

Introduction

PSHCE education should not necessarily be planned in isolation as it is most effective in a 'health promoting school' culture where links are made with other relevant subjects to ensure consistency and continuity for pupils. These include, but are not limited to, science, computing (on-line safety), physical education and design and technology. We take into account existing DfE guidance on Relationships Education and Sex and Relationships Education, preventing and tackling any bullying, radicalisation, promoting safeguarding education and equality.

Our school adopts a Trauma Informed Schools (TIS) approach, where a more personalised approach to self-awareness and learning is linked to and developed for pupils within the school, encompassing aspects of PSHCE/ RSE. It is recognised that some areas of the curriculum will be taught on a 1:1 basis or in smaller groups that are more appropriate for the subject content.

Intent: At Pencalenick, we aim to develop essential skills and strategies to be happy, resilient, valued citizens to achieve a full, interesting and productive life at Pencalenick and beyond.

The three strands which inform our offer in KS3 & KS4 ensure each area provides meaning/ relevance for our school population, securing each strand will enable pupils to continue to develop their skills building upon previously acquired skills, knowledge & understanding at each key stage (learning becomes embedded into long term memory).

To develop essential skills and strategies to be happy, resilient, valued citizens to achieve a full, interesting and productive life at Pencalenick and beyond.

Our breadth/ depth of offer will enable pupils to develop/ further develop their key skills & conceptual understanding of PSHE/ Relationships including where appropriate Relationships, Sex Education (RSE) & Citizenship. Our overarching intent will encourage pupils to develop their skills to:

- develop, form & maintain appropriate relationships
- recognise relationships that are less healthy, including those that may be formed on-line
- maintain good physical, mental & emotional health & wellbeing
- develop ways of keeping physically healthy & emotionally safe & ways to maintain this
- identify ways to seek help & support relating to their personal health & well-being which may include basic principles of first aid
- understand the roles of others particularly health professionals
- understand appropriate behaviour/ personal safety issues which relate to online safety
- become confident in their ability to establish positive & respectful relationships, developing greater personal autonomy & independence
- identify/ manage risks including on-line safety (link to on-line safety policy/ offer)
- prepare for/ manage changes to their body
- develop important functional/ coping skills which can be used/ applied in wider settings
- develop & maintain a variety of healthy, respectful relationships, within a range of social/ cultural contexts
- develop the skills to understand important decisions in the relationships they make
- respect equality & diversity in everyday life & within their personal relationships
- respect equality & to be a productive member of a diverse community
- learn about where money comes from, keeping it safe & the importance of managing it effectively
- how to make informed choices & be enterprising & ambitious

RELATIONSHIPS (including Citizenship):

***INTENT** - To provide pupils with the information they need in order to allow them to develop/ form meaningful, respectful, positive & safe relationships, that such relationships can take many forms & can widen & change over time (including behaviour associated with on-line relationships). Pupils will be encouraged to understand what forms a positive, safe relationship & develop the attributes to uphold such relationships. Our scheme will encourage pupils to consider how relationships can change over time particularly from childhood to adulthood, how behaviours & attitudes formed can impact upon emotional & mental well-being. This aspect will encourage our pupils to begin to identify & develop their skills which enable them to respect the differences & similarities between them/ others through the promotion of the development of key skills & understanding of the term ‘relationships’ & the part they play in them.*

LIVING IN A WIDER WORLD:

***INTENT** - To provide pupils with the information they need to be able to acquire further knowledge to promote the development & understanding of key skills relating to citizenship examining aspects of personal safety/ responsibility, rules, rights/ wrongs, & how they can make an active contribution leading to opportunities for further/ greater economic well-being. Through such study we will provide opportunities for pupils to make more informed decisions building their self-efficacy, to further their resilience, to begin to understand/ know/ how/ when to ask for help which will include aspects of on-line safety/ use.*

HEALTH & WELL-BEING:

***INTENT** - The area of health & well-being will aim to provide pupils with the information they need to develop the skills & knowledge to enable them to make good decisions about their own health & well-being including mental/ emotional well-being & ways to stay safe on-line. This aspect will also include providing pupils with the information/ guidance on how to seek support if needed; our work will include information about drugs & alcohol. Our scheme will provide pupils with the opportunity to develop the key skills needed to work towards/ achieve/ apply important personal & health care routines & independence within these.*

Implementation:

Implementation:

PSHCE at Pencalenick School is delivered through long term planning of sequential learning within the timetabled framework of PSHE at KS3 and through Life Skills at KS4. Guided by the 3 core themes (from the PSHCE association) being; Term 1: Relationships. Term 2: Living in the wider world and Term 3: Health and wellbeing. See separate planning for more in-depth detail.

The PSHCE curriculum additionally weaves through the SPT behaviour/well-being policy and sensory integration policy which addresses our learners’ needs; this ensures we are able to secure our learners development in this area and in their skills in relation to behaviour and safety.

All staff involved in the teaching of PSHCE which includes citizenship paying due regard to a pupils chronological age and their developmental stage (this is particularly relevant when teaching RSE and therefore guides our school offer). It therefore seeks to be flexible by being responsive to individual need, developmental need and learning style.

The design & rationale of the curriculum informs the implementation of our offer at each key stage. Our Long-Term planning framework identifies a clear overview of the three core areas which are delivered at key stage 3 & 4 to ensure all learning remains sequenced & well-planned (pupils build upon their previously acquired skills). This structure provides the teaching staff with a clear focus upon the frequency of delivery. Class timetables will clearly outline the delivery of this subject area.

PSHCE Long Term Planning (School Offer Key Stage 3 – Key Stage 4):

Autumn Units of work	Spring Units of work	Summer Units of work
Relationships	Living in the Wider World	Health & Wellbeing

UNITS OF WORK:

Units of work at each key stage are informed via ‘end points’ (WALT – We Are Learning To). These ‘end points’ guide each teacher on their understanding of what needs to be delivered/ lesson content; this structure secures all units of work delivered remain outcome led & remain part of a well-planned sequence for each pupil, enabling them to build upon previously delivered content securing effective implementation of the DfE Relationships guidance. Teachers will use the MT planning template identified in the SPT Teaching & Learning policy to plan their lessons/ differentiate learning outcomes.

Impact:

Formative Assessment:

Assessment will be used to support the effective teaching of PSHE and Life Skills; assessment of learning will therefore be used to:

- *Assist teachers in producing clear next steps for pupils (differentiation of personal learning targets within key skill areas)*
- *Use assessment outcomes to ensure pupils embed their knowledge of the core skills, using such skills fluently before moving pupils onto the next stage*
- *Use individual; Bronze, Silver, Gold differentiated learning outcomes for each lesson.*

Summative assessment:

Assessment streams for PSHE and Life Skills will use the B₂ assessment framework; teachers will:

- *Update B-Squared pupil assessment at the end of each term leading to informed summative assessment determining pupil’s progress over time.*

Assessment areas:

- *The Wider Community*
- *Relationships*
- *Health and Wellbeing*

The statutory guidance

DfE Relationships Education	DfE Relationships & Sex Education	DfE Health Education COMPULSARY Sept 2020
Includes all schools providing primary education, including all-through schools & middle schools	Includes all schools providing secondary education, including all-through schools & middle schools	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools & alternative provision, including pupil referral units
The statutory guidance requires school to define & deliver: Relationships & Sex Education – Secondary provision Physical health & mental wellbeing – Secondary provision		
The breadth of study delivered at Pencalenick School will include:		
Secondary provision: COMPULSARY Sept 2020	Secondary provision:	
Families Respectful relationships, including friendships Online & media Being safe Intimate & sexual relationships, including sexual health*	Physical health & mental wellbeing* include identified within our Secondary provision: Mental wellbeing* Internet safety & harms Physical health & fitness Healthy eating Drugs, alcohol & tobacco Health & prevention Basic first aid Changing adolescent body	
Curriculum links:		
Our scheme of work incorporates elements of the computing & science curriculum.		
<ul style="list-style-type: none">• Computing - This important area promotes pupil’s understanding of how to stay safe & behave online, underpinning the knowledge & behaviours that can help them navigate the online world safely & confidently regardless of the device, platform or app used, tailoring our teaching & support to the specific needs of our pupils. Online safety Curriculum source: <i>Education for a Connected World - A framework to equip children & young people for digital life – UKCISS (Feb 2018)</i> * Please refer to the SPT Prevent policy for additional information• Science - Statutory Science objectives from the National Curriculum are used (objectives identified from the <i>National Curriculum programmes of study found within NC Yr2, 5 & 6</i>; woven through the Pencalenick PSHE/ RSE offer). Pupils are encouraged to work scientifically through observation. Pupils will be introduced to the processes of reproduction & growth in animals; the focus is on helping pupils to recognise growth (how different animals, including humans, grow & asking questions about what things animals need for survival & what humans need to stay healthy)• SMSC – Social relationships – school-based rationale & outcomes		
Online safety Curriculum source:		
Education for a Connected World A framework to equip children & young people for digital life - UKCISS		

Intent.		
<i>To develop essential skills and strategies to be happy, resilient, valued citizens to achieve a full, interesting and productive life at Pencalenick and beyond. .</i>		
Core Skills Focuses KS3: Long Term Plan		
Core Skills: Relationships	Core Skills: Living in the Wider World	Core Skills: Health and Wellbeing
<ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships <p>British Values: Rule of the Law and Individual Liberty.</p>	<ol style="list-style-type: none"> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect diversity and equality and how to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. the part that money plays in people’s lives 8. a basic understanding of enterprise <p>British Values: Tolerance and respect of opinions and diversity. Responsibilities</p>	<ol style="list-style-type: none"> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing <p>British Values: Respect. Democracy.</p>
Core Theme Focuses KS4: Long Term Plan		
Core Skills: Relationships	Core Skills: Living in the Wider World	Core Skills: Health and Wellbeing
<ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills 2. how to recognise and manage emotions within a range of relationships 3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters 4. about the concept of consent in a variety of contexts (including in sexual relationships) 5. about managing loss including bereavement, separation and divorce 6. to respect equality and be a productive member of a diverse community 7. how to identify and access appropriate advice and support <p>British Values: Class and school rules, how they link to society. Understanding why rules are important in preparing us for the world of work</p>	<ol style="list-style-type: none"> 1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy 2. how to make informed choices and be enterprising and ambitious 3. how to develop employability, team working and leadership skills and develop flexibility and resilience 4. about the economic and business environment 5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers <p>British Values: Investigating traditions and customs. Listening to other opinions. Choosing to be the best you can be. Being responsible for other peoples and my wellbeing.</p>	<ol style="list-style-type: none"> 1. how to manage transition 2. how to maintain physical, mental and emotional health and wellbeing; 3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health* 4. about parenthood and the consequences of teenage pregnancy* 5. how to assess and manage risks to health; and to keep themselves and others safe 6. how to identify and access help, advice and support 7. how to respond in an emergency, including administering first aid 8. the role and influence of the media on lifestyle <p>British Values: Mutual respect/ Working together Treat people how we would like to be treated. Respect other people’s contributions Making decisions together. Having a voice. I can influence how my school makes decisions.</p>

Essential Skills and Attributes KS3 & KS4:	
Personal effectiveness	Interpersonal and social effectiveness
1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set ¹ and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)	1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others’ right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’) 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds
Managing risk and decision-making (integral to all of the above)	
1. Identification, assessment (including prediction) and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions	

	Implementation. <i>Long term planning of sequential learning using Independence, communication and emotional core skills within the timetabled framework of PSHE, Lifeskills and tutorial programme at KS3 and 4.</i>		
Year 7	Autumn – 3 lessons per week	Spring – 3 lessons per week	Summer – 3 lessons per week
	Core Skills: Relationships To provide pupils with the information they need in order to allow them to form meaningful relationships and understand feelings through childhood and into adult and to provide pupils with the information they need to be able to identify and respect the differences and similarities between them, by promoting the development of key skills and understanding of the term ‘relationships. We therefore need to ensure our pupils develop the fundamental skills to	Core Skills: Living in the Wider World To provide pupils with the information they need to be able to acquire the skills and knowledge to promote the development and understanding of key skills relating to living in the wider world (citizenship and economic well-being)	Core Skills: Health and Wellbeing To provide pupils with the information they need to be able to identify and develop the skills/knowledge needed to follow a healthy lifestyle, make decisions about issues around this (including drugs and alcohol) and provide pupils with the opportunity to work towards/achieve important personal/health care routines and independence within these we need to ensure that our pupils develop the fundamental skills to:
	Primary focus PSHE	Primary focus PSHE	Primary focus PSHE
	WALT To communicate their feelings to others, to recognise how others show feelings and how to respond. To recognise that their behaviour can affect other people. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. To recognise what is fair and unfair, kind and unkind, what is right and wrong. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).	WALT How they can contribute to the life of the classroom and school. To help construct, and agree to follow, group, class and school rules and to understand how these rules help them. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). That they belong to different groups and communities such as family and school. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).	WALT What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health. To recognise that choices can have good and not so good consequences. About the process of growing from young to old and how people’s needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring. PSHE / Science only: The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.
	Independent Living focus:		
	Understand and apply the principles of nutrition and health to be able to feed themselves and others a healthy varied diet; become competent in a basic range of cooking techniques and understand the source, seasonality and characteristics of a broad range of ingredients. With a focus of increased independence when preparing drinks and foods. Gold – Completely independent, no help from an adult, Silver – Some help from an adult, Bronze – Lots of help and support from an adult <ol style="list-style-type: none"> Look at basic safety in the kitchen: Learn how to make a cold and warm drink; using a kettle if appropriate. Learn how to make a healthy lunch; sandwich with fruit and vegetables and combine with their own and others like / dislikes / intolerance and allergies. Learn and practice how to use a toaster and sharp knives if appropriate. Look at a healthy meal plate: Fats, Carbs and protein Seasonal treats – Christmas, pancake day & Easter. 		
	Tutorial Programme focus: Y7/KS3 How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts around school How to recognise and manage emotions within a range of relationships around school How to recognise risky or negative relationships including all forms of bullying and abuse at school How to respond to risky or negative relationships and ask for help at school	Respect for self and others and the importance of responsible behaviours and actions Rights and responsibilities as members of families, other groups and ultimately as citizens Different groups and communities Respect diversity and equality and how to be a productive member of a diverse community	What is meant by a healthy lifestyle How to maintain physical, mental and emotional health and wellbeing How to manage risks to physical and emotional health and wellbeing Ways of keeping physically and emotionally safe How to make informed choices about health and wellbeing and to recognise sources of help with this
Assemblies	Making Friends, Who Can Help Me With My Feelings, Anti-Bullying, Making Good Choices About Friends British Values: School rules and their importance and how they link to society.	What Does Respect Look Like, What Are Your Rights, What Does Being Responsible Mean, What Is Diversity, What Is Equality British Values: Listening to opinions about different cultures and choosing to be the best you can be.	Staying Physically Healthy, Staying Mentally Healthy, Staying Physically Safe, Who Can Help Me Stay Well. British Values: Working together, respect and having a voice.

Key Vocabulary	Share, strengths, differences, groups/clubs/organisations, qualities, change, agree/disagree, argue, listen, relationship Different, same, Boy/man, girl/lady, kind, unkind, changes, grow, babies, children, adult, Hopeful, hopeless, disappointed, angry, stressed, worry, excited, proud, achieves	Actions, codes, issues, problems, survey, rules, society, community	Self, need, like/dislike, dress/undress, clean/dirty. Clean, wash, body part names, private, care, Self, need, like/dislike
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	Implementation. <i>Long term planning of sequential learning using Independence, communication and emotional core skills within the timetabled framework of PSHE, Lifeskills and tutorial programme at KS3 and 4.</i>		
Year 8 & Year 9	Autumn Year 1 – 3 lessons per week Core Skills: Relationships To provide pupils with the information they need in order to allow them to form meaningful relationships and understand feelings through childhood and into adult and to provide pupils with the information they need to be able to identify and respect the differences and similarities between them, by promoting the development of key skills and understanding of the term ‘relationships. We therefore need to ensure our pupils develop the fundamental skills to	Spring Year 1 - 3 lessons per week Core Skills: Living in the Wider World To provide pupils with the information they need to be able to acquire the skills and knowledge to promote the development and understanding of key skills relating to living in the wider world (citizenship and economic well-being)	Summer Year 1 - 3 lessons per week Core Skills: Health and Wellbeing To provide pupils with the information they need to be able to identify and develop the skills/knowledge needed to follow a healthy lifestyle, make decisions about issues around this (including drugs and alcohol) and provide pupils with the opportunity to work towards/achieve important personal/health care routines and independence within these we need to ensure that our pupils develop the fundamental skills to:
	Primary focus PSHE	Primary focus PSHE	Primary focus PSHE
	WALT To identify and respect the differences and similarities between people. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help	WALT Ways in which they are all unique; understand that there has never been and will never be another ‘them’. Ways in which we are the same as all other people; what we have in common with everyone else. About the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.	WALT About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. About change and loss and the associated feelings (including moving home, losing toys, pets or friends). The importance of, and how to, maintain personal hygiene. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire. PSHE / Science only: How their body will, and their emotions may, change as they approach and move through puberty. About human reproduction
	Independent Living focus Food:		
	Understand and apply the principles of nutrition and health to be able to feed themselves and others a healthy varied diet; become competent in a basic range of cooking techniques and understand the source, seasonality and characteristics of a broad range of ingredients. With a focus of increased independence when preparing drinks and foods. Gold – Completely independent, no help from an adult, Silver – Some help from an adult, Bronze – Lots of help and support from an adult. <ol style="list-style-type: none"> 1. Use a hob and kettle safely and effectively. 2. Recap safety in the kitchen 3. Learn how to cook basic dishes: Pasta, Eggs, pizzas ect and combine with their own and others like / dislikes / intolerance and allergies. Cook and make healthy meal plates: Fats, Carbs and protein. 4. Seasonal treats – Christmas, pancake day & Easter. 5. More to be added – Waiting for food teacher. 		
	Tutorial Programme focus: Y8 & Y9/KS3 How to recognise risky or negative relationships including all forms of bullying and abuse How to respond to risky or negative relationships and ask for help How to respect equality and diversity in relationships	Respect diversity and equality and how to be a productive member of a diverse community About where money comes from, keeping it safe and the importance of managing it effectively The part that money plays in people’s lives	Ways of keeping physically and emotionally safe How to make informed choices about health and wellbeing and to recognise sources of help with this How to respond in an emergency
	Assemblies Anti-Bullying, Making Good Choices About Friends, What Good Relationships Look Like, Making Mistakes With Friends. British Values: Rewards and consequences	What Is Diversity, What Is Equality, Why Do We Need Money, How Do We Get Money, What Is Money Like. British Values: My well being	Staying Physically Safe, Who Can Help Me Stay Well, Emergency Services, What Is First Aid, What Can I Do In An Emergency. British Values: Working together and making decisions.
	Key Vocabulary Share, strengths, differences, groups/clubs/organisations, qualities, change, agree/disagree, argue, listen, relationship Different, same, Boy/man, girl/lady, kind, unkind, changes, grow, babies, children, adult, Hopeful, hopeless, disappointed, angry, stressed, worry, excited, proud, achieves	Actions, codes, issues, problems, survey	Self, need, like/dislike, dress/undress, clean/dirty. Clean, wash, body part names, private, care, Self, need, like/dislike

	Implementation.		
	Long term planning of sequential learning using Independence, communication and emotional core skills within the timetabled framework of PSHE, Lifeskills and tutorial programme at KS3 and 4.		
	Autumn Year 2 - 3 lessons per week	Spring Year 2 - 3 lessons per week	Summer Year 2 - 3 lessons per week
	<p>Core Skills: Relationships</p> <p>To provide pupils with the information they need in order to allow them to form meaningful relationships and understand feelings through childhood and into adult and to provide pupils with the information they need to be able to identify and respect the differences and similarities between them, by promoting the development of key skills and understanding of the term ‘relationships. We therefore need to ensure our pupils develop the fundamental skills to</p>	<p>Core Skills: Living in the Wider World</p> <p>To provide pupils with the information they need to be able to acquire the skills and knowledge to promote the development and understanding of key skills relating to living in the wider world (citizenship and economic well-being)</p>	<p>Core Skills: Health and Wellbeing</p> <p>To provide pupils with the information they need to be able to identify and develop the skills/knowledge needed to follow a healthy lifestyle, make decisions about issues around this (including drugs and alcohol) and provide pupils with the opportunity to work towards/achieve important personal/health care routines and independence within these we need to ensure that our pupils develop the fundamental skills to:</p>
	Primary focus PSHE	Primary focus PSHE	Primary focus PSHE
	<p>WALT:</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>That marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves.</p> <p>That their actions affect themselves and others</p>	<p>WALT:</p> <p>Why and how rules and laws that protect them and others are made and enforced,</p> <p>Why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p> <p>To develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT).</p> <p>What is meant by enterprise and begin to develop enterprise skills</p>	<p>WALT:</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’.</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>PSHE only (Plus Science) : To manage growth and change as normal parts of growing up (including consolidation and reinforcement of previous learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)</p>
	Independent Living focus Food:		
	<p>Understand and apply the principles of nutrition and health to be able to feed themselves and others a healthy varied diet; become competent in a basic range of cooking techniques and understand the source, seasonality and characteristics of a broad range of ingredients. Understand health and hygiene in the home (including cleaning, washing and drying clothes, linen etc), shop and pay for food and home hygiene products</p> <p>With a focus of increased independence when preparing drinks and foods. Gold – Completely independent, no help from an adult, Silver – Some help from an adult, Bronze – Lots of help and support from an adult.</p> <ol style="list-style-type: none"> 1. Use a hob and kettle safely and effectively. 2. Recap safety in the kitchen 3. Learn how to cook basic dishes: Pasta, Eggs, pizzas ect and combine with their own and others like / dislikes / intolerance and allergies. Cook and make healthy meal plates: Fats, Carbs and protein. 4. Seasonal treats – Christmas, pancake day & Easter. 5. More to be added – Waiting for food teacher. 		
Tutorial Programme focus: Y8 & Y9/KS3	<p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>How to respond to risky or negative relationships and ask for help</p> <p>How to respect equality and diversity in relationships</p>	<p>Respect for self and others and the importance of responsible behaviours and actions</p> <p>Rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>The part that money plays in people’s lives</p> <p>A basic understanding of enterprise</p>	<p>Ways of keeping physically and emotionally safe</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>How to respond in an emergency</p> <p>To identify different influences on health and wellbeing</p>
Assemblies	Anti-Bullying, What Good Relationships Look Like, Are all Relationships The Same, What Are The Different Types Of Relationships	What Is The Law, Why Are Rules Important, Why Do We Need Money, How Do We Get Money, What Is Enterprise	Emergency Services, What Is First Aid, What Can I Do In An Emergency, What Does Being Healthy Feel Like, What Makes Me Feel Healthy

Key Vocabulary	Share, strengths, differences, groups/clubs/organisations, qualities, change, agree/disagree, argue, listen, relationship Different, same, Boy/man, girl/lady, kind, unkind, changes, grow, babies, children, adult, Hopeful, hopeless, disappointed, angry, stressed, worry, excited, proud, achieves	Actions, codes, issues, problems, survey	Self, need, like/dislike, dress/undress, clean/dirty. Clean, wash, body part names, private, care, Self, need, like/dislike
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	Implementation.		
	Long term planning of sequential learning using Independence, communication and emotional core skills within the timetabled framework of PSHE, Lifeskills and tutorial programme at KS3 and 4.		
	Autumn Year 1 - 3 lessons per week	Spring Year 1 - 3 lessons per week	Summer Year 1 - 3 lessons per week
	<p>Core Skills: Relationships</p> <p>To provide pupils with the information they need in order to allow them to form meaningful relationships and understand feelings through childhood and into adult and to provide pupils with the information they need to be able to identify and respect the differences and similarities between them, by promoting the development of key skills and understanding of the term ‘relationships. We therefore need to ensure our pupils develop the fundamental skills to</p>	<p>Core Skills: Living in the Wider World</p> <p>To provide pupils with the information they need to be able to acquire the skills and knowledge to promote the development and understanding of key skills relating to living in the wider world (citizenship and economic well-being)</p>	<p>Core Skills: Health and Wellbeing</p> <p>To provide pupils with the information they need to be able to identify and develop the skills/knowledge needed to follow a healthy lifestyle, make decisions about issues around this (including drugs and alcohol) and provide pupils with the opportunity to work towards/achieve important personal/health care routines and independence within these we need to ensure that our pupils develop the fundamental skills to:</p>
	Primary focus Life Skills	Primary focus Life Skills	Primary focus Life Skills
Year 10 & Year 11	<p>WALT:</p> <p>The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) – 2 weeks</p> <p>To further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise – 4 weeks.</p> <p>To further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness – 3 weeks</p> <p>To explore the range of positive qualities people bring to relationships – 2 weeks.</p>	<p>WALT:</p> <p>To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them – 2 weeks.</p> <p>Different types of work, including employment, self-employment and voluntary work; that everyone has a ‘career’ which is their pathway through life, education and work 2 weeks.</p> <p>About different work roles and career pathways, including clarifying their own early aspirations - 2 weeks.</p> <p>About the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes.</p> <p>The skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit.</p>	<p>WALT:</p> <p>The importance of and ways of taking increased responsibility for their own physical health and personal hygiene.</p> <p>The benefits of physical activity and exercise and the importance of sleep.</p> <p>To recognise and manage what influences their choices about exercise.</p> <p>The importance of, and strategies for, maintaining a balance between work, leisure and exercise.</p> <p>What constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting).</p> <p>Life Skills only: To manage growth and change as normal parts of growing up (including consolidation and reinforcement of learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)</p> <p>About the use of contraception, including the condom and pill; to negotiate condom use</p> <p>That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs</p>
	Independent Living focus: through ASDAN		
Tutorial Programme focus: KS4	<p>How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and online encounters</p>	<p>How to develop employability, team working and leadership skills and develop flexibility and resilience</p> <p>About the economic and business environment</p>	<p>How to maintain physical, mental and emotional health and wellbeing</p> <p>How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*</p>
Assemblies	<p>Being A Parent, Online Safety, Online Bullying, What Dangerous Relationships Look Like, Who Can Help With Relationships</p>	<p>Being Part Of A Team, The World Of Work, Different Types Of Work, What Happens After You Leave School, Who Can Help Me Make Choices About My Future</p>	<p>Legal Drugs, Illegal Drugs, Drugs And The Law, Balanced Lifestyle, Staying Emotionally Well</p>

Key Vocabulary	Respect, equal/unequal, problems, peers, peer pressure, jealous/jealousy, decisions, safe, relationships, feelings, body language, worries, enjoy	Jobs, work, skills, income, election, government, vote, local, national, council	Healthy, active, private/public, safety, Clean, dirty, wash, body part names, care, healthy, unhealthy,
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	Implementation.		
	<i>Long term planning of sequential learning using Independence, communication and emotional core skills within the timetabled framework of PSHE, Lifeskills and tutorial programme at KS3 and 4.</i>		
	Autumn Year 2 - 3 lessons per week	Spring Year 2 - 3 lessons per week	Summer Year 2 - 3 lessons per week
	<p>Core Skills: Relationships</p> <p>To provide pupils with the information they need in order to allow them to form meaningful relationships and understand feelings through childhood and into adult and to provide pupils with the information they need to be able to identify and respect the differences and similarities between them, by promoting the development of key skills and understanding of the term ‘relationships. We therefore need to ensure our pupils develop the fundamental skills to</p>	<p>Core Skills: Living in the Wider World</p> <p>To provide pupils with the information they need to be able to acquire the skills and knowledge to promote the development and understanding of key skills relating to living in the wider world (citizenship and economic well-being)</p>	<p>Core Skills: Health and Wellbeing</p> <p>To provide pupils with the information they need to be able to identify and develop the skills/knowledge needed to follow a healthy lifestyle, make decisions about issues around this (including drugs and alcohol) and provide pupils with the opportunity to work towards/achieve important personal/health care routines and independence within these we need to ensure that our pupils develop the fundamental skills to:</p>
	Primary focus Life Skills	Primary focus Life Skills	Primary focus Life Skills
Year 10 & Year 11	<p>WALT:</p> <p>The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances.</p> <p>About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement.</p> <p>How to access such organisations and other sources of information, advice and support.</p> <p>Life Skills only: To understand what expectations might be of having a girl/boyfriend To consider different levels of intimacy and their consequences To acknowledge and respect the right not to have intimate relationships until ready.</p> <p>That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected.</p> <p>About the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given).</p> <p>How to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent.</p>	<p>WALT:</p> <p>The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities - 3 weeks.</p> <p>Strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives – 2 weeks.</p> <p>About the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored – 2 weeks</p> <p>To recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations -3 weeks</p> <p>To assess and manage risk in relation to financial decisions that young people might make about gambling (including online) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others – 3 weeks</p>	<p>WALT:</p> <p>How to take increased responsibility for maintaining and monitoring their own health.</p> <p>Ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations.</p> <p>To understand and manage risk within the context of personal safety, especially accident prevention and road and cycle.</p> <p>Life Skills only: Factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis.</p> <p>The law relating to the supply, use and misuse of legal and illegal substances.</p> <p>To recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs).</p> <p>The personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke.</p> <p>The risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction’</p>
	Independent Living focus:		
	Understand and apply the principles of nutrition and health, cook a repertoire of predominantly savoury dishes so that they are able to feed, themselves and others a healthy and varied diet, become competent in a range of cooking techniques, understand the source, seasonality and characteristics of a broad range of ingredients, understand health and hygiene in the home (including cleaning, washing and drying clothes, linen etc), shop and pay for food and home hygiene products, understand personal hygiene and presentation, shop and pay for personal hygiene products		

Tutorial Programme focus: KS4	About managing loss including bereavement, separation and divorce To respect equality and be a productive member of a diverse community	About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy	How to assess and manage risks to health ; and to keep themselves and others safe The role and influence of the media on lifestyle
Assemblies	Who Can Help Me When I Am Upset, How Do Things Change In Families, What Is A Community, Being Part Of The School Community, Being Part Of The Wider Community	What Rights Do People Have, What Are Diverse Communities, How Can We Make Sure That Everyone Has The Same Rights, How To Be A Good Citizen	What Can I Do To Keep Healthy, What Puts My Health at Risk, Who Can Help Me, What Is The Media, How Healthy Do People Look In The Media
Key Vocabulary	Respect, equal/unequal, problems, peers, peer pressure, jealous/jealousy, decisions, safe, relationships, feelings, body language, worries, enjoy	Jobs, work, skills, income, election, government, vote, local, national, council	Healthy, active, private/public, safety, Clean, dirty, wash, body part names, care, healthy, unhealthy,

Impact. <i>Assessment.</i>	
<p>Impact</p> <p>Formative Assessment:</p> <p>Assessment will be used to support the effective teaching of PSHE and Life Skills; assessment of learning will therefore be used to:</p> <ul style="list-style-type: none">• Assist teachers in producing clear next steps for pupils (differentiation of personal learning targets within key skill areas)• Use assessment outcomes to ensure pupils embed their knowledge of the core skills, using such skills fluently before moving pupils onto the next stage• Use individual; Bronze, Silver, Gold differentiated learning outcomes for each lesson. <p>Summative assessment:</p> <p>Assessment streams for PSHE and Life Skills will use the B₂ assessment framework; teachers will:</p> <ul style="list-style-type: none">• Update B-Squared pupil assessment at the end of each term leading to informed summative assessment determining pupil’s progress over time. <p>Assessment areas:</p> <ul style="list-style-type: none">• The Wider Community• Relationships• Health and Wellbeing <p>L2L: Pupils develop their skills across different areas of the curriculum. This vehicle enables equality within the different areas of study within the PSHE association guidelines to KS3 and KS4 pupils.</p>	

