

PSHE Curriculum

Curriculum Intent (why do we do it)

We aim for all of our students to see themselves as individuals and to develop a deeper understanding of themselves. The PSHE curriculum encompasses relationship education, personal hygiene, social skills, their body, and puberty, and the importance of physical activity and diet for a healthy lifestyle.

Our students are vulnerable to abuse and exploitation, therefore teaching them how to advocate for themselves and have a sense of belonging is crucial. Students receive explicit teaching and help in developing skills to reduce the risks of being abused and exploited, and to learn what types of behaviour are (and are not) acceptable.

We work with students and their parents/carers when it comes to sensitive areas of the curriculum such as the personal hygiene programmes, to ensure that they are culturally and religiously appropriate and acceptable. We also have two Sex and Relationship Intervention practitioners, who are responsible for delivering intervention sessions for individuals or small groups of students where additional support in regards to Sex Education or Relationships has been identified. This is carried out with parental consent and is the area of RSE where parents can opt out if they chose to do so.

We aim for our students to have the opportunity to make an economic and environmental contribution to their school and wider community and to become active participants in the society of their future. We explore a range of themes, from learning about people around us and their different cultures, caring for the environment, and the various rules and responsibilities that we follow in society. Students also explore the world of work, job opportunities and some have the chance to participate in an enterprise project. Learning about how we earn, use and look after money is also an important aspect of this strand.

Curriculum Implementation (how do we do it)

The Priory PSHE curriculum is divided into six areas, based on the PSHE Association's Planning Framework for pupils with SEN. The Framework maps against the **DFE Statutory Guidance for Relationships Education, RSE and Health Education 2019** that sets out what school pupils should know by the time they leave both Primary and Secondary School. It is based on the PSHE Association's Primary SEN Framework, but with elements of the Secondary Framework in order to

meet the needs of students entering puberty and moving towards adulthood.

The six areas are

- Self-awareness
- Managing Feelings
- Changing and Growing
- Self-Care Support and Safety
- Healthy Lifestyles
- The World I Live in

The curriculum is delivered in a “spiral” yearly format. Students revisit the same topic each year over their time at Priory. Each time they revisit a topic they will build on their knowledge and consolidate previous learning.

Students in Pathways 1, 2 and 4 have one discrete PSHE lesson per week and one Citizenship lesson, which covers the topics within “The World I Live in” plus Employability themes. The six areas are also addressed throughout the students’ day, through other areas of the curriculum and within a range of learning opportunities.

Pathway 1, 2 and 4 complete one accreditation at KS4. The accreditation is on the topic of recycling and is linked to Citizenship. There is a choice of two units for teachers to match to student ability.

Students in Pathway 3 and 5 follow the Priory PSHE – Emerging Curriculum which covers the key topics relevant to these learners

- Self-Care Support and Safety
- Changing and Growing
- Self-Awareness
- Healthy Lifestyles

Pathway 3 and 5 also cover these topics and further areas of PSHE within other curriculum strands.

Online Safety is part of the PSHE curriculum but is delivered in the computing strand in all pathways if appropriate.

See curriculum plans below

**Curriculum
Components**
(how do we break
the learning down)

Curriculum components support teachers with teaching and learning and enable us to ensure progression. The curriculum is broken down as follows:

Self-awareness

- Things I am good at
- kind and Unkind behaviours
- Playing and working together
- People who are special to me
- Getting on with others

Managing Feelings

- Identifying feelings
- Managing Strong | Feelings

Changing and Growing

- Changes at Puberty
- Dealing with Touch
- Friendship
- Different Types of Relationship
- Consent

Self-Care Support and Safety

- Taking Care of Ourselves
- Keeping Safe
- Trust
- Public and Private

Healthy Lifestyles

- Healthy Eating
- Taking Care of Physical Health
- Keeping Well
- Mental Well-being

The World I Live in

- Respecting Differences between People
- Preparing for Employment and Adult Life
- Managing Money
- Rules, Laws, Rights and Responsibilities
- Caring for the Environment

The Priory *emerging* PSHE curriculum comprises the key early components of:

- **Self-awareness**
- **Self-Care, Support and Safety**
- **Changing and Growing**
- **Healthy Lifestyles**

Online Safety (delivered in Computing Lessons) covers the following areas:

- **Self-Image and Identity**

	<ul style="list-style-type: none"> • Online Relationships • Online Reputation • Online Bullying • Managing Information Online • Health Well-being and Lifestyle • Privacy and Security • Copyright and Ownership
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<p>Curriculum Impact</p> <p><i>(How do we measure how successful the curriculum is and how students' progress within it?)</i></p>	<p>As a leadership team, we monitor where all students are within the PSHE assessments to ensure the offer remains challenging for all. We have Leadership curriculum review meetings and targeted PSHE observations across pathways. Our tracker is on Onwards and Upwards so teachers, pathway leads and SLT can monitor progress.</p> <p>Qualitative data in relation to individual student's progress is recorded yearly on reports that are shared with parents and used to input into annual review meetings and EHCP's. Some student have a termly target linked to PSHE as part of their personalised learning.</p> <p>Progress in PSHE is reported to Governors yearly.</p> <p>In addition, some students in Key Stage 4 will undertake accreditation relating to Citizenship within PSHE.</p>
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Whole School Implementation Planner

Pathway One and Four

PSHE and RSE		
Autumn Term	Spring Term	Summer Term
<p>SELF-AWARENESS</p> <p>Things I am good at Describing ourselves Recognising self and others Things I enjoy Things I am good at Things I need help with Hopes for my future life</p> <p>People who are special to me My family People who are special and how they make me feel Circle of Support (So Safe)</p>	<p>CHANGING AND GROWING</p> <p>Changes at Puberty Naming body parts (Inc. genitalia) Human Life-Cycle - Baby/child/adult Male/female Changes to our bodies as we become adults</p> <p>Dealing with Touch Self-advocacy around touch Who can touch me Inappropriate touch</p>	<p>SELF CARE SUPPORT AND SAFETY</p> <p>Taking Care of Ourselves People who look after us Self-care What I can do to take care of myself and what I need help with</p> <p>Keeping safe Who keeps me safe Safety rules in school Safety rules in the community How to stay physically safe</p>

<p>Getting on with others How to show how I feel What makes me sad? Different people feel differently/want different things. What is disagreeing/arguing? How to make up after a disagreement How to treat others with respect Links to British Values</p> <p>Kind and unkind behaviours What is angry/What is upset? What is a kind/unkind behaviour? What are hurt feelings? What is bullying/What is teasing? <i>To be covered in anti-bullying week and embedded throughout curriculum</i> Links to British Values</p> <p>Playing and working together How we show "good listening" Taking turns Polite behaviours Teamwork <i>To be embedded throughout all lessons</i></p> <p>MANAGING FEELINGS Identifying and exploring feelings (Zones of Regulation) Identifying emotions Identifying how we feel Identifying what makes us feel....</p> <p>Managing Strong Feelings Telling others how we feel Identifying strategies to support us to feel better How to help others feel better</p>	<p>Friendship What is a friend Helping friends Disagreeing with friends Different types of Relationship Different types of relationships within families Different families Other relationships Responsibilities of parents/carers</p>	<p>Road safety <i>(also in Community Access)</i> Who to tell Online safety – Covered in Computing Strand throughout the year</p> <p>Trust Asking for help (trusted adults) Personal and private possessions Public and Private What belongs to me What is private? What is public? Keeping my body private Public and private behaviours Respecting others' privacy</p> <p>Consent When to ask permission Borrowing from others When I need to give consent</p> <p>Mental Wellbeing What makes us feel calm and relaxed What to do when we're worried or stressed Who to talk when we're worried/sad</p> <p>HEALTHY LIFESTYLES Healthy Eating Foods I like/don't like Healthy food and balanced diet Allergies Taking care of physical health Hygiene routines Exercise/physical activity I like Why exercise is important Sun safety Taking care of our bodies Keeping Well How to say we are not well/feel pain People who help us when we are unwell Medicines and medicine safety Alcohol and cigarettes</p>
Citizenship and Employability		
Autumn Term	Spring Term	Summer Term
THE WORLD I LIVE IN Rules, Laws, Rights and Responsibilities	THE WORLD I LIVE IN Caring for the Environment Caring for plants	EMPLOYABILITY Preparing for Employment and Adult Life

<p>Links to British Values School rules Safety rules Rules at home and in the wider world Rights and responsibilities at school</p> <p>Respecting Differences between People</p> <p>Links to British Values Physical differences between us Similarities and differences between us (ethnicity, culture, religion, sex, disability LGBTQ+ etc) Our multicultural school Respecting others</p> <p><i>This topic is also covered in Wider World –Studying another country)</i></p>	<p>Caring for animals Compassion for Living things Activities to care for environment (reduce/reuse/recycle) Things that are bad for the environment</p> <p>Managing Money What is money used for Recognising money Where is money used Keeping money safe Earning/spending/saving budgeting</p>	<p>Jobs people do in school Different jobs Community roles What is a “job”? What I would like to do in the future (living and working).</p> <p>Work Experience Jobs in school</p> <p>Enterprise Taking part in a mini enterprise</p>
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Pathway Two

PSHE and RSE		
Autumn Term	Spring Term	Summer Term
<p>SELF-AWARENESS Things I am good at Describing ourselves Recognising self and others Things I enjoy Things I am good at Things I need help with Hopes for my future life</p> <p>People who are special to me My family People who are special and how they make me feel Circle of Support (So Safe)</p> <p>Getting on with others How to show how I feel What makes me sad? Different people feel differently/want different things. What is disagreeing/arguing? How to make up after a disagreement How to treat others with respect</p> <p>Links to British Values</p> <p>Kind and unkind behaviours What is angry/What is upset? What is a kind/unkind behaviour? What are hurt feelings? What is bullying/What is teasing?</p>	<p>CHANGING AND GROWING Changes at Puberty Naming body parts (Inc. genitalia) Human Life-Cycle - Baby/child/adult Male/female Changes to our bodies as we become adults</p> <p>Dealing with Touch Self-advocacy around touch Who can touch me Inappropriate touch</p> <p>Friendship What is a friend Helping friends Disagreeing with friends</p> <p>Different types of Relationship Different types of relationships within families Different families Other relationships Responsibilities of parents/carers</p>	<p>SELF CARE SUPPORT AND SAFETY Taking Care of Ourselves People who look after us Self-care What I can do to take care of myself and what I need help with</p> <p>Keeping safe Who keeps me safe Safety rules in school Safety rules in the community How to stay physically safe Road safety (<i>also in Community Access</i>) Who to tell</p> <p>Online safety – Covered in Computing Strand throughout the year</p> <p>Trust Asking for help (trusted adults) Personal and private possessions</p> <p>Public and Private What belongs to me What is private? What is public? Keeping my body private Public and private behaviours</p>

<p><i>To be covered in anti-bullying week and embedded throughout curriculum</i></p> <p>Links to British Values</p> <p>Playing and working together How we show "good listening" Taking turns Polite behaviours Teamwork</p> <p><i>To be embedded throughout all lessons</i></p> <p>MANAGING FEELINGS Identifying and exploring feelings (Zones of Regulation) Identifying emotions Identifying how we feel Identifying what makes us feel....</p> <p>Managing Strong Feelings Telling others how we feel Identifying strategies to support us to feel better How to help others feel better</p>		<p>Respecting others' privacy</p> <p>Consent When to ask permission Borrowing from others When I need to give consent</p> <p>Mental Wellbeing What makes us feel calm and relaxed What to do when we're worried or stressed Who to talk when we're worried/sad</p> <p>HEALTHY LIFESTYLES <i>Covered in Summer term Wider World</i></p> <p>Healthy Eating Foods I like/don't like Healthy food and balanced diet Allergies</p> <p>Taking care of physical health Hygiene routines Exercise/physical activity I like Why exercise is important Sun safety Taking care of our bodies</p> <p>Keeping Well How to say we are not well/feel pain People who help us when we are unwell Medicines and medicine safety Alcohol and cigarettes</p>
Citizenship and Employability		
<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<p>THE WORLD I LIVE IN Rules, Laws, Rights and Responsibilities Links to British Values School rules Safety rules Rules at home and in the wider world Rights and responsibilities at school</p> <p>Respecting Differences between People Links to British Values Physical differences between us Similarities and differences between us (ethnicity, culture,</p>	<p>THE WORLD I LIVE IN Caring for the Environment Caring for plants Caring for animals Compassion for Living things Activities to care for environment (reduce/reuse/recycle) Things that are bad for the environment</p> <p>Managing Money What is money used for Recognising money Where is money used Keeping money safe Earning/spending/saving</p>	<p>EMPLOYABILITY Preparing for Employment and Adult Life Jobs people do in school Different jobs Community roles What is a "job"? What I would like to do in the future (living and working).</p> <p>Work Experience Jobs in school</p> <p>Enterprise Taking part in a mini enterprise</p>

religion, sex, disability, LGBTQ+ etc) Our multicultural school Respecting others <i>This topic is also covered in Wider World –Studying another country)</i>	budgeting	
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Pathway Three

PSHE and RSE		
Autumn Term	Spring Term	Summer Term
CHANGING AND GROWING SELF CARE SUPPORT AND SAFETY	SELF AWARENESS Things I am good at HEALTHY LIFESTYLES	SELF AWARENESS People who are special to me SELF AWARENESS Playing and Working together (Building Tolerance)
<i>Throughout the Year</i>		
<i>Throughout the curriculum (see Links below) and Individual Targets</i>		
<p style="text-align: center;"> SELF AWARENESS -Playing and Working Together MANAGING FEELINGS – Identifying and Exploring Feelings, Managing Strong Feelings SELF CARE SUPPORT AND SAFETY - Trust, Public and Private, Taking care of ourselves, Keeping Safe, Mental Wellbeing, Online Safety (if profile 2) CHANGING AND GROWING - Dealing with Touch HEALTHY LIFESTYLES - Keeping well, Healthy Eating, Taking care of physical health THE WORLD I LIVE IN Rules, Laws, Rights and Responsibilities, Respecting differences between people, Managing Money, Preparing for Employment and Adult Life, Caring for the Environment </p>		

Pathway Five

PSHE and RSE		
Autumn Term	Spring Term	Summer Term
CHANGING AND GROWING SELF-CARE SUPPORT AND SAFETY	SELF-AWARENESS –Building Tolerance, Playing and Working together	SELF –AWARENESS - People who are special to me HEALTHY LIFESTYLES
Communication and Interaction		

SELF-AWARENESS – Things I am good at		
<i>Throughout the Year</i>		
<i>Throughout the curriculum (see Links below) and Individual Targets</i>		
<p>SELF AWARENESS -Playing and Working Together MANAGING FEELINGS – Identifying and Exploring Feelings, Managing Strong Feelings SELF CARE SUPPORT AND SAFETY - Trust, Public and Private, Taking care of ourselves, Keeping Safe, Mental Wellbeing, Online Safety CHANGING AND GROWING - Dealing with Touch HEALTHY LIFESTYLES - Keeping well, Healthy Eating, Taking care of physical health THE WORLD I LIVE IN Rules, Laws, Rights and Responsibilities, Respecting differences between people, Managing Money, Preparing for Employment and Adult Life, Caring for the Environment</p>		

Sixth Form

PSHE and RSE		
<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<p>SELF-AWARENESS Things I am good at Describing ourselves Recognising self and others Things I enjoy Things I am good at Things I need help with Hopes for my future life</p> <p>People who are special to me My family People who are special and how they make me feel Circle of Support (So Safe)</p> <p>Getting on with others How to show how I feel What makes me sad? Different people feel differently/want different things. What is disagreeing/arguing? How to make up after a disagreement How to treat others with respect</p> <p style="color: purple;">Links to British Values</p> <p>Kind and unkind behaviours What is angry/What is upset? What is a kind/unkind behaviour? What are hurt feelings? What is bullying/What is teasing?</p>	<p>CHANGING AND GROWING Changes at Puberty Naming body parts (Inc. genitalia) Human Life-Cycle - Baby/child/adult Male/female Changes to our bodies as we become adults</p> <p>Dealing with Touch Self-advocacy around touch Who can touch me Inappropriate touch</p> <p>Friendship What is a friend Helping friends Disagreeing with friends</p> <p>Different types of Relationship Different types of relationships within families Different families Other relationships Responsibilities of parents/carers</p>	<p>SELF CARE SUPPORT AND SAFETY Taking Care of Ourselves People who look after us Self-care What I can do to take care of myself and what I need help with</p> <p>Keeping safe Who keeps me safe Safety rules in school Safety rules in the community How to stay physically safe Road safety <i>(also in Community Access)</i> Who to tell</p> <p>Online safety – Covered in Computing Strand throughout the year</p> <p>Trust Asking for help (trusted adults) Personal and private possessions</p> <p>Public and Private What belongs to me What is private? What is public? Keeping my body private Public and private behaviours Respecting others' privacy</p> <p style="text-align: center;">Consent</p>

<p><i>To be covered in anti-bullying week and embedded throughout curriculum</i></p> <p>Links to British Values</p> <p>Playing and working together <i>How we show "good listening"</i> <i>Taking turns</i> <i>Polite behaviours</i> <i>Teamwork</i></p> <p><i>To be embedded throughout all lessons</i></p> <p>MANAGING FEELINGS Identifying and exploring feelings (Zones of Regulation) <i>Identifying emotions</i> <i>Identifying how we feel</i> <i>Identifying what makes us feel....</i></p> <p>Managing Strong Feelings <i>Telling others how we feel</i> <i>Identifying strategies to support us to feel better</i> <i>How to help others feel better</i></p>		<p>When to ask permission Borrowing from others When I need to give consent</p> <p>Mental Wellbeing What makes us feel calm and relaxed What to do when we're worried or stressed Who to talk when we're worried/sad</p> <p>HEALTHY LIFESTYLES Healthy Eating <i>Foods I like/don't like</i> <i>Healthy food and balanced diet</i> <i>Allergies</i></p> <p>Taking care of physical health <i>Hygiene routines</i> <i>Exercise/physical activity I like</i> <i>Why exercise is important</i> <i>Sun safety</i> <i>Taking care of our bodies</i></p> <p>Keeping Well <i>How to say we are not well/feel pain</i> <i>People who help us when we are unwell</i> <i>Medicines and medicine safety</i> <i>Alcohol and cigarettes</i></p>
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