

Rationale

At The Forwards Centre we recognise the importance and value that a high quality PSHE & Relationship Education curriculum can offer our pupils. Our aim is to enable pupils to develop the knowledge, skills and attributes they need to manage their lives now and to help prepare and equip them for their future, enabling them to play a full and active part in society, whilst keeping themselves healthy and safe. Many of the children in our care, have been exposed to multiple forms of adverse childhood experiences within their personal lives and as such, we believe that PSHE is key to helping pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. We want all of our pupils to be equipped to navigate their way through the stresses, pressures and influences on their lives and to know how to stay healthy and safe. We will help them to develop their emotional literacy and positive mental health, to find their own voice and to have autonomy in their life and in their choices.

Contribution and Readiness

We ensure that the PSHE curriculum:

- Develops pupils' understanding and confidence of their own, as well as others' emotions and developing healthy coping strategies.
- Provides pupils with knowledge, understanding and strategies of how to develop a healthy, safer lifestyle, as well as equipping them to support others facing challenges.
- Provides pupils opportunities to think about the alternatives when making decisions about personal health, and the consequence of such decisions.
- Develops pupils' understanding of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults, developing an understanding of who can support them.
- Provides pupils with an understanding of the importance of taking turns, treating each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
- Allows pupils to recognise the risks and issues they and other children experience today. The focus of sex and relationships education to equip them to make safe choices, navigate the online world with a critical eye, and help them to understand where to go for support.
- Develops pupils' knowledge, skills and attributes needed to thrive as individuals, family members and members of society. From making responsible decisions to succeeding in their first job. The wider world topic helps pupils to understand about diversity, stereotypes and prejudice; their shared responsibilities, it helps pupils to consider the influences of social media, and think about the careers that they are interested in as well as considering economic wellbeing.

Contribution to Society

- **Promotes active citizenship:** Teaches students about their roles and responsibilities in their communities
- **Fosters respect and empathy:** Encourages understanding of diversity, equality, and respect for others, promoting a culture of inclusivity and social responsibility.
- **Develops teamwork and cooperation:** Engages students in collaborative projects and discussions, helping them develop communication and teamwork skills that contribute positively to group environments.

- **Encourages environmental responsibility:** Teaches the importance of sustainability, environmental conservation, and the impact of individual and collective actions on the planet.
- **Instils moral and ethical values:** Helps students understand ethical dilemmas, fairness, and the impact of their choices on others, fostering integrity and accountability.

Readiness for Life

- **Supports mental and emotional health:** Provides knowledge on mental well-being, stress management, and emotional literacy, enabling students to be more resilient and self-aware.
- **Teaches healthy lifestyles:** Offers education on physical health, diet, exercise, and the dangers of substances like drugs and alcohol, preparing students to make healthier life choices.
- **Develops decision-making skills:** Encourages critical thinking, problem-solving, and the ability to make informed decisions in various life situations.
- **Prepares for relationships:** Provides education on forming and maintaining positive relationships, including friendships, family, and romantic relationships, fostering respect and communication skills.
- **Promotes digital literacy and online safety:** Teaches safe, responsible use of technology and social media, helping children navigate the digital world with awareness of cyberbullying and privacy.
- **Career and employment readiness:** Introduces students to various career paths, employability skills, and workplace etiquette, helping them prepare for future employment.

Conduct and Morals

We ensure that pupils develop their own character attributes through the PSHE curriculum by:

Development of Conduct

- **Promotes positive behaviour:** Encourages self-discipline, respect for authority, and following rules both in school and in society.
- **Teaches conflict resolution:** Provides strategies for managing disagreements, promoting peaceful problem-solving, and avoiding aggressive or harmful behaviour.
- **Encourages personal responsibility:** Emphasises accountability for one's actions, helping students understand the consequences of their behaviour.
- **Develops social skills:** Helps students engage in polite, respectful communication and understand the importance of cooperation and kindness in social settings.
- **Fosters resilience and emotional control:** Teaches self-regulation and coping mechanisms to manage emotions and respond appropriately in challenging situations

Development of Morals

- **Instils ethical values:** Encourages understanding of fairness, justice, and doing what is right, even when difficult.
- **Fosters empathy and compassion:** Helps students understand and care for the feelings and needs of others, promoting kindness and generosity.
- **Promotes honesty and integrity:** Teaches the importance of truthfulness, trustworthiness, and acting with integrity in all areas of life.
- **Encourages respect for diversity:** Instils moral values around inclusivity, teaching students to respect others' beliefs, cultures, and differences.

- **Develops a sense of justice:** Helps children understand moral dilemmas, fairness, and the impact of their actions on others, encouraging them to act ethically in various situations

Celebrating similarity and difference

We ensure that pupils celebrate similarity and difference through the PSHE curriculum by:

- **Promotes respect for diversity:** Teaches children to recognise, respect, and appreciate differences in culture, religion, ethnicity, and family backgrounds.
- **Encourages empathy and understanding:** Helps students develop empathy by understanding different perspectives, fostering a sense of connection across diverse experiences.
- **Challenges stereotypes:** Educates children on the dangers of stereotypes and prejudice, promoting open-mindedness and challenging discrimination.
- **Builds inclusivity:** Encourages students to create inclusive environments where everyone feels valued, regardless of their differences.
- **Fosters a sense of belonging:** Helps children recognise that while we may have differences, we also share common values, needs, and emotions, promoting unity and belonging.
- **Teaches global citizenship:** Encourages students to appreciate how cultures around the world contribute to a richer, more diverse global community.
- **Celebrates individuality:** Encourages students to appreciate their own uniqueness and the uniqueness of others, fostering self-confidence and mutual respect.
- **Develops communication skills:** Promotes open dialogue about similarities and differences, helping children express their views and listen to others respectfully.
- **Addresses equality and fairness:** Educates children about equality, ensuring that everyone, despite differences, is treated fairly and has access to the same opportunities

Caring for ourselves

We ensure that pupils learn to care for themselves through the PSHE curriculum by:

- **Promotes empathy:** Teaches students to understand and share the feelings of others, fostering compassion and emotional intelligence.
- **Encourages kindness and compassion:** Instils values of helping others, promoting kind actions and thoughtful behaviour in everyday life.
- **Develops respect for others:** Encourages students to value diversity and respect differences in others' backgrounds, beliefs, and abilities.
- **Teaches responsibility towards peers:** Emphasises looking out for friends, classmates, and those in need, building supportive peer relationships.
- **Promotes social awareness:** Helps children recognize the needs of others in their community and globally, encouraging participation in social action and charity work.
- **Builds understanding of healthy relationships:** Teaches the importance of caring, trust, and support in friendships, family, and romantic relationships.

- **Encourages conflict resolution:** Provides tools for resolving disputes peacefully, considering others' perspectives, and maintaining positive relationships.
- **Instils values of community service:** Encourages students to engage in volunteering and community projects that help and uplift others.
- **Teaches inclusion** Promotes inclusive behaviours, helping children to ensure that no one feels excluded or marginalised in social or learning environments.

Culture and Creativity

We ensure that pupils learn about culture and creativity through the PSHE curriculum by:

Development of Culture

- **Promotes cultural awareness:** Exposes students to diverse traditions, customs, and lifestyles, fostering an appreciation for different cultures and communities.
- **Encourages respect for diversity:** Teaches the importance of inclusivity, tolerance, and respect for cultural, religious, and ethnic differences.
- **Fosters global citizenship:** Helps children understand their place in a global society, encouraging them to engage with international issues like human rights and environmental sustainability.
- **Explores cultural identity:** Provides opportunities for students to reflect on their own cultural backgrounds and how they contribute to their sense of self.

Development of Creativity

- **Encourages creative thinking:** Promotes problem-solving and critical thinking by encouraging students to explore new ideas and innovative solutions.
- **Develops imagination:** Encourages students to think beyond conventional boundaries and explore alternative perspectives, sparking creativity and innovation.
- **Fosters curiosity:** Teaches children to ask questions and explore different ways of thinking, enhancing creative learning and intellectual exploration.
- **Promotes self-expression:** Encourages students to express their thoughts, feelings, and ideas through various creative mediums, enhancing their confidence and individuality.

Curriculum Design

The PSHE curriculum is based upon the Jigsaw PSHE programme, which is a mindful approach to health and well-being, and brings together Personal, Social, health and Economic Education, emotional literacy, social skills, and mental health and resilience development in a scheme of learning. It is compliant with the statutory RSHE requirements (England, DfE, 2019) and is carefully planned and sequenced so that knowledge builds upon prior knowledge. The Jigsaw programme is a spiral programme which entails each unit being revisited each year and built upon, which ensures and promotes a progression in the skills taught. The units are taught in a weekly block each half term.

The PSHE curriculum is delivered in two-year cycles containing 6 units for each year. The 6 units are:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Reading is promoted in all PSHE lessons, subject specific key vocabulary is displayed and explicitly taught to ensure that pupils are able to fully access the PSHE curriculum. Pupils are also taught to understand the disciplinary literacy of PSHE. Pupils are taught to;

- Engage critically with texts (e.g. case studies) related to topics like mental health, drug education, relationships, or financial literacy.
- Engage with a variety of texts such as case studies, personal stories, scientific research, or news reports and to understand how to extract relevant information from these different genres or sources.
- Engage in discussions about complex and often sensitive topics like mental health, peer pressure or bullying.
- Respectfully contribute to conversations, listen critically, and form reasoned arguments.

Curriculum Intent

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

	Green Room Cycle A	Green Room Cycle A	Blue and Purple Cycle A	Blue and Purple Cycle B	Purple, Orange, Yellow and Turquoise Cycle A	Purple, Orange, Yellow and Turquoise Cycle B
Being Me In My World	<p>I can feel special and safe I know how to be part of a class</p> <p>I know rights and responsibilities</p> <p>I can think of rewards and feeling proud</p> <p>I understand my actions have consequences</p>	<p>I can name my hopes and fears for the year</p> <p>I know my rights and responsibilities</p> <p>I know about rewards and consequences</p> <p>I can feel safe and fair</p> <p>I can make contributions</p> <p>I can recognise feelings</p>	<p>I can set personal goals</p> <p>I know my self-identity and worth</p> <p>I know there is positivity in challenges</p> <p>I know rules, rights and responsibilities</p> <p>I understand rewards and consequences</p> <p>I can make responsible choices seeing things from others' perspective</p>	<p>I can be part of a class team</p> <p>I can be a school citizen</p> <p>I know rights, responsibilities and democracy</p> <p>I know rewards and consequences</p> <p>I can take part in group decision-making</p> <p>I can have a voice</p> <p>I know what motivates behaviour</p>	<p>I can plan the year ahead</p> <p>I can be a class citizen</p> <p>I know rights and responsibilities</p> <p>I know rewards and consequences</p> <p>I know how behaviour affects groups</p> <p>I can take part in a democracy, having a voice, participating</p>	<p>I can identify goals for the year</p> <p>I can explain global citizenship</p> <p>I know children's universal rights</p> <p>I can feel welcome and valued</p> <p>I know choices, consequences and rewards</p> <p>I know about anti-social behaviour</p>
Celebrating Difference	<p>I know similarities and differences</p> <p>I can understand bullying and knowhow to deal with it</p> <p>I can make new friends</p> <p>I can celebrate the differences in everyone</p>	<p>I know about assumptions and stereotypes about gender</p> <p>I know about bullying</p> <p>I know about standing up for self and others</p> <p>I can make new friends</p> <p>I understand about diversity</p> <p>I can celebrate difference and remaining friends</p>	<p>I know about families and their differences</p> <p>I know about family conflict and how to manage it (child-centred)</p> <p>I know about witnessing bullying and how to solve it</p> <p>I can recognise how words can be hurtful</p> <p>I can give and receive compliments</p>	<p>I can challenge assumptions</p> <p>I know about judging by appearance</p> <p>I can understand about accepting self and others</p> <p>I can Understand influences</p> <p>I know bullying and problem-solving</p> <p>I can identify how special and unique everyone is</p> <p>I know about first impressions</p>	<p>I know cultural differences and how they can cause conflict</p> <p>I know about racism</p> <p>I know about rumours and name-calling</p> <p>I can name types of bullying</p> <p>I know materials wealth and happiness</p> <p>I can enjoy and respect other cultures</p>	<p>I know perceptions of normality</p> <p>I can understand disability</p> <p>I know about power struggles</p> <p>I know about bullying Inclusion/exclusion</p> <p>I know differences as conflict, difference as celebration</p> <p>I can understand empathy</p>
Dreams and Goals	<p>I can set goals</p> <p>I can identify successes and achievements</p> <p>I know different learning styles</p> <p>I can work well and celebrate achievement with a partner</p> <p>I can tackle new challenges</p> <p>I can identify and overcome obstacles and get feelings of success</p>	<p>I can achieve realistic goals</p> <p>I know about perseverance</p> <p>I can name my strengths</p> <p>I can learn with others and contribute to ensure success</p>	<p>I can name challenges and achieve success</p> <p>I can share my dreams and ambitions</p> <p>I can name new challenges</p> <p>I know about motivation and enthusiasm</p> <p>I can recognise and try to overcome obstacles</p> <p>I can evaluate my learning processes</p> <p>I can manage my feelings</p> <p>I know about simple budgeting</p>	<p>I know my hopes and dreams</p> <p>I can overcome disappointment</p> <p>I can create new, realistic dreams</p> <p>I can achieve goals</p> <p>I know how to work in a group</p> <p>I can celebrate contributions</p> <p>I can be resilient</p>	<p>I can share my future dreams</p> <p>I know the importance of money</p> <p>I know about jobs and careers</p> <p>I can share my dream job and how to get there</p> <p>I know some goals in different cultures</p> <p>I can support others (charity)</p>	<p>I can share personal learning goals, in and out of school</p> <p>I can make a success criterion</p> <p>I know there are emotions in success</p> <p>I know about making a difference in the world</p> <p>I can have motivation</p> <p>I can have achievements and give compliments</p>

Healthy Me	<p>I can keep myself healthy I know about healthier lifestyle choices I can keep clean I know how to be safe I know about medicine I know about safety/safety with household items I know about road safety I can link health and happiness</p>	<p>I know about motivation I can make healthier choices I know about relaxation I know about healthy eating and nutrition I know about healthier snacks and sharing food</p>	<p>I can take part in exercise /Fitness challenges I know about food labelling and healthy swaps I know about attitudes towards drugs I know about keeping safe - why it's important I can name online and offline scenarios I can have respect for myself and others I can make healthy and safe choices</p>	<p>I know about healthier friendships I can understand group dynamics I know about smoking, alcohol and vaping I can explain assertiveness I know about peer pressure I can celebrate my inner strength</p>	<p>I know about smoking including vaping I know about alcohol and vaping I know about alcohol and anti-social behaviour I know about Emergency aid I know about body image I know about relationships with food Healthy choices I can explain motivation and behaviour</p>	<p>I can take personal responsibility I know about how substances affect the body I know about exploitation including 'county lines and gang culture I know about emotional and mental health I know about managing stress</p>
Relationships	<p>I know how to belong to a family I can make friends/be a good friend I know about physical contact preferences I know people who help us I can name qualities as a friend and person I know about self-acknowledgement I can be a good friend to myself I can celebrate special relationships</p>	<p>I know different types of family I know about physical contact boundaries I know about friendship, conflict, secrets I can demonstrate trust and appreciation</p>	<p>I know family roles and responsibilities I can demonstrate friendship and negotiation I know how to keep safe online and who to go to for help I know about being a global citizen I can be aware of how my choices affect others I can have awareness of how other children have different lives I can express appreciation for family and friends</p>	<p>I know about jealousy I know about love and loss I can share memories of loved ones I know about getting and Falling Out I know about girlfriends and boyfriends I can show appreciation to people and animals</p>	<p>I can have self-recognition and self-worth I can build self-esteem I know about safer online communities I know about rights and responsibilities online I know about online gaming and gambling I can reduce screen time I know about dangers of online grooming I know about the SMARRT internet safety rules</p>	<p>I know about Mental health I can identify mental health worries and sources of support I know about love and loss I can manage my feelings I know about power and control I know about Assertiveness I know about Technology safety And take responsibility with technology use</p>
Changing Me	<p>I know life cycles – animal and human I know about changes in me and changes since being a baby I know differences between female and male bodies (correct terminology) I can link growing and learning I can cope with change and transition</p>	<p>I know life cycles in nature I know about growing from young to old I can increase independence I know differences in female and male bodies (correct terminology) I know about assertiveness I can prepare for transition</p>	<p>I know how babies grow I can understand a baby's needs I know outside body changes Inside body changes I know family stereotypes I can challenge my ideas I can prepare for transition</p>	<p>I know about being unique I know about having a baby I know about girls and puberty I can have confidence in change I can accept change I can prepare for transition I can understand environmental change</p>	<p>I know about self- and body image I know about influence of online and media on body image I know about puberty for girls and puberty for boys I know about Conception (including IVF) I know about growing responsibility and coping with change I can prepare for transition</p>	<p>I know about self-image I know about body-image I know about puberty and feelings I know about conception to birth I can reflect about change I know about physical attraction respect and consent I know about boyfriends/girlfriends I know about Sexting I can prepare for transition</p>

Assessment and Progress in PSHE

At the Forwards Centre we believe that regular assessment is crucial to learning, because it provides both staff and pupils with valuable insights into understanding and progress. It helps identify strengths and areas for improvement, guiding teaching strategies and the personalised support given to our pupils. Additionally, assessments help to ensure that learning objectives are met and that pupils are developing the skills and knowledge necessary for future success.

For every topic in PSHE, the mid-term plans set out the new knowledge and skills that pupils should acquire. During the term teachers use a range of formative and summative assessments to systematically check pupils' understanding and to establish what new knowledge and skills they have acquired. Every term teachers are asked to record any formative or summative assessments against the key knowledge objectives on the Insight system for the units of work that they have delivered.

At the start of each unit, the children complete a knowledge check which forms a pre-unit assessment. This will indicate any gaps in knowledge, misconceptions and areas that need to be addressed. These ensure that the children are taught what is needed for them and so becomes an individualised curriculum. At the end of the unit, the check is repeated in order to indicate any progress made.