



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

Long Term / Curriculum Plan

School:

Crosshill School

Subject:

KS5 Explore – PSHE/RSE

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.

Curriculum Leadership	Kelly Smith – Post 16 Lead Laura Whittle – PSHE Lead
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. 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"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <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>
Subject Intent	<p>At Key stage 5 it is our last opportunity to ensure that students have real competence in the skills and strategies they’ve been developing throughout their PSHE education and to extend the knowledge and understanding that they need to equip them for independent living and the next stage in their education or career. This curriculum will allow pupils to revisit and reinforce earlier learning, connecting it to contexts that are relevant to this stage of life. For example, recognising and rehearsing the language, skills and strategies for managing ‘bullying behaviour’ linked to the workplace or within their personal relationships; ‘the use of alcohol’ and other unhealthy substances within the context of their personal safety, ‘online safety’ as part of protecting their online presence, professional identity or avoiding identify theft; and ‘managing feelings’ in preparation for the transition in to their next steps into adulthood.</p>

Curriculum support and linked documents

- PSHE Association Programme of Study
- DfE Relationships and Sex Education (RSE) Guidance (2019)
- SEND frameworks (e.g., ASDAN, Entry Level PSHE)

Number of allocated hours - 2 x 45 minute lessons

	Year 12	Year 13
Autumn A	Topic: Emotional wellbeing	Topic: Managing feelings
	Knowledge: <ul style="list-style-type: none"> • Understand what emotional wellbeing is and recognise signs of poor wellbeing • Know the 5 Ways to Wellbeing and how they help improve feelings • Identify different emotions and how they can feel in the body • Know that activities like exercise, time outdoors, and helping others can support wellbeing 	Knowledge: <ul style="list-style-type: none"> • Recognise common negative emotions such as anxiety, stress, and anger • Understand how these emotions affect themselves and others • Know different strategies to manage negative emotions • Identify people who can provide support when feeling negative emotions
	Skills: <ul style="list-style-type: none"> • Recognise and name their emotions • Describe how emotions affect their body • Choose and take part in activities that improve wellbeing • Create and share a simple poster or video promoting wellbeing 	Skills: <ul style="list-style-type: none"> • Talk about their emotions using appropriate vocabulary • Recognise physical and behavioural signs of negative emotions in themselves and others • Use strategies to help manage feelings of anxiety, stress, and anger • Seek help from trusted individuals when needed
Autumn B	Topic: Personal health	Topic: Healthy lifestyles
	Knowledge: <ul style="list-style-type: none"> • Understand what good health means • Know important factors that keep us healthy • Know common causes of illness 	Knowledge: <ul style="list-style-type: none"> • Know what is needed to keep the body healthy, including good nutrition and exercise • Understand the importance of protecting the skin from the sun • Know about different healthcare services and their roles
	Skills: <ul style="list-style-type: none"> • Identify signs of good and poor health • Name common illnesses and their symptoms • Recognise how lifestyle choices affect health • Suggest ways to keep or improve personal health 	Skills: <ul style="list-style-type: none"> • Identify good eating habits and explain why they help keep the body healthy • Name physical activities that promote fitness and explain their importance • State reasons why protecting skin from the sun is important and describe ways to do this (e.g., sunscreen, clothing)

	<ul style="list-style-type: none"> • Explain how common illnesses like colds or stomach upsets can be caught • Suggest ways to reduce risk of illness • Identify appropriate self-care for minor illnesses • Know what to do if seriously ill or injured 	<ul style="list-style-type: none"> • Identify the roles of at least four healthcare services (e.g., doctor, dentist, optician, nurse)
Spring A	Topic: Understanding relationships	Topic: Sex and relationships
	Knowledge: <ul style="list-style-type: none"> • Understand that relationships can be different types, such as formal (e.g., teacher, doctor) and informal (e.g., friends, family) • Know how to behave appropriately in different kinds of relationships • Understand the meaning of consent and why it is important in relationships 	Knowledge: <ul style="list-style-type: none"> • Know about different types of relationships and family lifestyles • Understand what makes a positive relationship • Know that everyone has rights and responsibilities within a relationship • Understand basic body functions related to sexual activity • Know about different contraceptive methods and their purpose • Know where to get advice and support about sexual health
	Skills: <ul style="list-style-type: none"> • Give examples of their own relationships and describe how these relationships are different • Identify positive behaviours (e.g., kindness, respect) and negative behaviours (e.g., rudeness, ignoring others) in relationships • Demonstrate ways to show respect in relationships and explain why respect matters • Explain how to behave appropriately in informal relationships (e.g., with friends) and formal relationships (e.g., with teachers or professionals) 	Skills: <ul style="list-style-type: none"> • Identify different types of relationships and family setups • Give examples of positive qualities in a relationship, like trust and respect • Recognise an individual's rights and responsibilities in a relationship • Identify basic body parts involved in sexual activity and their functions • Name at least two contraceptive methods • Identify at least one Sexually Transmitted Infection (STI) and ways to prevent it • Name an agency or service where help and advice about sexual health can be obtained

Spring B	Topic: Alcohol awareness	Topic: Tobacco and drug awareness
	Knowledge: <ul style="list-style-type: none"> • Understand what alcohol is and its effects on the body • Recognise how alcohol affects emotional health and wellbeing • Know the difference between social pressure and peer pressure related to alcohol • Identify short- and long-term effects of alcohol on physical and mental health, including links to depression and anxiety 	Knowledge: <ul style="list-style-type: none"> • Know the harmful effects of smoking tobacco on the body • Understand the difference between legal and illegal drugs • Recognise common medications and their purposes
	Skills: <ul style="list-style-type: none"> • Explain the impact of drinking alcohol on health and lifestyle • Identify strategies to avoid drinking alcohol if they choose not to • Create an information leaflet to share ways to resist alcohol pressure • 	Skills: <ul style="list-style-type: none"> • Explain what smoking is and its negative health impacts • Identify what a drug is and distinguish legal from illegal drugs Describe how common medications are used and why they might be prescribed or bought over the counter
Summer A	Topic: E-safety	Topic: Social media
	Knowledge: <ul style="list-style-type: none"> • Know the risks that exist when using the internet • Understand not everyone online is trustworthy • Know what cyberbullying is • Know how to keep safe online 	Knowledge: <ul style="list-style-type: none"> • Understand the importance of developing digital resilience • Know how media stereotypes and manipulated images can affect body image and self-esteem • Understand the consequences of posting online, including effects on reputation • Recognise harmful behaviours online
	Skills: <ul style="list-style-type: none"> • Identify risks related to their own internet use • Recognise appropriate and inappropriate internet use • Describe characteristics of trustworthy and untrustworthy people online • Give examples of cyberbullying and explain what to do if it happens 	Skills: <ul style="list-style-type: none"> • Identify feelings related to going online • Research a topic and create a leaflet or poster on: <ul style="list-style-type: none"> - Media and celebrity influence - Eating patterns and self-image - Managing peer pressure about lifestyle choices

	<ul style="list-style-type: none"> • Know when and how to ask for help about online safety, and who to ask • Identify personal information that should not be shared online • Suggest actions to keep themselves safe online 	<ul style="list-style-type: none"> • Explain what makes up an online reputation and the impact of negative online behaviour • State how social media can cause negative interactions and identify rules for safe social media use
Summer B	Topic: Personal awareness	Topic: Coping with changes
	Knowledge: <ul style="list-style-type: none"> • Understand what personal awareness means • Know key aspects of personality • Recognise personal skills, knowledge, and achievements • Understand what a personal feeling is 	Knowledge: <ul style="list-style-type: none"> • Understand that change is a normal part of growing up and adult life • Recognise that leaving college or moving into a new setting can bring different emotions • Know that people may feel excited, nervous, worried, or happy about change • Understand some differences between college and future settings • Know that support will still be available in new environments • Recognise trusted adults and support networks • Understand that coping strategies can help manage worries and emotions
	Skills: <ul style="list-style-type: none"> • Describe what personal awareness means • Give examples of own personality traits • Identify personal skills, knowledge, and achievements • Recognise a personal feeling, explain how it was expressed, and describe related behaviours 	Skills: <ul style="list-style-type: none"> • Identify and discuss future plans or next destinations • Express feelings about change using words, symbols, or communication tools • Reflect on memories, achievements, and experiences • Practise asking questions and seeking support appropriately • Explore coping strategies for managing emotions and change • Participate in discussions and role play about transition and independence • Develop confidence in discussing future goals and aspirations