

### **PSHCE & RSHE Scheme of Work Overview**

Within the scheme of work, the intended learning outcomes have been identified in progressive stages, starting with the first stage 'Encountering', through to the final stage 'Enhancement'. Each column builds on the one before and assumes that the learner has met the previous column's outcomes, in some cases introducing new or additional learning in successive columns.

<b>Encountering</b> (effective engagement in the learning process)	<b>Foundation</b> (underpinning learning)	<b>Core</b> (fundamental learning elements)	<b>Development</b> (increasing understanding of learning)	<b>Enrichment</b> (deepening of application of learning)	<b>Enhancement</b> (applying learning in different contexts)
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The Planning Framework is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

Each of the six sections is subdivided into topic areas and returned to over the years in a cyclical manner, to aid memory and recall of learning within a mixed ability class, in a sequential format.

Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

The different learning outcomes are set out across six progressive stages, with the intention that each learning outcome can be further broken down into smaller steps in the form of 'I can' statements. These can be used as a way to evidence pupils' progress.

For example, in the topic Healthy lifestyles the 'I can statements' /smaller learning outcomes could be:

Encountering	Foundation	Core	Development	Enrichment	Enhancement
<p>Respond to different stimuli about being 'healthy'</p> <p><i>I can show awareness of different stimuli (prompted/unprompted) to people, events, and objects to do with being healthy.</i></p>	<p>Identify some examples of healthy foods (or foods we should eat a lot of).</p> <p><i>I can respond to examples of healthy food.</i></p> <p><i>I can communicate my choice of what is a healthy food.</i></p>	<p>Explain what is meant by a 'treat'. Describe some of the things we need to keep us healthy on the outside (our bodies) and on the inside (our feelings).</p> <p><i>I can communicate some of the things my body needs to stay healthy.</i></p>	<p>Describe some of the foods we should eat food in order to help us grow and be strong</p> <p><i>I can recognise some of the foods I should eat to keep me healthy.</i></p> <p><i>I can describe in simple terms some healthy foods.</i></p>	<p>Give examples of occasions when we can make choices about the foods that we like to eat.</p> <p><i>I can identify the times when I make choices about the foods I like to eat.</i></p>	<p>Describe which foods we should eat occasionally and explain why eating too much of them could harm us. Give examples of foods that make up a 'healthy, balanced diet'.</p> <p><i>I can describe in simple terms what comprises a healthy diet.</i></p>

Overarching concepts addressed, revisited and consolidated across the programme of study

- 1. Identity** (recognising their personal qualities, attitudes, skills, attributes and achievements and how these make them who they are; understanding and maintaining boundaries around their personal privacy—including online)
- 2. Relationships** (different types and in different settings, including online and intimate relationships)
- 3. A healthy** (physically, emotionally and socially) **balanced lifestyle**, (including within relationships, work- home-life, food, exercise and rest, spending and saving and lifestyle choices)
- 4. Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk, or trusting that others will take responsibility for managing risk) and **safety** (including behaviour strategies and communication skills to employ in different settings, including online)
- 5. Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- 6. Rights** (including the notion of universal human rights; recognition and understanding of their rights), **responsibilities** (including fairness and justice) and **consent** (in a variety of contexts)
- 7. Change** (as something which is experienced and can be managed) and **resilience** (the skills, strategies and 'inner resources' to draw on when faced with challenging changes or circumstances)
- 8. Power** (how it is used and encountered in a variety of contexts, including online; how it manifests through behaviours including bullying, hurtful behaviour, persuasion, coercion and how it can be challenged or managed, including how and where to access support and help; that misuse of power is never their fault)
- 9. Economic wellbeing** (including careers education, enterprise, employability and economic awareness), identifying future aspirations and understanding the purpose of goal setting

## Essential skills and attributes the programme of study aims to develop

Developing confidence and making the most of their abilities	Developing positive relationships and social effectiveness
<p>1. <u>Self-concept and self-awareness</u>: the development of a sense of individual identity as a separate and distinct person, mainly developed through interaction with familiar people and their immediate surroundings</p> <p>2. <u>Self-esteem</u>: the value that pupils place on themselves which is greatly influenced by the way others behave and act towards them</p> <p>3. <u>Self-knowledge</u>: thinking about themselves and getting to know their own likes and dislikes, strengths and areas for development</p> <p>4. <u>Resilience</u> (including self-motivation, perseverance and adaptability)</p> <p>5. <u>Self-regulation</u> (including promotion of a positive, growth mind-set and managing strong emotions and impulses)</p> <p>6. <u>Recognising and managing peer influence and pressure</u>: ways in which they may be potentially manipulated or mistreated by others; managing the need for peer approval</p> <p>7. <u>Self-organisation</u>: familiarity with routines both in and out of school and wider community; responsibility for themselves and their belongings</p> <p>8. Strategies for identifying and accessing appropriate help and support</p> <p>9. Clarifying own understanding, values and beliefs and re-evaluating them in the light of new learning, experiences and evidence</p> <p>10. Recalling, revisiting, consolidating and applying knowledge and understanding in familiar as well as new situations</p>	<p>1. <u>Self-awareness</u>: response to, and interaction with, familiar and unfamiliar people; recognising the difference between public/and private; understanding behaviours that should be private</p> <p>2. <u>Empathy and compassion</u>: thinking about when other people might need kindness and concern; considering ways this might be demonstrated</p> <p>3. <u>Respect for others' rights</u>: including to their own beliefs, values and opinions; recognition that all individuals are important; recognizing different viewpoints and having respect for the opinions of others</p> <p>4. <u>Communication skills</u>: active listening and holding conversations (possibly demonstrated through body movements, eye gaze, facial expressions, gestures, pointing, signing, other cues)</p> <p>5. <u>Enterprise skills and attributes</u>: the ways of working with others as part of a small group or team</p> <p>6. <u>Respecting differences and similarities (physical, cultural, faith, ethnicity, gender)</u>: between family, friends, peers and people they meet; recognising and understanding different types of relationships</p> <p>7. <u>Consent</u>: understanding of appropriate parameters and behaviours; rights and responsibilities</p> <p>8. <u>Recognising and managing change</u>: noticing how they change as they grow and develop (physically, socially and emotionally); being confident about managing these changes and identifying whom to go to for help and support</p> <p>9. <u>Maintaining a healthy lifestyle</u>: basic awareness of their body and daily personal care routines (pupils may be dependent on others for their health and safety, and need to have some control and autonomy within safe parameters); strategies to keep physically, socially and emotionally healthy and safe</p>

## Curriculum Rolling Programs

### Key Stage 1 & 2

	Term 1 / Autumn	Term 2 / Spring	Term 3 / Summer
Year 1 (2020-2021)	<b>Self-awareness</b> Things we are good at  <b>World I live in</b> Taking care of the environment	<b>Healthy lifestyles</b> Taking care of physical health Safer Internet Day (9 <sup>th</sup> Feb) <b>Changing and growing</b> Baby to adult/Changes at Puberty	<b>Self-care, support and safety</b> Taking care of ourselves World Oral health Day (20 <sup>th</sup> March) <b>Managing feelings</b> Identifying and expressing feelings Managing strong feelings LGBT Pride month (June)
Year 2 (2021-22)	<b>World I live in</b> Respecting differences between people Black history Month (October) <b>World I live in</b> Belonging to a community World Kindness Day (13 <sup>th</sup> November)	<b>Healthy lifestyles</b> Healthy eating Safer Internet Day (9 <sup>th</sup> Feb) <b>Self-awareness</b> Kind and unkind behaviours/ Playing and working together	<b>Self-care, support and safety</b> Trust  <b>Self-care, support and safety</b> Public and Private/Keeping safe online
Year 3 (2022-23)	<b>Self-awareness</b> People who are special to us/Getting on with others <b>World I live in</b> Jobs people do	<b>Healthy lifestyles</b> Keeping well <b>Changing and growing</b> Different types of relationships/Dealing with touch	<b>Self-care, support and safety</b> Keeping safe <b>World I live in</b> Rules and laws/Money

### Key Stage 3 & 4

	Term 1 / Autumn	Term 2 / Spring	Term 3 / Summer
Year 1 (2020-2021)	<b>Self-awareness</b> Personal strength/Skills for learning  <b>The World I live in</b> Taking care of the environment	<b>Self-care, support and safety</b> Keeping safe online/ Public and Private/Gambling <i>Safer Internet Day (9<sup>th</sup> Feb)</i> <b>Healthy lifestyles</b> Elements of healthy lifestyle/Physical activity	<b>Changing and growing</b> Puberty  <i>World Oral health Day (20<sup>th</sup> March)</i> <b>Managing feelings</b> Self-esteem and unkind comments/Romantic feelings and sexual attraction <i>LGBT Pride month (June)</i>
Year 2 (2021-22)	<b>World I live in</b> Human Diversity/Managing online information <i>Black history Month (October)</i> <b>World I live in</b> Preparing for adulthood/Managing finances <i>World Kindness Day (13<sup>th</sup> November)</i>	<b>Healthy lifestyles</b> Healthy eating/Body image/Mental wellbeing <i>Safer Internet Day (9<sup>th</sup> Feb)</i> <b>Changing and growing</b> Positive/unhealthy relationships/Friendships	<b>Self-care, support and safety</b> Accidents and risk/Emergency situations  <b>Self-awareness</b> Prejudice and discrimination  <i>LGBT Pride month (June)</i>
Year 3 (2022-23)	<b>Self-care, support and safety</b> Feeling unwell/Feeling frightened/worried <i>Black history Month (October)</i> <b>Healthy lifestyles</b> Medicinal Drugs	<b>Self-awareness</b> Managing pressure  <i>Safer Internet Day (9<sup>th</sup> Feb)</i> <b>Changing and growing</b> Intimate relationships, consent and contraception/Long-term relationships/parenthood	<b>Healthy Lifestyles</b> Drugs, alcohol & tobacco  <b>Managing Feelings</b> Strong feelings/Expectations of relationships/abuse <i>LGBT Pride month (June)</i>

## Key Stage 5

Follow ASDAN PSD Awards Entry Level 1

Select the most appropriate units below for your cohort and supplement with the additional topics above to ensure RSHE coverage across the years.

- Community Action
- Environmental Awareness
- Healthy Living
- Making the most of leisure time
- Managing own money
- Parenting Awareness
- Personal safety in the home and community
- Preparation for work
- Using technology in the home and community

**KIDSAFE** – to be used as appropriate to supplement for most able students. Topics and content sequence dependent upon bespoke needs of cohorts.

**2021-22**

Autumn 1: Online grooming

Autumn 2: Healthy/ unhealthy relationships

Spring 1: Abuse (Social, emotional and physical)

Spring 2: Peer pressure

Summer 1: Accidents / emergency situations

Summer 2: Body consent and body image