurtful, or abusive behaviour, including online (e.g. teachers, parents, Childline).<br/>Know ways to safely respond to unacceptable behaviour, like reporting it, seeking support, or leaving the situation.<br/>Know the reasons why we and others put pressure on themselves,</p> |

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|  |  | <p>something feels wrong emotionally – like feeling upset for a long time, not wanting to do things we used to enjoy, or feeling bad about ourselves.</p> <p>Know we can talk to trusted people about our feelings – such as a parent, teacher, teaching assistant, or support worker.</p> <p>Know if we or someone else is using unhealthy coping behaviours (like not eating, hurting themselves, or avoiding everyone), this is a sign they need help.</p> <p>Know it is never a secret to keep if someone is hurting themselves or feeling very low – it's okay to tell an adult even if they asked you not to.</p> <p>Know that asking for help is a strong and</p> | <p>Know some examples of prejudice and discrimination include unfair treatment based on:</p> <ul style="list-style-type: none"> <li>• Religion or beliefs</li> <li>• Gender (being a boy or girl)</li> <li>• Age (being young or older)</li> <li>• Race or skin colour</li> <li>• Disability</li> <li>• Sexual orientation (who someone loves or feels attracted to)</li> </ul> <p>Know if we see or experience discrimination, we should tell a trusted adult, such as a teacher, family member, or school support worker.</p> | <ul style="list-style-type: none"> <li>• Tell an adult before taking any medicine</li> </ul> <p>Know some examples of over-the-counter medicines include:</p> <ul style="list-style-type: none"> <li>• Paracetamol (for pain or fever)</li> <li>• Ibuprofen (for pain or swelling)</li> <li>• Cough syrup</li> <li>• Antihistamines (for allergies)</li> <li>• Creams for bites, stings or rashes</li> </ul> <p>Know a pharmacist can help us choose the right over-the-counter medicine and explain how to use it safely.</p> <p>Know prescribed medicines are written for one person only — we should never share them.</p> <p>Know medicines can help us — but using them wrongly can be dangerous, so we must always follow</p> | <p>such as wanting to fit in or join a group, and how to respond to group or gang pressure, including how to exit safely and get support.</p> <p>Know the risks and laws related to carrying weapons and the dangers it brings.</p> |
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|   |  |   | <p>safe choice, not a weakness.</p> <p>Know there are safe ways to cope with difficult feelings – such as using calming techniques, hobbies, exercise, or talking about what's wrong.</p>  | <p>Know trusted adults can help stop discrimination and keep us safe.</p> <p>Understand that everyone has the right to be treated fairly and with respect.</p>                             | <p>instructions and ask for help if unsure.</p>  |  |
| <p><b>Skills:</b><br/>Pupils will have the opportunity to explore self help skills through practising, visual prompts and aids, videos, photos, modelling, support and guidance from adults, sensory opportunities.</p> | <p><b>Skills:</b><br/><b>Identify</b> our favourite forms of physical activity and exercise. <b>Identify</b> some of the benefits of being physically active, and possible consequences of inactivity.</p> | <p><b>Skills:</b><br/><b>Explain</b> the link between physical health and mental wellbeing. <b>Recognise</b> when we need help with mental health or emotional wellbeing and whom we can speak to. <b>Explain</b> why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating).</p> | <p><b>Skills:</b><br/><b>Recognise</b> what prejudice means. <b>Explain</b> what it means to discriminate against someone. <b>Recognise</b> that prejudice and discrimination in any form are unacceptable. <b>Identify</b> some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation).</p> | <p><b>Skills:</b><br/><b>Identify</b> the difference between over the counter medicines and those prescribed by a doctor. <b>Identify</b> some examples of over the counter medicines.</p> | <p><b>Skills:</b><br/><b>1.1 Identify</b> a personal strength or ability. <b>1.2. Identify</b> an area for self development. <b>2.1 Identify</b> a personal skill or behaviour they need to develop <b>2.2 Identify</b> a suitable target to work towards <b>2.3 Identify</b> who will support them in developing the identified skill or behaviour <b>2.4 Actively participate</b> in activities to develop the agreed skill or behaviour <b>3.1 Investigate</b> simple review of the progress they have made</p> |  |

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|  |  |  |  | <p><b>Describe</b> how and where to seek help if we think someone is behaving in a discriminatory way towards us or others</p> |  | <p>3.2 <b>Identify</b> what went well and what did not go so well</p> <p><b>Identify</b> trusted adults/ services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online.</p> <p><b>Describe</b> how we can sometimes put ourselves under pressure to do what others are doing, or what we think others want us to do.</p> <p><b>Explain</b> ways of safely responding if we experience or witness unacceptable behaviours.</p> <p><b>Identify</b> reasons why we might put ourselves under pressure, and how others may apply pressure or encourage us to join a group or a gang; exit strategies and how to access appropriate support.</p> |
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|                             |   |  |   |   |  | <b>Describe the risks and law relating to carrying a weapon.</b>  |
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| <b>Year 1:<br/>Spring B</b> | <b>Topic: Growing and Changing- Dealing with Touch</b><br><br><b>Consent</b><br><br><b>RSE</b>  | <b>Topic: Self-Care, Support and Safety- Feeling Unwell</b>  | <b>Topic: Self-Care, Support and Safety</b><br>Feeling Frightened and Worried<br><br><b>Consent</b>   | <b>Topic: Self-Care, Support and Safety</b><br>Accidents and Risk   | <b>Topic: Managing Feelings- Romantic Feelings and Sexual Attraction</b><br><br><b>Consent</b><br><br><b>RSE</b>   | <b>Topic: The World I Live In- Using Tools in a Vocational Area</b><br><i>TLM LLS2 (2 credits)</i><br><b>Using tools in a vocational area</b><br><br><b>Citizenship</b>   |
|                             | <b>Knowledge:</b><br>Begin to understand that my body belongs to me and I have a right to feel safe.<br><br>Begin to understand the need to respect other people's bodies and to ask for permission before we touch them.<br><br>Begin to know when and why physical contact may be inappropriate | <b>Knowledge:</b><br>Know that being unwell means our body or mind doesn't feel right.<br>Know we may feel unwell in different ways – e.g. headache, sore tummy, feeling hot or cold, coughing, tiredness.<br><br>Know germs (like viruses and bacteria) can make us and others sick.<br><br>Know germs can spread by coughing, sneezing, touching | <b>Knowledge:</b><br>Know everyone feels worried or frightened sometimes – it's a normal feeling when something feels wrong or unsafe.<br><br>Know there are things that can help us feel better when we are worried – like: <ul style="list-style-type: none"><li>• Talking to a trusted adult</li><li>• Taking deep breaths</li><li>• Finding a quiet or safe space</li><li>• Using a favourite</li></ul> | <b>Knowledge:</b><br>Know some situations or behaviours can be unsafe or risky—this can happen at school, at home, outside, or online.<br><br>Know some examples of risky situations include: <ul style="list-style-type: none"><li>• Crossing roads without looking</li><li>• Talking to strangers</li><li>• Playing with sharp or hot objects</li></ul> | <b>Knowledge:</b><br>Know that liking someone means enjoying being around them, caring about them, and wanting to be friends.<br><br>Understand that fancying someone means having romantic or physical feelings for a person — wanting to be more than friends.<br><br>Know romantic feelings can include: <ul style="list-style-type: none"><li>• Wanting to spend special time with someone</li></ul> | <b>Knowledge:</b><br>Know that different activities need different tools and equipment.<br>Know how to identify tools and equipment suitable for an agreed vocational activity (e.g. cleaning, catering, gardening, workshop tasks).<br><br>Know that using the correct tool helps complete a task safely and effectively.<br><br>Know the purpose of common tools and equipment used in a vocational area. |

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|  | <p>(e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it). To begin to identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment.</p> | <p>things, or not washing hands. Know that telling an adult quickly helps keep us safe and get help. Know there are trusted adults we can talk to if we feel unwell (e.g. teacher, school nurse, parent). Know there are simple words and signs we can use to tell someone how we feel (e.g. “My tummy hurts”, “I feel sick”, “I need help”). Know it’s okay to ask for help when we don’t feel well.</p> | <p>object, picture or sensory strategy</p> <p>Know trusted adults at school or home (e.g. teacher, parent, key worker) help to keep us safe.</p> <p>Know we can help keep ourselves safe by:</p> <ul style="list-style-type: none"> <li>• Saying “no” if something feels wrong</li> <li>• Moving away from danger</li> <li>• Telling someone we trust</li> <li>• Following safety rules</li> </ul> <p>Know unwanted physical contact means someone touches us when we don’t want them to – even a hug or hand-hold can be unwanted.</p> | <ul style="list-style-type: none"> <li>• Sharing personal information online</li> <li>• Clicking on unknown links or messages</li> <li>• Being pressured to do something we don’t want to do</li> </ul> | <ul style="list-style-type: none"> <li>• Feeling excited or nervous around them</li> <li>• Thinking about them often</li> <li>• Wanting to hold hands or be close to them</li> </ul> <p>Know sexual attraction is when someone feels physically drawn to another person — this is a normal part of growing up.</p> <p>Understand that accidents can happen when we are not careful or don’t follow safety rules.</p> <p>Know we can protect ourselves by recognising risk and making safe choices.</p> <p>Know trusted adults (such as teachers, parents, carers, or support workers) are there to help us when we feel unsafe or unsure.</p> <p>Understand some strategies to keep safe include:</p> | <p>Know that each tool is designed to do a specific job.</p> <p>Know that using a tool for the correct purpose reduces risk and improves outcomes.</p> <p>Know how to select the correct tool for an agreed activity.</p> <p>Know the basic steps needed to use tools and equipment appropriately.</p> <p>Know that tools should be used as shown or instructed.</p> <p>Know that safety rules must be followed when using tools and equipment.</p> <p>Know common safety precautions such as wearing PPE, working carefully, and keeping work areas tidy.</p> <p>Know that unsafe use of tools can cause injury or damage.</p> <p>Know that tools and equipment need to be cleaned after use.</p> |
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|  |  | <p>Know nobody should ever touch us in a way that makes us feel worried, scared, or uncomfortable – even if it's someone we know.</p> <p>Know if someone makes us feel unsafe or uncomfortable, we should always tell a trusted adult – even if we were told to keep it a secret.</p> <p>Know we can let others know we need help by:</p> <ul style="list-style-type: none"> <li>• Using words like “help”, “stop”, or “no”</li> <li>• Using gestures, signs, or symbols</li> <li>• Showing feelings through body language (e.g. looking sad, crying, moving away)</li> </ul> | <ul style="list-style-type: none"> <li>• Saying “No” or “Stop” if something feels wrong</li> <li>• Moving away from danger</li> <li>• Asking for help quickly</li> <li>• Using safety equipment (e.g., helmets, seat belts)</li> <li>• following safety rules and instructions</li> </ul> <p>Know it is important to tell a trusted adult about risks or accidents as soon as possible.</p> <p>Know being aware of risks helps us stay safe and protect others too.</p> | <p>personal and okay</p> <p>Understand it is important to:</p> <ul style="list-style-type: none"> <li>• Respect other people's feelings and boundaries</li> <li>• Know that we don't have to act on romantic feelings</li> <li>• Talk to a trusted adult if we feel confused, worried, or have questions</li> </ul> | <p>Know that tools should be stored correctly to prevent damage or injury.</p> <p>Know that damaged or broken tools should be reported to an adult or supervisor.</p> <p>Know that good care and maintenance help tools last longer and stay safe to use.</p> |
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| <p><b>Skills:</b><br/>Pupils will have the opportunity to explore touch (appropriate and inappropriate) through stories including social stories, play including role play and small world, videos, visitors, matching activities, AAC.</p> | <p><b>Skills:</b><br/><b>Identify</b> how we can tell if we are unwell (including possible symptoms).<br/><b>Describe</b> in simple terms how germs can be spread to others.<br/><b>Identify</b> whom to tell if we feel unwell.<br/><b>Identify</b> useful phrases or vocabulary to use in order to let someone know that we feel unwell.<br/><b>Explain</b> why it is a good idea to ask for help quickly if we feel unwell.</p> | <p><b>Skills:</b><br/><b>Demonstrate</b> some simple strategies we can use if we are feeling frightened or worried.<br/><b>Identify</b> who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe.<br/><b>Explain</b> what unwanted physical contact means.<br/><b>Explain</b> that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are.<br/><b>Demonstrate</b> simple ways of communicating to others that we need help.</p> | <p><b>Skills:</b><br/><b>Describe</b> some situations and behaviours in and out of school, including online, which may not be safe or may entail risk.<br/><b>Identify</b> trusted adults who can help us in risky situations and strategies we can use to help ourselves</p> | <p><b>Skills:</b><br/><b>Describe</b> the difference between 'liking' someone and 'fancying' someone.<br/><i><b>Explain</b> how part of growing up might be to experience strong feelings about people we like or fancy.</i></p> | <p><b>Skills:</b><br/><b>1. 1. Know tools and equipment suitable for an agreed activity</b><br/>1.1 Identify tools and equipment suitable for an agreed activity<br/>1.2 Identify the purpose of tools and equipment for an agreed activity<br/><b>2. 2. Be able to use tools and equipment for an agreed activity</b><br/>2.1 Use suitable tools and equipment for an agreed activity<br/>2.2 Identify and follow safety precautions associated with the tools and equipment used for an activity<br/><b>3. 3. Know how to care for and maintain a range of tools and equipment.</b><br/>3.1 Outline the care and maintenance needed for the tools used for an agreed activity</p> |

| Year 1:<br>Summer<br>A | <b>Topic:</b> Healthy Living- Healthy Eating   | <b>Topic:</b> Changing and Growing- Friendship<br>Consent  | <b>Topic:</b> Changing and Growing- Puberty<br><b>RSE</b>  | <b>Topic:</b> Healthy Lifestyles- Body Image<br><i>Online Safety/ Consent</i><br><b>RSE</b>  | <b>Topic:</b> Changing and Growing- Intimate Relationships<br>Consent and Contraception<br><i>Consent</i><br><b>RSE</b>  | <b>Topic:</b> The World I Live In-Managing Finances<br><b>Citizenship</b>  |
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|                        | <b>Knowledge:</b><br>Begin to identify some examples of healthy foods and identify some examples of foods that should only be eaten once in a while. | <b>Knowledge:</b><br>Know friends can help us feel happy, included, and supported.<br><br>Know we might need help or support from friends when: <ul style="list-style-type: none"><li>• We feel sad, worried, or lonely</li><li>• We are hurt or upset</li><li>• We are new to a group or place</li><li>• We are finding something difficult</li></ul> | <b>Knowledge:</b><br>Know that as we grow up, we get new opportunities (e.g. joining new clubs, making choices) and responsibilities (e.g. looking after our things, hygiene).<br><br>Know that people change as they grow – from babies to children, teenagers, then adults.<br><br>Know changes can be physical (body), emotional (feelings), and social (friendships and roles).<br><br>Know puberty is a normal stage of | <b>Knowledge:</b><br>Understand that photos and images in the media or on social media can be changed or edited to look different from real life (e.g., filters, airbrushing).<br>Know these images do not always show what people really look like – they can create unrealistic ideas about appearance.<br>Know that people might want to change how they look because they want to feel happier, fit in, or be like others they admire.<br>Understand that body image means how we think and feel | <b>Knowledge:</b><br>Know intimate relationships are close relationships that may include romantic or sexual feelings. <ul style="list-style-type: none"><li>• They can happen between people of different or the same gender.</li><li>• All relationships should be respectful and based on choice.</li></ul> Know strong emotions like love, excitement, nervousness, or sexual attraction are natural as people grow older. <ul style="list-style-type: none"><li>• These feelings may be confusing or intense.</li></ul> | <b>Knowledge:</b><br>Know people can get money in different ways: <ul style="list-style-type: none"><li>• By working and getting paid (earning)</li><li>• From benefits or pocket money</li><li>• Through gifts or rewards</li></ul><br>Know money should be kept safe: <ul style="list-style-type: none"><li>• In a wallet, purse, or bank account</li><li>• Not left lying around or shared with strangers</li><li>• By using PINs and passwords carefully</li></ul><br>Know spending money means: |

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|  |  | <p>Know we can show support to friends by:</p> <ul style="list-style-type: none"> <li>• Listening when they talk</li> <li>• Saying kind and helpful things</li> <li>• Playing or spending time with them</li> <li>• Offering to help</li> <li>• Telling an adult if they need more help than we can give</li> </ul> <p>Know we can let our friends know we need help by:</p> <ul style="list-style-type: none"> <li>• Using words like “Can you help me?”</li> </ul> | <p>growing up that prepares the body for adulthood.</p> <p>Know puberty can start at different ages for different people.</p> <p>Know and explore the physical changes during puberty and that these may include:</p> <ul style="list-style-type: none"> <li>– Body hair (underarms, pubic area)</li> <li>– Changes in skin (e.g. spots)</li> <li>– Body shape changes (hips, chest, muscles)</li> <li>– Voice becoming deeper</li> <li>– Breasts developing</li> <li>– Periods (menstruation) and wet dreams</li> </ul> <p>Know and explore the emotional changes and that</p> | <p>about the way our body looks.</p> <p>Know self-esteem is how much we like and value ourselves overall, including our body, abilities, and personality.</p> <p>Know positive self-esteem means feeling good about ourselves, even if we don't look like people in pictures or adverts.</p> <p>Know we can keep our self-esteem healthy by:</p> <ul style="list-style-type: none"> <li>• Remembering everyone is different and unique</li> <li>• Focusing on things we like about ourselves</li> <li>• Talking to trusted people when we feel worried</li> <li>• Avoiding comparing ourselves to</li> </ul> | <p>Understand consent means:</p> <ul style="list-style-type: none"> <li>• Saying “yes” clearly, freely, and without pressure</li> <li>• We can always say “no” or “stop” at any time</li> <li>• No one has the right to touch us without permission</li> <li>• If someone says no, we must respect that</li> </ul> <p>Know sex is when two people agree to be physically intimate in a private way.</p> <ul style="list-style-type: none"> <li>• Sex can lead to pregnancy or sexually transmitted infections (STIs)</li> </ul> <p>Know contraception helps to protect against pregnancy and STIs.</p> | <ul style="list-style-type: none"> <li>• Using money to buy things we need or want</li> <li>• Paying for services (e.g. haircut, bus fare, phone credit)</li> </ul> <p>Know we must check prices and be careful not to overspend</p> <p>Know Saving money means:</p> <ul style="list-style-type: none"> <li>• Keeping some money back to use later</li> <li>• Saving can help us buy something more expensive in the future</li> <li>• Helps us in emergencies or for treats and special events</li> </ul> <p>Understand we are encouraged to spend money:</p> <ul style="list-style-type: none"> <li>• Through adverts, especially on TV, phones, and online</li> </ul> |
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|  |  | <ul style="list-style-type: none"> <li>or “I feel sad”</li> <li>Using symbols, gestures, or facial expressions</li> <li>Asking for company or a quiet space</li> <li>Just being near someone we trust</li> </ul> <p>Know good friendships are about kindness, trust, and supporting each other.</p> <p>Know it's okay to ask for help – friends and adults are there to support us.</p> | <p>these may include:</p> <ul style="list-style-type: none"> <li>– Mood swings</li> <li>– Feeling more private or sensitive</li> <li>– New or stronger feelings about others</li> </ul> <p>Know personal hygiene becomes more important during puberty because of body changes (e.g. sweating more).</p> <p>Know good hygiene means keeping clean to stay healthy and comfortable – like washing daily, using deodorant, wearing clean clothes, and changing sanitary products.</p> <p>Know that we can learn to take more responsibility for our own hygiene routines during puberty.</p> | <ul style="list-style-type: none"> <li>unrealistic images</li> <li>Doing things that make us feel confident and happy</li> </ul> | <ul style="list-style-type: none"> <li>Condoms are one type of contraception</li> <li>They can be used by people during sex to stay safe</li> </ul> <p>Know there are rules about what is private and public:</p> <ul style="list-style-type: none"> <li>Holding hands or hugging is usually okay in public</li> <li>Kissing, undressing, or sexual activity should only happen in private, with consent</li> </ul> <p>Know if we are worried or unsure about relationships, sex, or consent, we should:</p> <ul style="list-style-type: none"> <li>Speak to a trusted adult, like a teacher, parent, or school nurse</li> </ul> | <ul style="list-style-type: none"> <li>Shops use sales, offers and packaging to get attention</li> <li>Influencers or friends may talk about things they've bought</li> </ul> <p>Know if we lose money or spend too much:</p> <ul style="list-style-type: none"> <li>We may not have enough left for things we need</li> <li>It can lead to worry, debt or having to ask for help</li> <li>It's important to think before spending and keep track of what we buy</li> </ul> <p>Know that people and businesses provide goods and services:</p> <ul style="list-style-type: none"> <li>Builders, teachers, shop workers, doctors, cleaners all offer skills or help</li> </ul> |
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|   |   |   |  |  | <ul style="list-style-type: none"> <li>• Use correct words to talk about feelings and body safety</li> </ul>  | <ul style="list-style-type: none"> <li>• We pay them because we can't do everything ourselves</li> </ul> |
| <p><b>Skills:</b><br/>Pupils will have the opportunity to explore a range of different foods using all their senses, sorting and matching activities, videos, handing of foods, photos.</p> | <p><b>Skills:</b><br/><b>Identify occasions when we might need the support of friends.</b><br/><b>Give examples of how we can show support to our friends.</b><br/><b>Describe how we can let friends know that we need their help and support.</b></p> | <p><b>Skills:</b><br/><b>Describe</b> some of the new opportunities and responsibilities we have experienced as we have grown older.<br/><br/><b>Identify</b> some of the different stages of change as people progress from birth to adulthood (physical, emotional, social).<br/><br/><b>Explain</b> why puberty happens.<br/><br/><b>Describe</b> the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and</p> | <p><b>Skills:</b><br/><b>Identify</b> some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality.<br/><br/><b>Explain</b> why some people might want to change the way they look.<br/><br/><b>Recognise</b> what is meant by body image.<br/><br/><b>Explain</b> what is meant by self-esteem.<br/><br/><b>Describe</b> some ways we can maintain self-esteem in relation to body image.</p> | <p><b>Skills:</b><br/><b>Identify</b> different types of intimate relationships including same-sex relationships.<br/><b>Describe</b> how strong emotions (including sexual attraction) might make people feel.<br/><br/><b>Explain</b> what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this.<br/><br/><b>Recognise</b> what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs).</p> | <p><b>Skills:</b><br/><b>Describe</b> different ways in which people might acquire money. Identify some ways that money can be kept safe.<br/><br/><b>Explain</b> how other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves.<br/><br/><b>Explain</b> what is meant by earning, spending, and saving money.<br/><br/><i>Identify some ways in which we are encouraged to spend money, including online.</i><br/><br/><b>Describe</b> the consequences of losing money or spending more than we have.</p> |  |

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|   |   |   | <p>voice changes, body hair, mood swings.</p> <p><b>Explain</b> aspects of personal hygiene that we can take responsibility for, and why this is important during puberty. (Also covered in <i>Independent Living Y9</i> in more detail)</p> |  | <p><b>Recognise</b> that contraception, including condoms, can help prevent pregnancy and some STIs.</p> <p><b>Explain</b> the difference between appropriate and inappropriate relationship behaviours in public places.</p> |  |
| <p><b>Year 1:</b><br/><b>Summer B</b></p> | <p><b>Topic:</b> <u>The World I Live In</u>- Jobs People Do</p>   | <p><b>Topic:</b> <u>The World I Live In</u>- The World I Live In- Diversity/rights and Responsibilities</p>   | <p><b>Topic:</b> <u>The World I Live In</u>- Taking Care of the Environment</p>  | <p><b>Topic:</b> <u>The World I Live In</u>- Managing Online Information</p> <p><i>Online Safety</i></p>   | <p><b>Topic:</b> <u>The World I Live In</u>- Preparing For Adulthood</p> <p><i>TLM WS2 (3 credits): Producing a CV</i></p>  | <p><b>Topic:</b> <u>Self-Care, Support and Safety</u></p> <p>Transition to College</p>   |
|   | <p><b>Knowledge:</b><br/>Identify some of the ways in which different adults who work in school contribute to school life. Describe a range of jobs that people might</p> | <p><b>Knowledge:</b><br/>Know people can be similar or different in many ways – such as skin colour, religion, language, clothes, or food. Be aware that everyone has their</p> | <p><b>Knowledge:</b><br/>Know living things include people, animals, plants, and wildlife – all need care and respect. Know we can show compassion to animals and nature by:</p>   | <p><b>Knowledge:</b><br/>Understand that not everything we see online is true or trustworthy. Know we can check if information is trustworthy by:</p> <ul style="list-style-type: none"> <li>• Looking at who posted it</li> </ul> | <p><b>Knowledge:</b><br/>Know that adults use money to pay for everyday needs such as housing, food, clothes, and transport. Know that money in adult life can come from different sources,</p>                               | <p><b>Knowledge:</b><br/>Know gambling means risking money or something valuable to try and win more. Know people can gamble in places like casinos, betting shops, arcades, and online.</p> |

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|  | <p>have and the qualities they might need to do them. Begin to identify a job we might like to do in the future.</p> <p>own culture and beliefs – and all should be respected.</p> <p>Know that diversity means that people are different, and that's what makes the world interesting and special.</p> <p>Know that we can all have different families, traditions, celebrations, and ways of life.</p> <p>Know that even when people look different or believe different things, we all have feelings and should be treated kindly.</p> <p>Know that rights are things that everyone deserves – like feeling safe, being treated fairly, learning, and being heard.</p> <p>Know that responsibilities are things we should</p> | <ul style="list-style-type: none"> <li>Feeding and caring for pets properly</li> <li>Being gentle with animals</li> <li>Protecting wildlife (e.g. not littering or disturbing habitats)</li> <li>Leaving flowers and plants growing</li> <li>Making safe spaces for nature (like bug hotels or bird feeders)</li> </ul> <p>Know we have a shared responsibility to look after:</p> <ul style="list-style-type: none"> <li>Each other (being kind and helpful)</li> <li>Our school and home</li> <li>The wider environment (parks, oceans, streets)</li> </ul> | <ul style="list-style-type: none"> <li>Seeing if other trusted sources say the same thing</li> <li>Checking the date and facts</li> <li>Asking a trusted adult for help</li> </ul> <p>Know advertisers use tricks to get our attention, such as:</p> <ul style="list-style-type: none"> <li>Bright colours or flashy pictures</li> <li>Promises of prizes or special offers</li> <li>Using famous people or happy stories</li> <li>Making things look better than they really are</li> </ul> <p>Know advertisers want us to buy things or believe certain ideas to make money</p> | <p>including paid work and benefits.</p> <p>Know that some adults receive financial support such as Personal Independence Payment (PIP), Universal Credit, or other benefits.</p> <p>Know that there are different types of work, including paid jobs, unpaid or voluntary work, and work placements.</p> <p>Know the difference between full-time and part-time work.</p> <p>Know that people in our families and communities do a wide range of jobs (e.g. cleaner, shop worker, nurse, teacher, delivery driver).</p> <p>Know that work placements and volunteering help people gain experience and skills for future jobs.</p> <p>Know that thinking about future goals helps</p> | <p>Understand in gambling, you can win or lose – losing is more likely.</p> <p>Know people might gamble for fun, excitement, or to try to win money.</p> <p>Know gambling includes things like lotteries, scratch cards, betting, and in-game purchases.</p> <p>Understand gambling can become a problem if people do it often or lose control.</p> <p>Know online gambling and in-game purchases can be risky and hard to stop.</p> <p>Know it is important to understand the risks and know where to get help.</p> |
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|  | <p>do – like being kind, listening, sharing, and helping others. Know that we all have a role in helping to make our school and community fair, safe, and respectful for everyone.</p> | <p>Know taking care of the environment means:</p> <ul style="list-style-type: none"> <li>• Not dropping litter</li> <li>• Recycling or reusing items</li> <li>• Turning off lights and taps when not needed</li> <li>• Walking or cycling when possible</li> </ul> <p>Know when we all help take care of the world, it stays clean, safe, and beautiful for people, animals, and future generations.</p> <p>Know small actions can make a big difference.</p> | <p>or promote a product.</p> <p>Know there are websites and organisations that can help us if we see something worrying or unsafe online, such as:</p> <ul style="list-style-type: none"> <li>• Childline</li> <li>• CEOP (Child Exploitation and Online Protection)</li> <li>• NSPCC</li> <li>• Local support services</li> </ul> <p>Understand fake news is false or misleading information made to look real.</p> <p>Understand fake news can change how people think or feel about others and the world, sometimes causing misunderstanding or fear.</p> <p>Know it is important to think carefully and</p> | <p>people prepare for adult life.</p> <p>Know that future aspirations may include getting a job, living more independently, volunteering, or having more choice and control with support.</p> <p>Know that job ideas can be explored by thinking about interests, strengths, and preferred working environments (e.g. indoors, outdoors, with people, or with tasks).</p> <p>Know that a CV is a document that gives information about a person when applying for a job.</p> <p>Know that employers use CVs to decide if someone is suitable for a job or interview.</p> <p>Know that a CV includes personal details such as name and contact information.</p> <p>Know that a CV includes information about skills,</p> |  |
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|  |  |  |  | <p>ask questions about what we see online.</p> | <p>experience, education, and interests.</p> <p>Know that a CV should be clear, honest, and easy to read.</p> <p>Know that a reference is used to give information about a person's skills, behaviour, or reliability.</p> <p>Know that a referee should be a suitable adult, such as a teacher, employer, tutor, or support worker.</p> <p>Know that friends or family members are not usually appropriate referees.</p> <p>Know that applying for a job involves several steps, including searching for jobs, preparing a CV, and attending an interview.</p> <p>Know that a CV template can be used to help produce a CV suitable for a job application.</p> <p>Know that producing a CV helps prepare for future work opportunities.</p> |  |
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| <p><b>Skills:</b><br/>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. Adult support to identify jobs we may like to do in the future through play including role play and small world, visitors/visits.</p> | <p><b>Skills:</b><br/><b>Describe</b> some of the similarities, differences and diversity among people of different race, faith and culture.<br/><b>Describe</b> what is meant by rights and responsibilities.</p> | <p><b>Skills:</b><br/><b>Recognise</b> different ways of showing compassion to other living things (e.g. wildlife, pets).<br/><b>Describe</b> shared responsibilities we all have for taking care of other people, living things and the environment we live in</p> | <p><b>Skills:</b><br/><b>Describe</b> simple steps to take to check if something we see online is trustworthy.<br/><b>Identify</b> some of the techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be.<br/><i><b>Identify</b> organisations/ websites that can help us or other people with concerns about something seen or experienced online.</i><br/><b>Explain</b> the influence that fake news can have on people's opinions, attitudes to others and understanding of the world.</p> | <p><b>Skills:</b><br/><b>Recognise</b> that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments).<br/><b>Recognise</b> that there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements.<br/><b>Describe</b> different jobs that family members, friends and people in the community may do.<br/><i><b>Identify</b> our aspirations for adult life (which may or may not include employment and independent living).</i><br/><b>Describe</b> the kind of job we might like to do when we are older and what we expect it to be like.<br/><b>1. 1. Know the purpose of a CV.</b></p> | <p><b>Skills:</b><br/><b>Explain</b> what is meant by the term 'gambling' and identify places and ways this might take place.<br/><b>Identify</b> what it means to 'win' or 'lose' in relation to gambling.<br/><b>Give some reasons</b> why people might choose to gamble.<br/><b>Identify</b> the risks associated with chance based transactions (including in-game purchases) and gambling, including online.</p> |

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|  |  |  |  |  | <p>1.1 Outline why a CV might be used when applying for a job</p> <p><b>2. 2. Know information required in a CV.</b></p> <p>2.1 Identify core information needed to complete a CV</p> <p><b>3. 3. Know the purpose of a reference in a CV.</b></p> <p>3.1 Outline why a reference is needed in a CV</p> <p>3.2 Identify suitable referees for a CV</p> <p><b>4. 4. Be able to produce a CV.</b></p> <p>4.1 Produce a CV appropriate for a job application using a template</p> |  |
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