Leaders Curriculum & Policy

PSHE and RSE

Co-ordinator: Wendy Arnfield

Every young person a leader in learning and life'

Maggie Candlish Headteacher

Intent

Personal, Social, Health, and Economic Education (PSHE) and Relationships and Sex Education (RSE) is a statutory subject, providing pupils the opportunity to think and learn and develop an interest in and curiosity about the world around them through life choices and opportunities which provide core skills and knowledge to help keep themselves safe. It is accessible to all pupils regardless of culture, gender, or disability, in ways appropriate to meet individual abilities.

Saxon Hill Academy's PSHE/RSE Curriculum is ambitious, and pupils are assessed by Rainbow and Jewels Profiles. Pupils are taught PSHE/RSE through different pathways of learning and this is adapted to suit ability and needs. Some semi/informal and formal pupils take part in AQA entry levels and AIM unit accreditation in the Towards Independence Departments. PSHE/RSE is promoted throughout all learning and life holistic at Saxon Hill. Golden threads are an integral part of the pupils' holistic learning.

Fortnightly assemblies provide an excellent platform to support the delivery of PSHE/RSE, here we are able to reinforce key themes, promote positive attitudes, and create a safe space for students to reflect on their personal development in line with the objectives of the PSHE and RSE.

Our Leadership Curriculum is reviewed on an annual basis, with input from the Curriculum Lead, Headteacher, and Governors. This ensures it remains current and aligned with our educational goals. We believe in transparency and actively inform parents and carers about the curriculum content. Additionally, we are committed to providing support and making materials available upon request.

Saxon Hill is committed to upholding the fundamental safeguards necessary to protect children in an increasingly complex world, particularly those who are vulnerable. We recognise the importance of creating a safe environment where every child's well-being is a priority.

Implementation

Our three-year, six-term program for PSHE & RSE gives pupils the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens and promote mental health and emotional wellbeing. This will help all pupil pathways; Pre-formal, Informal, Semi-Formal, and Formal to understand the positive effects that good relationships have on their mental wellbeing, with recognition of when relationships are not right and understanding how such situations can be managed. Preparation for Adulthood (PFA) ensures students have the opportunity to take part in work experience and life skills preparation, ensuring essential skills for life post Saxon Hill.

The main intent of our curriculum is to enable students to:
- to stay as healthy as possible.
- to recognise similarities and differences between themselves and others and

to respect these differences.
- to develop self-confidence and self-esteem, and to make informed choices regarding personal and social issues.
- to develop good relationships with those in school and the wider community.
- to learn to keep themselves and others safe, including recognising signs of bullying and abuse, and knowing where to turn to for help.
- to learn how to use the internet, including social media, safely and responsibly.
- to develop effective, satisfying, and safe relationships.
- to be an independent and responsible member of the school community.
- to be positive and active members of a democratic society.

Saxon Hill Academy intends to provide a balanced and broad-based curriculum that:
1. Promotes the spiritual, moral, cultural, mental, and physical development of students at our school.
2. Prepares children at school for the opportunities, responsibilities, and experiences of adult life and will consider relationships and differences.
3. Recognising parents/carers as primary educators, building and informing, keeping PSHE/RSE current and holistically taught in school, as well as informed parents.
4. Saxon Hill will teach and recognise that only individuals aged 18 or over can legally change their gender, so a child's legal sex is always their biological sex. Gender identity will not be taught, as it is a complex and contested topic. If asked, staff will focus on biological facts, avoid presenting gender as a spectrum, and ensure parents can review any related materials.

Impact

Draft guidance in 2024 recognises the Impacts will measure Pupils' understanding, knowledge, and skills are assessed through observation, discussion, questioning, and participation in groups. Formal progress is recorded through EFL, Rainbow, Jewels, and Aim accreditation.

The delivery of PSHE/RSE is overseen by Wendy Arnfield, the PSHE/RSE Curriculum Lead. Teachers use the following when planning a topic area. PSHE Education planning framework for pupils with SEND Key Stages 1-4, for all pupils, and when building upon this framework with developing pupils we expand, using the programme of study for PSHE Education Key Stage 1-5.

Pathways and Resources

Pre-Formal Pathway	Informal Pathway	Semi-Formal Pathway	Formal Pathway
PSHE/RSE is delivered both as discreet lessons and as whole school holistic learning, Assemblies, themed days, and the ethos of schools, caring for each other.

Some half-term topics have suggested adaptations for Pre-formal pupils.

Teachers ensure pupils receive a broad and balanced coverage of pre-requisite PSHE/RSE skills which are assessed through Rainbow /jewels. Golden threads are an integral part of the pupils' holistic learning. | PSHE/RSE is delivered both as discreet lessons and as whole school holistic learning, Assemblies, themed days, and the ethos of schools, caring for each other.

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Pupils follow the 3-year rolling programme of study.

This is linked to Assembly topics, whole school themes, and caring for each other.

Progress is assessed through the 'different areas of rainbow/jewels profiles.

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Guidance and Resources

- There are a wide range of PSHE/RSE curriculum resources (both electronic and physical) available to support each of the topics on the long-term plan.

- The 3-year rolling programme - with subtopics to cover and guidance on evidencing each half term.

- The majority of electronic resources are from PSHE Association. Guidance:

    - https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal- social-health-and-economic-pshe-education

    - https://pshe-association.org.uk/resource/planning-framework-pupils-with-send

    - Programme of Study (pshe-association.org.uk)

Programmes of Study
Explorers Long Term Plan Cycle 1

Delivery

PSHE does not fit into the themes, it is a standalone unit. However, PSHE and topics are taught holistically, throughout the department.

PSHE at Saxon Hill is based on a 3-year cycle, for all departments. Evidencing takes place through Rainbow, Jewels and some accreditation.

Programs for teaching PSHE Association:

- PSHE Education planning framework for pupils with SEND. Key Stages 1 -4
- Progression onto PSHE Association, programme of study for PSHE Education. Key Stages 1-5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus for learning	**Families and People who care for ME**	**Respectful Relationships**	**Caring Friendships**	**Our Bodies**	**Being Safe**	**Online Relationships**
Planning	Self-Awareness SA1 Taking care of ourselves SSS1	Playing & working together SA3 Identify & experience feelings MF1 Zones of regulation.	People who are special to us SA4 Trust SSSA Who to talk to.	Baby to Adult CG1 Dealing with touch CG3	Keeping Safe SSS2 Different types of relationships. CG4 Vaccination & safety on the roads.	Public & Private SSS5 Dealing with touch CG3 Who they can talk to, if unhappy
Suggested final outcome Formal Pathway	I will know who cares for ME? Identify things we can do for ourselves. Healthy teeth.	I know when to say please and thank you & take turns Identify facial expressions & body language, to predict how others might be feeling.	I will know who my friends are. Identify how we feel when we trust someone.	I know that some people are boys and others are girls. Know that our bodies belong to us, that we can say no & have the right to keep safe.	I will know that I must keep the bathroom door closed. Identify the different types of families we might have & their differences.	I will know what an online relationship is. Recognise situations where it is ok to feel upset & it hurts i.e. injections, hospital intervention, first aid.

Suggested final outcome Semi-Formal Pathway	I know who I live with? Identify some simple self-care technique.	I will know when to say/sign thank you. Identify what makes us feel upset, angry, worried, anxious, frightened.	I will ask/sign someone to be my friend. Demonstrate how to ask for help who might we ask.	I will recognise my gender & know a friend. Recognise that we must ask to touch someone.	I will ask/sign to shut the bathroom door. Identify the people who make up our family, share these with our peers.	I will know 1 person online. Know how to respond to physical contact, how would we say no?
Suggested final outcome Informal Pathway	Who do I live with? Respond to stimuli about people who look after us	I will be able to say/sign thank you. Identify things that might make us cry/feel sad.	I will show friendship to a peer. Identify trusted adults in school.	I recognise that I am a boy or girl. Ways adults/family may physically touch us. Identify	I will know that the bathroom door should be closed. Give an example of a different type of family from their own.	I will choose whether I prefer to see or hear a person. Recognise & respond to let others know we are uncomfortable.
Suggested final outcome Pre-formal Pathway	Who are two members of your family? Respond to stimuli about people who look after us	I will recognise people who have said thank you to me. Respond with curiosity to stimuli about different emotions.	I will choose a friend. Respond to stimuli about ways to ask for help. Respond with interest to different daily physical help	I recognise that I am a boy or girl	To know that the bathroom has a door. Respond to stimuli about different kinds of relationships.	I will choose whether I prefer to see or hear a person. Respond to modelling of how to show we are unhappy and uncomfortable.
Evidencing	**Rainbow** PSHE- Making Relationships **Jewels** PSHE: Relationships	**Rainbow** PSHE- Making Relationships **Jewels** PSHE: Relationships	**Rainbow** Personal, Social & Emotional: Managing Feeling & Behaviour **Jewels** PSHE: Relationships	**Rainbow** Physical Development, Health & Selfcare **Jewels** Science Animals including Humans	**Rainbow** Personal, Social & Emotional: Self-confidence & Self-awareness **Jewels** PSHE: Relationships	**Rainbow** Understanding the World Technology. **Jewels** Computing

Investigators Long Term Plan Year 1 - Cycle 1

Delivery

PSHE does not fit into the themes, it is a standalone unit. However, PSHE and topics are taught holistically, throughout the department.

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Programs for teaching PSHE Association

- PSHE Education planning framework for pupils with SEND. Key Stages 1 -4
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus for learning	**Families and People who care for ME**	**Respectful Relationships**	**Caring Friendships**	**Our Bodies**	**Being Safe**	**Online Relationships**
Planning	People who are special to us SA4. Belonging to a community WIL15	Self-Awareness SA1 Taking care of the environment WIL14 Respecting difference between people WILI1	Getting on with Others SA5 Jobs people do WIL12 Managing strong feelings MF2 Zones of regulation.	Changes & Puberty CG2 Taking care of our physical health. HL2 Healthy Eating HL1 Healthy teeth & decay.	Keeping Safe SSS2 Keeping well HL3 Money WIL16 What to do if we don't feel safe.	Keeping Safe online SSS5 & SSS4 How to report concerns, who to tell Bullying online.

Suggested final outcome / Pathway	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Suggested final outcome Formal Pathway	Who am I? What do I like spending time doing? Who are my family? Recognise different parts of our community, in school & out. Suggest ways we might welcome & help these.	I know the importance of respect and how it links to happiness. Recognise what is rude & unkind. How should we respond to keep ourselves safe?	I will recognise which relationships make me happy, uncomfortable, and unhappy. Recognise when we might call the emergency services. Identify with a job role we might like to do, as part of PfA. Demonstrate how to respond to others. feelings. Recognise how we can help others when they are sad or hurting.	I will know what makes a boy a boy and a girl a girl, knowing their technical Names. Recognise why it is important to care of our bodies. Recognise food groups & that some are better than others.	I will understand the need for privacy and why it is important. Identify Recognise we can say no & the difference between prescribed & unprescribed drugs/medication, to include vaping & cigarettes. Identify what the difference is between need & want. Identify consequences of money loss.	I will know the difference between a face- to-face relationship and online
Suggested final outcome Semi-Formal Pathway	I know members of my extended family and what I like to do with them. Identify specific group we take part in & others we would like to join.	I will know what respect is and why we need to respect. Recognise British Values & protected characteristics.	I will be able to recognise a good friendship. Identify a job we might like to do or know more about in our PfA future. Identify job professionals, who help & protect us. Demonstrate how to respond to other's feelings.	I will know the technical terms for my own body/gender. Recognise what might happen if we don't follow personal hygiene. Recognise allergies & how these might change our diet. Who eats orally?	I will know when I need privacy. Recognise medicine comes in different forms. Identify the difference between what goes on our bodies & in our bodies. Identify what the difference is between need & want. Recognise how we can	I will be able to talk to others online.

					keep money safe.	
Suggested final outcome Informal Pathway	What do I enjoy and what do I dislike? Identify different groups we belong to, know what we do as part of these groups.	I will be able to say please and thank you. Recognise differences & similarities within British values.	I will demonstrate friendship with a number of my peers. Identify job professionals who help & protect us. Identify different jobs of people we know. Identify how we all communicate differently. Recognise different feelings.	I will recognise that boy's bodies are different from girls. Demonstrate different hygiene routines & products we use. Identify some healthy foods. Identify foods we like & dislike eating. Recognise some of our peers don't eat orally.	I will know there are areas I need privacy in (e.g. bathroom). Recognise medicine comes in different forms. Identify the difference between what goes on our bodies & in our bodies. Recognise how we can keep money safe. Use money online & in a shop.	I will know that I can talk to people online

Suggested final outcome Pre-formal Pathway	What do I enjoy? Identify different groups we belong to	I will share activities with my peers. To identify difference through Recognise differences & similarities within British values.	I will recognise what I like to do with friends. Identify professionals who help & protect us. Identify different jobs of people we know.	I will recognise that boy's bodies are different from girls. Recognise personal care, which is important to us, and spend time considering different products. Identify foods we like & dislike eating. Recognise some of our peers don't eat orally.	I will share when I feel safe. Recognise our way of telling some we hurt or have pain. Respond to what we put in our bodies & on them. Respond with curiosity to different shops & what they sell.	I will recognise that I can hear or talk to someone, both face-to-face and online
Evidencing	**Rainbow** PSHE- Making Relationships **Jewels** PSHE: Relationships	**Rainbow** PSHE- Making Relationships **Jewels** PSHE: Relationships	**Rainbow** Personal, Social & Emotional: Managing Feeling & Behaviour **Jewels** PSHE: Relationships	**Rainbow** Physical Development, Health & Selfcare **Jewels** Science – Animals including Humans	**Rainbow** Personal, Social & Emotional: Self-confidence & Self-awareness **Jewels** PSHE: Relationships	**Rainbow** Understanding the World Technology. **Jewels** Computing

Adventurers Long Term Plan Cycle 1

Delivery

PSHE/RSE does not fit into the themes, it is a standalone unit. However, PSHE/RSE and topics are taught holistically, throughout the department.

PSHE/RSE at Saxon Hill is based on a 3-year cycle, for all departments. Evidencing takes place through Rainbow, Jewels and some accreditation.

Programs for teaching PSHE Association

- PSHE Education planning framework for pupils with SEND. Key Stages 1 -4
- Progression onto PSHE Association, programme of study for PSHE Education. Key Stages 1-5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus for learning	**Health and Fitness**	**Physical Health**	**Mental Wellbeing**	**Social and Cultural Diversity**	**Understanding Relationships**	**The Law**
Planning	Taking Care of Physical Health HL2 The importance of exercise, a healthy diet & sleep. Good oral hygiene.	Puberty CG1 Body changes, periods & what is available.	Keeping Safe Online SS4 Managing online information WIL12 How to report concerns. Cyberbullying. Zones of regulation.	Diversity, Rights & Responsibilities WILI1 Take care of the environment. WIL13 Who to talk to.	Public & Private SS6 Periods AI & how people are changed, what we see might not be fact.	Managing Pressure SA4 How to report. AI, online scams. concerns Marriage & its legal status.
Suggested final outcome Formal Pathway	I will recognise things that keep me healthy and things that are bad for me	I will recognise how males and females' bodies change as they get older & technical names	I will recognise the types of online abuse. I will know what makes me happy & sad Recognise our differences.	I will understand the range of different cultural backgrounds	I will recognise the difference between a family relationship and a professional relationship	I will know and understand why there is a need for consent
Suggested final outcome Semi-Formal Pathway	I will recognise what keeps me healthy	I will recognise how my body changes as I get older	I will recognise how online bullying makes people feel. Recognise that not all are	I will recognise my religious/ cultural background	I will recognise the different professionals who impact on my life	I will know when I should ask for consent or say yes/no

			trustworthy.			
Suggested final outcome Informal Pathway	I will identify what aspects of health and fitness makes me happy	I will name one way my body is changing	I will recognise an act of online bullying. Recognise that not everything online is true .	I will experience different cultures	I will understand the role a nurse and a physio has	I will understand that it is ok to say no
Suggested final outcome Pre-formal Pathway	I will recognise what physical activities I like the most	I will know my body is changing as I get older	I will recognise how a bully makes you feel Respond with curiosity to stimuli about advertising.	I will experience different cultures	I will understand what a nurse is	I will understand no means no.
Evidencing	**Rainbow** Science **Jewels** PSHE: Health and Relationships	**Rainbow** Physical Development, Health and Selfcare **Jewels** PE: Health and Fitness	**Rainbow** Communication : Understanding **Jewels** PSHE: Health and Wellbeing	**Rainbow** Understanding the World: People and Communities **Jewels** PSHE: Living in the Wider World	**Rainbow** Personal, Social & Emotional: Making Relationships **Jewels** PSHE: Relationships	**Rainbow** Personal, Social and Emotional: Self Confidence and Self Awareness. **Jewels** Scientists and Inventors

Towards Independence Long Term Plan Cycle 1

Delivery

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Programs for teaching PSHE Association

- PSHE Education planning framework for pupils with SEND. Key Stages 1 -4
- Progression onto PSHE Association, programme of study for PSHE Education. Key Stages 1-5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus for learning	**Health and Fitness**	**Physical Health**	**Mental Wellbeing**	**Social and Cultural Diversity**	**Understanding Relationships**	**The Law**
Planning	Keeping Well HL3 The benefit & exercise & healthy eating. Healthy teeth & decay.	Body Changes Puberty CG1 Periods, what are our options? free period resources for students. Feeling unwell SSS1	Public & Private SS6 AI, online scams. How to report concerns Romantic feelings & sexual attraction. MF3 Zones of regulation.	Prejudice & Discrimination SA3 British Values, what is acceptable who to trust.	Managing Pressure SA4 Strong feelings MF2 Consent, what is unacceptable & acceptable, recognising the difference.	Intimate Relationships, Consent & Contraception CG4 Riska & health services available. It is a crime to share naked images of someone under 18 How to report concerns Marriage & its legal status.
Suggested final outcome Formal Pathway	I will recognise the difference between prescribed medication, drugs, alcohol and tobacco	I will recognise gender and sexual identity, being aware that there are people who don't identify	I will recognise the ways online abuse occurs and how vulnerable I can be online	I will have an acceptance and understanding of others with differing backgrounds	I will identify what is safe to share with others, depending on the type of relationship	I will recognise consent, marriage and types of assault

		with a gender. Identify ways we can increase our independence for physical & mental wellbeing				
Suggested final outcome Semi-Formal Pathway	I will recognise why I take prescribed medication	I will recognise my own gender and sexual identity Identify ways of knowing if we are unwell.	I will recognise that people online might not be who they say they are	I will share my religious background with my peers	I will identify different ways in which my family and professionals care for me	I will recognise that assault goes against my wishes
Suggested final outcome Informal Pathway	I will recognise how I like to receive prescribed medication	I will identify my body is different to the opposite gender Identify ways of knowing if we are unwell.	I will recognise the need for privacy online	I will share which cultural I preferred	I will recognise who is important to me and the type of relationship we have	I will recognise the different types of marriage/ family
Suggested final outcome Pre-formal Pathway	I will recognise that medication keeps me healthy	I will recognise my peers' gender. Show awareness of signs of being unwell & well.	I will share what I like and dislike	I will take part in a cultural experience	I will understand the role of a physio	I will recognise who can get married
Evidencing	**Rainbow** Science **Jewels** PSHE: Health and Relationships	**Rainbow** Physical Development, Health and Selfcare **Jewels** PE: Health and Fitness	**Rainbow** Communication: Understanding **Jewels** PSHE: Health and Wellbeing	**Rainbow** Understanding the World: People and Communities **Jewels** PSHE: Living in the Wider World	**Rainbow** Personal, Social & Emotional: Making Relationships **Jewels** PSHE: Relationships	**Rainbow** Personal, Social and Emotional: Self Confidence and Self Awareness. **Jewels** Scientists and Inventors

Programmes of Study
Explorers Long Term Plan Cycle 2

PSHE does not fit into the themes, it is a standalone unit. However, PSHE and topics are taught holistically, throughout the department.

Delivery

PSHE at Saxon Hill is based on a 3-year cycle, for all departments. Evidencing takes place through Rainbow, Jewels and some accreditation.

Programs for teaching PSHE Association
- PSHE Education planning framework for pupils with SEND. Key Stages 1 -4
- Progression onto PSHE Association, programme of study for PSHE Education. Key Stages 1-5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus for learning	**Families and People who care for ME**	**Respectful Relationships**	**Caring Friendships**	**Our Bodies**	**Being Safe**	**Online Relationships**
Planning	Respecting differences between people. SA1 Recognising difference.	Things we are good at SA3 Loss & bereavement. Zones of regulation.	Kind and unkind behaviours SA2 What is acceptable, who to talk to.	Public and Private SSs5 Who they can talk to.	Keeping Safe SSS2 Staying safe on the roads. Basic first aid.	Keeping Safe online SSS4 Websites may share personal data. Who to tell if unhappy
Suggested final outcome Formal Pathway	I know who I live with/ I know who a peer lives with, are they different to mine?	I will choose who to play with, I will take turns. I will remember to say thank you.	I will know what and who makes me happy and what makes me sad.	I will recognise places and when something is private. I will know some names of body parts.	I will name the feelings when I'm not feeling safe (e.g., worried, scared, frightened) & who can help.	I will know things that we should never share online without checking with a trusted adult first.
Suggested final outcome Semi-Formal Pathway	I know who I live with? I know their roles.	I will choose who to play with, I will take turns.	I will know what makes me happy and sad.	I will recognise what parts of my body are private. I will know some of their names.	I will be able to demonstrate ways of making it clear to others when we need help, using feelings.	I will be able to Identify some risks of communicating online, when using an iPad or computer.

Suggested final outcome Informal Pathway	Who do I live with? What gender do they present as?	I will choose who to work with.	I will know what makes me unhappy and upset.	I will respond to stimuli about what is meant by the word private	I will understand & respond to happy & sad feelings.	I will be able to demonstrate simple ways of communicating our choices to others.
Suggested final outcome Pre-formal Pathway	Who do I live with?	I will use a switch to say thank you.	I will respond with stimuli of what makes me upset.	I will respond with a stimuli of private body parts.	I will respond to stimuli about the adults who are responsible for keeping us safe.	I will recognise how we can communicate our feeling through IT.
Evidencing	**Rainbow** Understanding the World Technology. **Jewels** Computing	**Rainbow** Personal, Social & Emotional: Making Relationships. **Jewels** PSHE: Relationships	**Rainbow** Personal, Social & Emotional: Self Awareness **Jewels** PSHE: Living in the Wider World	**Rainbow** Communication: Listening & attention **Jewels** PSHE: Living in the wider world	**Rainbow** Personal, Social & Emotional: Managing Feeling & Behaviour **Jewels** Science – Animals including Humans	**Rainbow** Personal, Social & Emotional: Self-confidence & Self-awareness **Jewels** PSHE: Relationships

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Focus for learning	**Families and People who care for ME**	**Respectful Relationships**	**Caring Friendships**	**Our Bodies**	**Being Safe**	**Online Relationships**
Planning	People who are special to us SA4	Self-Awareness SA2 Loss & bereavement. Zones of regulation.	Getting on with Others SA5 What is acceptable	Public and private SSS5 The sharing of personal information.	Keeping Safe SSS2 Who they share concerns with. Road safety.	Keeping Safe online SSS4 Websites may share personal data.
Suggested final outcome Formal Pathway	Who is in mine & my extended family? Different kinds of families, what might they look like.	I know the importance of respect. I will recognise inappropriate behaviours & bullying.	I will recognise ways in which friends, classmates, family members may disagree and 'fall out'	I will be able to give simple examples of some things we might do in private but never in public. I will know the names of my private body names.	I will understand relevant situations and identify possible risks. I will know who to call in an emergency situation. I will know about child line.	I will understand safety rules online. I will know who to report my concerns to if I feel unsafe online.

Suggested final outcome Semi-Formal Pathway	I know members of my family and why we live apart. I am aware that family might look different.	I will know what respect is and I will recognise bullying.	I will demonstrate ways of 'making up' after a falling out.	I will give examples of what I must do in private. I will know my body parts names.	I will be able to describe some simple strategies for keeping physically safe in situations. I will know the number of the emergency services.	I will be able to identify things that we should never share online without checking with a trusted adult first.
Suggested final outcome Informal Pathway	Who do I live with? What gender do they present as? Is this different from a peer?	I will know when to say please and thank you	I will demonstrate positive ways of showing others how I are feeling	I will be able to Identify places that are private	I will be able to demonstrate ways of making it clear to others when we need help or I am unhappy	I will respond to adult modelling of different ways that people communicate with each other. I will know who I can tell.
Suggested final outcome Pre-formal Pathway	I know who I live with? I know my extended members of my family	I will use switches to say please and thank you.	I will respond to stimuli about different feelings, happy and sad.	I will respond to stimuli about what is meant by the word private.	I will respond to a stimulus about the adults who are responsible for keeping us safe.	I will respond with curiosity to adult modelling of different ways that people communicate with each other
Evidencing	**Rainbow** Personal, Social & Emotional: Making Relationships. **Jewels** PSHE: Relationships	**Rainbow** PSHE- Making Relationships **Jewels** PSHE: Relationships	**Rainbow** Communication: Listening & attention **Jewels** PSHE: Living in the wider world	**Rainbow** Personal, Social & Emotional: Managing Feelings & Behaviours **Jewels** Science – Animals including Humans	**Rainbow** Personal, Social & Emotional: Self-confidence & Self-awareness **Jewels** PSHE: Relationships	**Rainbow** Understanding the World Technology. **Jewels** Computing

Adventurers Long Term Plan Cycle 2

Delivery

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus for learning	**Health and Fitness**	**Physical Health**	**Mental Wellbeing**	**Social and Cultural Diversity**	**Understanding Relationships**	**The Law**
Planning	Healthy eating HL4 Body image HL5 AI & how it misrepresents body images. Healthy teeth & decay.	Romantic feelings & sexual attraction MF3 Public & private SSS6 How they can report concerns. Areas of health care.	Self-esteem & unkind comments MF1 Skills for learning SA2 Loss & bereavement. Zones of regulation.	Diversity, rights & responsibilities. WILII AI, online scams. Who we share w	Friendship CG2 Online relationships may not be safe, who to tell. Online data can be shared.	Feeling frightened/ worried SSS2 Who they can go to. AI, sharing informal, online scams.

Suggested final outcome Formal Pathway	I will recognise what we mean by a healthy, balanced diet. I will recognise mental wellbeing & how media images might impact upon my self-esteem.	I will recognise consent & why it is essential in intimate relationships. I will recognise the differences between romantic/intimate/physical relationships, which may include sex. I will recognise same sex relationships.	I know what self-esteem is. I can demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments. Recognise our individual targets, plan how we might achieve these.	I will recognise elements of British values. I know that different cultures and faith groups have the right to practise their customs and beliefs.	Demonstrate strategies for managing feelings about friendships as they change and develop, both positively & negatively.	Demonstrate what we can say or do and whom we can tell if we are concerned about our own or someone else's personal safety. Recognise positive & negative feelings.
Suggested final outcome Semi-Formal Pathway	I will know what makes some foods better for our health than others. I will share my feelings about how different bodies are portrayed in the media	I will know the names of my body parts. I will understand consent. I will recognise the different types of intimate relationships including same-sex relationships.	Recognise what self-esteem means & what how this can impact upon us. Recognise the difference between helpful/kind and unhelpful/unkind comments. Recognise our individual targets, plan how we might achieve these.	I recognise different cultures and faith groups & that they have the right to practise their customs and beliefs.	Recognise that we might disagree with someone and still be friends. Recognise that friends do not always know what is best for each other.	Know when it is or is not appropriate to be in someone else's 'personal space'. Recognise how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong.

Suggested final outcome Informal Pathway	I will know my favourite foods and drinks and give reasons for our choices. I will recognise that we all look different & respond to images of young people.	I will recognise that part of growing up might be to experience strong feelings about people we like or fancy & the importance of consent.	I can identify things we can do which help us to feel good about ourselves. I know how I might feel, look and sound when we are happy or unhappy. Share what we like & dislike doing, taking part in setting goals.	I will recognise similarities, differences and diversity among people of different race, faith and culture	Know what being a friend feels like. Know how we can let friends, know that we need their help and support	Recognise who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe.
Suggested final outcome Pre-formal Pathway	I will respond to stimuli about different kinds of food and drinks, showing my choices. I will recognise that I don't eat, or drink orally.	I will recognise I can say no (consent). I will recognise privacy & trust & who I might rely upon in private aspects of situations & body parts.	Identify feelings associated with feeling good about ourselves. What makes us unhappy. Respond to what we like & dislike when we are learning.	I will respond with interest to stimuli about the ways in which people can be the same and also be different.	Respond to stimuli about different kinds of friendship.	Respond to stimuli about feeling, happy, frightened or worried.

Evidencing	Rainbow Science	Rainbow Physical Development, Health and Selfcare	Rainbow Communication: Understanding	Rainbow Understanding the World: People and Communities	Rainbow Personal, Social & Emotional: Making Relationships	Rainbow Personal, Social and Emotional: Self Confidence and Self Awareness.
	Jewels PSHE: Health and Relationships	**Jewels** PE: Health and Fitness	**Jewels** PSHE: Health and Wellbeing	**Jewels** PSHE: Living in the Wider World	**Jewels** PSHE: Relationships	**Jewels** Scientists and Inventors

Towards Independence Long Term Plan Cycle 2

Delivery

PSHE/RSE does not fit into the themes, it is a standalone unit. However, PSHE/RSE and topics are taught holistically, throughout the department.

PSHE/RSE at Saxon Hill is based on a 3-year cycle, for all departments. Evidencing takes place through Rainbow, Jewels and some accreditation.

Programs for teaching PSHE Association

- PSHE Education planning framework for pupils with SEND. Key Stages 1 -4
- Progression onto PSHE Association, programme of study for PSHE Education. Key Stages 1-5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus for learning	**Health and Fitness**	**Physical Health**	**Mental Wellbeing**	**Social and Cultural Diversity**	**Understanding Relationships**	**The Law**
Planning	Healthy eating HL4 Body image HL5 The benefits of exercise & healthy eating. Areas of the health service.	Intermate relationships, Consent & contraception CG4 Protecting ourselves from harm, what is acceptable. An understanding of intimate cancers & checking.	Managing pressure SA4 Self-esteem & unkind comments. Gambling and harmful behaviours online. SA1 How AI changes what you see & believe.	Diversity, rights & responsibilities. WILI1 Who they can report concerns to.	Healthy relationships & behaviours CG3AI, online scams. It is against the law to share naked images of under 18-year-olds.	Prejudice & discrimination SA3 Sharing information online of other under 18

Suggested final outcome Formal Pathway	I will be able to describe some of the long- term benefits of a healthy diet. I will recognise that some advertisers might influence our responses to being healthy.	I will recognise consent & why it is essential. I know the difference between, romantic/intimate/physical relationship, which may include sex. I will recognise the need for contraception, advantages and disadvantages.	I understand the term self-esteem. Describe how it might feel when someone encroaches on our personal space. Recognise strategies that can be used if someone is using pressure to persuade us to do something you're not happy about.	I will recognise the 5 major British values. I know that different cultures and faith groups have the right to practise their customs and beliefs within British law. I will recognise what 'Human rights' are in law.	Recognise a good friendship & how it feels. Identify positive strategies to manage inappropriate behaviour towards us ow what is meant by compromise and demonstrate some ways to compromise with others.	Recognise how others might be exploited. Recognise that not all relationships are positive. Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm.
Suggested final outcome Semi-Formal Pathway	I will recognise some risks of consuming food and drinks with high sugar or caffeine content. I will recognise what is meant by self-esteem & associated feelings.	I will know the names of my body parts. I will understand consent. I will recognise the different types of intimate relationships including same sex relationships.	Understand the term self-esteem & what make you happy. Understand what personal body space means as individuals, recognise when this might be encroached.	I will recognise aspects of British values. Some of the similarities, differences and diversity among people of different race, faith and culture. I will know what is meant by rights and responsibilities	Recognise a good friendship & how it makes us feel. Identify positive strategies to manage inappropriate behaviour towards us.	Recognise that not all relationships are positive. Give reasons why we should expect to be treated with respect by others.
Suggested final outcome Informal Pathway	I will know my favourite foods and drinks, and the reasons for my choices.	I will recognise consent. I will know the names of my body parts	Identify things we can do which help us to feel good about ourselves.	I will recognise what we all have in common, despite of our difference's cultures & beliefs.	Recognise the differences between positive/health and negative/unhealthy relationships.	Recognise that everyone is unique and special, and no one should be treated unfairly.

Suggested final outcome Pre-formal Pathway	I will respond stimuli about different kinds of food and drinks, showing my choices. I will recognise my favourite food & drinks. I will recognise that I don't eat, or drink orally & know why.	I will we aware of the names of different body parts. I will recognise instances in or out of school when we might need to seek permission or receive consent.	Identify feelings associated with feeling good about ourselves. Recognise our negative feels, what makes us unhappy/sad.	I will respond with interest to stimuli about the ways in which people can be the same and also be different. I will recognise simple rules.	Identify some key features of positive friendships/ relationships, and how they can make us feel.	Respond to stimuli about people who are different to us in different ways. Recognise what feels we have positive & negative.
Evidencing	**Rainbow** Science **Jewels** PSHE: Health and Relationships	**Rainbow** Physical Development, Health and Selfcare **Jewels** PE: Health and Fitness	**Rainbow** Communication: Understanding **Jewels** PSHE: Health and Wellbeing	**Rainbow** Understanding the World: People and Communities **Jewels** PSHE: Living in the Wider World	**Rainbow** Personal, Social & Emotional: Making Relationships **Jewels** PSHE: Relationships	**Rainbow** Personal, Social and Emotional: Self Confidence and Self Awareness. **Jewels** Scientists and Inventors

Programmes of Study
Explorers Long Term Plan Cycle 3

PSHE does not fit into the themes, it is a standalone unit. However, PSHE and topics are taught holistically, throughout the department.

PSHE at Saxon Hill is based on a 3-year cycle, for all departments. Evidencing takes place through Rainbow, Jewels and some accreditation.

Delivery   Programs for teaching PSHE Association

- PSHE Education planning framework for pupils with SEND. Key Stages 1 -4
- Progression onto PSHE Association, programme of study for PSHE Education. Key Stages 1-5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus for learning	**Families and People who care for ME**	**Respectful Relationships**	**Caring Friendships**	**Our Bodies**	**Being Safe**	**Online Relationships**
Planning	Different types of relationships CG4	Getting on with other CA5 What is acceptable.	Trust SSS3 What is acceptable. Bereavement & loss. Zones of regulation.	Keeping Safe SSS2 who to talk to. Basic First Aid	Jobs people do WiLi12 Staying safe on the roads. Basic first aid.	People who are special to us SA4
Suggested final outcome Formal Pathway	Recognise some ways in which we may be cared for by our families, friends and other adults who care for us	Identify kind ways of letting people know our feelings when we like different things.	Recognise that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us, in different situations.	How can we stay safe in a variety of relevant situations and identify possible risks. Who could we tell if we are unhappy?	Recognise what we are good at, could we use these skills in a future career/job? Identify the emergency services & how they might help us.	Who are the people who care for us in our lives and help us with our differences & personal care. What do we do if they don't?
Suggested final outcome Semi-Formal Pathway	Recognise different types of family. Recognise who carers for us.	Explain how others may feel differently to us about the same situation.	Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened.	How can we make it clear to others when we need help. Who could we go to?	Recognise who the emergency services are & how they can help us. Identify a job we might like to do in the future.	Share positive feelings we have when we spend time with friends and family. Who can we talk to, if we are unhappy?

Suggested final outcome Informal Pathway	Recognise the people who make up our family. Recognise who carers for us.	Recognise times when we may feel unhappy & unhappy with others.	What does trust look like to us, who do you feel you can trust & share personal information about us.	Identify people at home & in school who are responsible for helping us keep safe.	Identify the different jobs roles that people who care for us do. Recognise the emergency services.	Who are the people around us, our family, friends, teachers, carers special to us. What if we are unhappy?
Suggested final outcome Pre-formal Pathway	Respond to stimuli about some of the different kinds of relationships, at home & by professionals.	Recognise different feelings we or others may experience, about the same stimuli.	Respond to stimuli about the different ways we can communicate with adults in school. Who do you like spending time with.	Respond to stimuli about keeping physically safe. Who makes us feel safe & happy?	Who cares for us, what is their job role? Recognise the emergency services.	Who is special to us? Respond with anticipation to stimuli depicting people who are special to us.
Evidencing	**Rainbow** Personal, Social & Emotional: Making Relationships. **Jewels** PSHE: Relationships	**Rainbow** Personal, Social & Emotional: Self Awareness **Jewels** PSHE: Living in the Wider World	**Rainbow** Communication: Listening & attention **Jewels** PSHE: Living in the wider world	**Rainbow** Personal, Social & Emotional: Managing Feeling & Behaviour **Jewels** Science – Animals including Humans	**Rainbow** Personal, Social & Emotional: Self-confidence & Self-awareness **Jewels** PSHE: Relationships	**Rainbow** Understanding the World Technology. **Jewels** Computing

Investigators Long Term Plan Cycle 3

Delivery

PSHE does not fit into the themes, it is a standalone unit. However, PSHE and topics are taught holistically, throughout the department.

PSHE at Saxon Hill is based on a 3-year cycle, for all departments. Evidencing takes place through Rainbow, Jewels and some accreditation.

Programs for teaching PSHE Association

- PSHE Education planning framework for pupils with SEND. Key Stages 1 -4
- Progression onto PSHE Association, programme of study for PSHE Education. Key Stages 1-5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus for learning	**Families and People who care for ME**	**Respectful Relationships**	**Caring Friendships**	**Our Bodies**	**Being Safe**	**Online Relationships**
Planning	Different types of relationships CG4	Getting on with others SA5 What is acceptable. Zones of regulation.	Trust SSS3 Who they can trust & tell	Keeping Safe SSS2 Who they might share concerns with. What is acceptable. Basic First Aid	Rules & the law WILI3 Staying safe in the wider community.	People who are special to us SA4
Suggested final outcome Formal Pathway	Know what a healthy and positive friendship or family relationship might look like. Identify who to tell if something in our life makes us unhappy or worried.	Recognise that our feelings about other people can change and that this is okay. Identify how to treat ourselves and others with respect.	Recognise how we might feel usure about sharing information or feel pressured, we don't have to. Who do we know, who we feel we can trust?	Describe some simple strategies for keeping physically safe in situations when we might feel afraid.	Recognise the difference between a rule & the law. What might happen if people don't follow rules & the law?	Give some examples of the ways special people care for us and help us with problems and difficulties. What is private?

Suggested final outcome Semi-Formal Pathway	Recognise a good friend. Know that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.	Identify how to treat ourselves and others with respect. Recognise ways in which friends, classmates, family members may agree & disagree.	What is trust? Identify who to tell in different situations and what we could say, if you are unhappy or worried.	Identify some different responsibilities we may have to help keep ourselves and others safe. Who can we talk to about our worries?	Identify how rules and laws help us to live and work with other people outside & out of school.	How can we help, if someone is unkind to a friend. What is unkind? Who could we tell?
Suggested final outcome Informal Pathway	Identify different types of family. Know what different types of friendships might look like.	Recognise times when we may feel unhappy with our friends or family members. Demonstrate positive ways we could let others know how we are feeling	Identify what is personal to you, who is it ok to share information with.	Explain how we know when we might need to ask for help. Who could you go to for help?	How do rules help us; what rules do we have in the classroom and at home.	What positive feelings might we have when we spend time with friends and family. Who should we tell, if we are unhappy?
Suggested final outcome Pre-formal Pathway	Identify the people who make up our family. Recognised who cares for us professionally.	Respond to stimuli about different feelings we or others may experience, what makes us happy or unhappy.	What is personal to us? Identify someone who can help us if we are afraid or worried.	Respond with curiosity to stimuli about the adults who are responsible for keeping us safe. Who do we trust?	Respond to stimuli or adult modelling things we are allowed or not allowed to do in school	Know what makes our family, friends, teachers, carers special to us. How do they make us happy?
Evidencing	**Rainbow** Personal, Social & Emotional: Making Relationships. **Jewels** PSHE: Relationships	**Rainbow** PSHE-Making Relationships **Jewels** PSHE: Relationships	**Rainbow** Communcatio n: Listening & attention **Jewels** PSHE: Living in the wider world	**Rainbow** Personal, Social & Emotional: Managing Feelings & Behaviours **Jewels** Science – Animals including Humans	**Rainbow** Personal, Social & Emotional: Self-confiden ce & Self-awareness **Jewels** PSHE: Relationships	**Rainbow** Understanding the World Technology. **Jewels** Computing

Adventurers Long Term Plan Cycle 3

Delivery

PSHE/RSE does not fit into the themes, it is a standalone unit. However, PSHE/RSE and topics are taught holistically, throughout the department.

PSHE/RSE at Saxon Hill is based on a 3-year cycle, for all epartments. Evidencing takes place through Rainbow, Jewels and some accreditation.

Programs for teaching PSHE Association

- PSHE Education planning framework for pupils with SEND. Key Stages 1 -4
- Progression onto PSHE Association, programme of study for PSHE Education. Key Stages 1-5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus for learning	**Health and Fitness**	**Physical Health**	**Mental Wellbeing**	**Social and Cultural Diversity**	**Understanding Relationships**	**The Law**
Planning	Accidents & risk SS3 Emergency services SSS5 Basic First Aid Areas of the health service.	Formal & Semi- Formal CG4 & CG1 Pre-formal & Informal CG4 & CG2 How to manage risk.	Elements of healthy lifestyles.HL1 Mental Wellbeing HL2 HL3 Physical activity. Zones of regulation.	Diversity, rights & responsibilitie s. WILI1 who they can talk to. What is acceptable.	Preparing for adulthood WILI4 Keeping safe, who they can talk to. What is acceptable.	Healthy & unhealthy relationships & behaviours CG3 What is confidential, how to report concerns.
Suggested final outcome Formal Pathway	Know how to call 999 in the case of an emergency. What would you need to tell them? What risks are there in your classroom, could you make it better?	Privacy & where you can touch in public. Understand what consent means. Recognise how bodies change as we grow.	Describe what a healthy lifestyle, might include, leisure, physical activity, online activities and sleep. Identify changes you might make to keep you healthy.	Recognise that different cultures and faith groups have the right to practise their customs and beliefs within British values & law.	Share what skills we need to develop for independent living (e.g. safety, shopping and meal preparation) Share what opportunities we would like to take part in as we move to the TI Department.	Share how we expect people to behave towards us in friendships and relationships. Identify what we can do if we are worried or concerned about an unhealthy relationship.

Suggested final outcome Semi-Formal Pathway	What number would you call in an emergency? Recognise which service you need. Role- play different risks.	Privacy & where you can touch in public. Recognise how bodies change as we grow.	Describe what a healthy lifestyle, might include, leisure, physical activity, online activities and sleep.	Recognise different cultures and faiths, what is similar to ours & what is different.	Share what skills we have & need to develop for independent living (e.g. safety, shopping and meal preparation)	Identify the differences between positive/ healthy and negative/ unhealthy relationships. Who could you talk to if you are worried?
Suggested final outcome Informal Pathway	What could you change to reduce risk in your classroom. Who are the emergency services?	Privacy & where you can touch in public. Recognise that friends do not always know what is best for each other.	Recognise how we may feel if we don't get enough sleep. Recognise dental health (e.g. how to brush teeth correct	Celebrate different cultures recognising aspects that we recognise & enjoy.	Share what is important to us. What we like & dislike, what we would like to do more of.	Recognise positive qualities we can bring to a relationship (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries)
Suggested final outcome Pre-formal Pathway	Would arrive in an emergency? How might they help you?	Privacy & where you can touch in public. Respond to stimuli about different kinds of friendship.	Respond to stimuli about things we like to do which make us feel calm and relaxed.	Respond to stimuli, sharing different cultures & what might be different to our own.	Recognise, older students have to leave Saxon Hill. How might they be feeling?	Identify some key features of positive friendships/ relationships, and how they can make us feel.
Evidencing	**Rainbow** Science **Jewels** PSHE: Health and Relationships	**Rainbow** Physical Development, Health and Selfcare **Jewels** PE: Health and Fitness	**Rainbow** Communication: Understanding **Jewels** PSHE: Health and Wellbeing	**Rainbow** Understanding the World: People and Communities **Jewels** PSHE: Living in the Wider World	**Rainbow** Personal, Social & Emotional: Making Relationships **Jewels** PSHE: Relationships	**Rainbow** Personal, Social and Emotional: Self Confidence and Self Awareness. **Jewels** Scientists and Inventors

Towards Independence Long Term Plan Cycle 3

Delivery

PSHE/RSE does not fit into the themes, it is a standalone unit. However, PSHE/RSE and topics are taught holistically, throughout the department.

PSHE/RSE at Saxon Hill is based on a 3-year cycle, for all departments. Evidencing takes place through Rainbow, Jewels and some accreditation.

Programs for teaching PSHE Association

• PSHE Education planning framework for pupils with SEND. Key Stages 1 -4

• Progression onto PSHE Association, programme of study for PSHE Education. Key Stages 1-5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus for learning	**Health and Fitness**	**Physical Health**	**Mental Wellbeing**	**Social and Cultural Diversity**	**Understanding Relationships**	**The Law**
Planning	Accidents & risk SS3 Emergency services SSS5 First aid. Areas of the health service.	Formal & Semi- Formal CG4 & CG1 Pre-formal & Informal CG4 & CG5 How to manage risk.	Elements of healthy lifestyles.HL1 Mental Wellbeing HL2 HL6 Medicinal Drugs Self-harm. Zones of regulation.	Diversity, rights & responsibilities. WILI1 Protecting themselves & others, reporting concerns. What is acceptable.	Preparing for adulthood WILl4 How the law changes as we grow older. Managing Finances WIL15 Health checks & intimate checking.	Keeping safe online SS4 Medicinal drugs, alcohol & tobacco HL7 How to report concerns. What is acceptable.
Suggested final outcome Formal Pathway	Identify how you can reduce risk and keeping safe. What would you do, who would you ring or tell and what to say, in the event of an emergency?	Understand that consent must be sought before any sexual activity & it is ok to say no. Understand contraception, its correct use and where accessed. Recognise pregnancy, mischarge & abortion.	Recognise choices for a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep. Recognise how we can help friends & family who might be feeling stressed or unhappy.	Recognise different cultures and faiths & our right to practise these. Recognise what we all have in common, despite differences (e.g., in age, ability, sex, sexual orientation and gender identity)	Identify our next steps when leaving Saxon Hill. What are our choices & rights. Recognise our strengths & skills, what volunteering or job we would like to do in the future. Recognise the difference between essential & luxury purchases	Explain how some behaviours on social media might damage friendships and relationships. Recognise the risk of indecent images. Explain how drugs/ alcohol can influence people's actions.

Suggested final outcome Semi-Formal Pathway	What number would you call in an emergency? What could you change to stay safer?	Understand consent & that it ok to say no. Recognise intimate relationships & what the law says.	Recognise choices for a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep. Recognise when others around you are unwell.	Recognise similarities of own faith & culture. Celebrate our differences & how they might change our lives.	Identify our next steps when leaving Saxon Hill. What are our choices, what do we prefer. What skills are we building during Preparation for Adulthood. Recognise the consequences between losing or spending more money than we have.	Recognise behaviours on social media. What is private? What can you share, when keeping safe? Know some risks of drinking, smoking, & other drugs.
Suggested final outcome Informal Pathway	Identify behaviours & actions that might cause risk to yourself or others. Who are the emergency services?	Privacy & where you can touch in public. Recognise consent. Who could you tell, if you were unhappy about private touch.	Recognise how we may feel if we don't get enough sleep. Recognise link between physical health and mental wellbeing.	Celebrate different cultures, recognising aspects that we enjoy & might be similar to ours in school & at home.	Share what we like in school & what we might like to do when living Saxon Hill. Share what is important to us. Identify some ways of keeping money safe.	Recognise what is safe to share online. Recognise what is private & with who it is safe to share. Respond to stimuli about taking care of our bodies.

Suggested final outcome Pre-formal Pathway	Recognise who the emergency services, when might you need them?	Privacy & where you can touch in public. Respond to stimuli about different kinds of friendship.	Respond to stimuli showing different aspects of a healthy lifestyle. Respond to stimuli about things we like to do which make us feel calm and relaxed.	Respond to stimuli, sharing different cultures. Recognise that we are all different.	Recognise different types of living arrangement, including adult care, residential care and living independently. Recognise that we use money to buy thing	Respond to stimuli about taking care of our bodies. Respond to what are private parts of our bodies.
Evidencing	**Rainbow** Science **Jewels** PSHE: Health and Relationships	**Rainbow** Physical Development, Health and Selfcare **Jewels** PE: Health and Fitness	**Rainbow** Communication: Understanding **Jewels** PSHE: Health and Wellbeing	**Rainbow** Understanding the World: People and Communities **Jewels** PSHE: Living in the Wider World	**Rainbow** Personal, Social & Emotional: Making Relationships **Jewels** PSHE: Relationships	**Rainbow** Personal, Social and Emotional: Self Confidence and Self Awareness. **Jewels** Scientists and Inventors

Appendices
Statutory requirements

The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on best practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to pupils' personal development, behaviour, welfare, and pupils' spiritual, moral, social and cultural development. The relationships and health aspects of PSHE education will be compulsory in all schools from 2020.

The draft guidance for PSHE in 2024 was part of a review and update process that aimed to ensure the curriculum continued to meet the evolving needs of children and young people. While the statutory guidance for RSE was implemented in 2020, the PSHE curriculum, which covers broader topics like mental health, economic understanding, and personal development, also needed adjustments to reflect emerging issues and best practices.

Peer Observations

Peer observation of teachers by teachers with a specific focus on observing interactions with children, questioning, and communication. The aim is to provide opportunities for reflection and sharing of good practice. The observation will be carried out during PSHE and RSE lessons.

Wendy Arnfield (PSHE/RSE Curriculum Lead) supports teachers, with pupil interventions, if an individual pupil requires more in-depth targeted knowledge.

Work Scrutiny

Scrutiny will be through data, EFL evidence, and AIM Tagged observation recording. The moderation of learning during a Work Scrutiny gives an oversight of curriculum coverage, ensuring that class teams are capturing evidence, setting aspirational targets with next steps where appropriate, and that progress can be seen over time.

Subject Policy

Ensure that PSHE and RSE policy, review, and gain authorisation to deliver through Governors, is current and up to date.

Ensuring that the intent is evident when teaching PSHE and RSE to pupils in all the pathways. To ensure implementation of PSHE and RSE is taught across the pathways, and how impact reflects pupils are better equipped for the next stage of their lives as a result of PSHE and RSE.

PFA ensures essential skills are ongoing, as students progress into the next stage of

their lives and leaving the nurturing environment of Saxon Hill.

Curriculum overview of the three-year, six terms programme

To establish ongoing questionnaires to all staff, ensuring that they are confident with PSHE and SRE, the delivery, their student engagement, and have appropriate resources in place.
This evidence will inform next steps and sharing of best practices and what went well. Golden Threads are an integral element to the pupils' holistic PSHE/RSE learning.

Subject Evaluation and Development Plan

Identify the strengths and the areas that need to be developed within PSHE and RSE across the school, looking at PSHE and RSE in classes, gaining a snapshot (through Learning Conference walks, EFL observations, Peer Observations, and sharing at staff meetings) gaining snapshots of what is working well and what isn't working well.

Data Scrutiny

To use EFL, tagged observations to check a sample of pupils. With the support of teaching SLT to enable the coordinator to see other pupils' data.

Implementation

At Saxon Hill Academy, we will achieve implementation through sensitive whole school engagement, along with directed lessons through PSHE & RSE. Assemblies which include one that is the directed topic area, as well as whole school celebration days.

Early Years Foundation Stage Curriculum (EYFS) follow the 7 areas of learning and PSED (Personal, Social, and Emotional Development) is one of them; this is broken down into self- confidence and self-awareness, making relationships, managing feelings and behaviour. These areas are assessed against the Rainbow Profile.

Our PSHE & RSE curriculum for both primary and secondary is based on a three-year, six-term rolling programme, ensuring all students have opportunities to develop and build upon their prior learning.

These key session headings will be delivered appropriately with consideration given to age and developmental understanding, giving depth to include Pre-formal, Informal, Semi- Formal, and Formal pupils.

Primary topic coverage:
- Families and People who care for ME.
- Respectful Relationships.

- Caring Friendships
- Our Bodies
- Being Safe
- Online Relationships

Secondary topic coverage:
- Health & Fitness
- Physical Health
- Mental Wellbeing
- Social & Cultural Diversity
- Understanding Relationships
- The Law

Beyond timetabled PSHE & RSE lessons, pupils are supported in applying skills that they are learning in real-life situations as they arise e.g. resolving conflict, dealing with emotions or working together as part of a group, community engagement, and through work experience and independence work.

Skills and knowledge build upon pupils' prior learning and experiences and lessons are differentiated according to the physical, emotional, and cognitive development of individual pupils.

All students have equal access to the curriculum, developmentally appropriate materials, and resources. Delivery will be differentiated appropriately according to need. Resources are sensitive to the needs and backgrounds of the children and integral teaching ensures appropriateness.

Roles and responsibilities

Governors will approve the PSHE/ RSE policy.

The Headteacher and Curriculum Leas are responsible for ensuring that PSHE and RSE are taught consistently across the school.

The Curriculum Lead, Wendy Arnfield, will liaise with the Headteacher, Governors, SLT, and staff in the delivery of PSHE and RSE.

Teachers and TAs are responsible for:
- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils.

All staff will take part in an annual questionnaire ensuring they feel confident in delivery and their role in our whole school's holistic approach.
All staff will receive guidance on appropriate terminology throughout the school. Key staff will be encouraged to attend local and national courses as appropriate.

PSHE and RSE Policy Links

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for Schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance) Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social, and cultural development).
- National Citizen Service guidance for schools
- Health & healthy eating - healthy lifestyles through physical education, food technology, science, sport, and extra-curricular activity will support physical well- being.
- Confidentiality - children will be taught about safeguarding, including how to stay safe online.
- Safeguarding - Keeping Children Safe in Education (KCSIE) sets out that all schools should ensure children are taught about safeguarding, including how to stay safe online.
- Behaviour – appropriate behaviour, inclusion, respect for equality, diversity, and own well-being.
- Equal Opportunities – opportunities awareness to include race, socio-economic class, gender, religion, and sexuality.
- Drugs Education - includes an emphasis on developing students' life skills and protective behaviours.
- Sex and relationships - Education 2019 - will be mandatory from September 2020

Parents' right to withdraw

Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in the primary areas of the school, other than as part of the science curriculum.

Due to all students at Saxon Hill being SEND students, there may be exceptional circumstances where the Headteacher and coordinator may want to take a pupil's specific needs arising from their SEND into account when making this decision. This is reflected in the school's policy on RSE.

Parents have the right to request that their child be withdrawn from some or all of sex education, delivered as part of statutory RSE. Primarily as best practice, the Headteacher and coordinator of RSE should discuss the request with parents with the effects that withdrawal might have on the child and where possible alleviate any concerns, clarifying the nature and purpose of the curriculum. Following the discussion having taken place, except, in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. Action will be recorded on student records.

If a pupil is excused from sex education, the schools will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Learning pathways

Pre-formal	Informal
Learners in this pathway tend to be our pupils with profound and complex multiple learning needs. They are at the very early stages of learning and development. The Pre-formal learning pathway focuses on awareness of self and their effect on the world immediately around them. It is delivered using a bespoke therapeutic curriculum approach. This promotes communication, interaction and engagements through highly personalised strategies, working from each learner's unique characteristics of learning, engagement levels and preferences. Learners may need to repeat activities many times to begin to show anticipation, express their preferences/dislikes and to interact. In the Pre-formal Pathway, our Leaders Curriculum is taught holistically through a wide variety of non subject-specific learning opportunities. There is an emphasis on pupils acquiring the pre-requisite knowledge and skills for learning. To ensure a broad and balanced delivery, the areas of learning are divided into our aspects and timetabled individually even though all parts of the curriculum are interconnected.	Learners in this pathway typically have complex learning difficulties and are working consistently within the severe learning difficulties spectrum. An 'in the moment' approach is adopted; fostering communication skills throughout, developing, and building upon interactions as they occur. Specific learning objectives cannot always be planned for as outcomes are driven by the pupil's ability to engage, and experiences which capture their interests at any given moment. The Informal Pathway supports experiences within and beyond the school community. Sensory needs are addressed for individual learners to promote self-regulation and increase engagement. In the informal pathway our Leaders Curriculum is taught holistically through a wide variety of early stages of subject- specific learning opportunities, bridging the gap between a sensory curriculum and subject-based learning. There is still a need for pupils to build on the foundations of the pre- requisite knowledge and skills for learning. To ensure a broad and balanced delivery, the areas of learning are divided into our aspects and timetabled individually even though all parts of the curriculum are interconnected. Within this pathway staff will maximise the learning opportunities in planned and unplanned situations to develop learning for individual pupils.
Semi-formal	**Formal**
Learners in this pathway typically have complex and severe learning needs and are consistently working significantly below age related expectations but with a focus on the development of the knowledge and skills of emergent subject-specific learning. Learners require experiences and opportunities which promote the development of independence, functional skills, communication, emotional well-being, and confidence. This includes opportunities to learn from problems encountered and the chance to practise and apply skills in different situations with different people. It is important for these pupils that achievable aspirations for transitioning to their adult lives remain at the heart of the curriculum. The core subjects of maths and English are taught	Learners in this pathway have learning difficulties and are consistently working below age related expectations. For these learners subject-specific input including Core and Foundation subjects, provides a bridge between the Semi- formal Pathway and that of the National Curriculum, whilst considering individual learning styles and interests. The subject-based knowledge and skills are taught contextually with functional literacy and numeracy skills being practised in a variety of contexts e.g. through role play in Explorers departments and applied to support real life situations e.g. reading a shopping list and handling money, in secondary departments. Our young people may take many years to consolidate basic concepts, knowledge and skills and therefore priorities are identified which will best support them in their aspirations and future life. In the

discretely. Foundation subjects are taught during specific sessions and through our topic anchors.	Formal Pathway topic-based teaching is used as and when it enriches the learning, otherwise, subjects are taught discretely, following the programs of study set out in the NC. Subjects are delivered relevant to their cognitive ability rather than their age.

## Leaders Curriculum

Our leader's curriculum is a spiral curriculum.
The main concepts of a spiral curriculum are that:
1. The student revisits a topic, theme or subject several times throughout their school career.
2. The complexity of the topic or theme increases with each revisit; and
3. New learning has a relationship with prior learning and is put in context with the previously acquired information.
The benefits of implementing a spiral curriculum include:
1. The information is reinforced and consolidated each time the student revisits the subject matter.
2. Students are encouraged to apply the early knowledge to later course objectives.
3. The spiral approach to teaching focuses on the open-ended nature of understanding. It demonstrates that learning never ends and is a lifelong process.

- Harden and Stamper (1999)
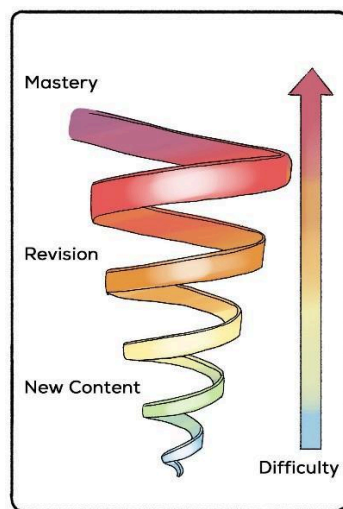
Curriculum Aspects

The curriculum is split into 6 aspects. Aspects are met differently through each of our Pathways, where they are interpreted and delivered within realistic and relevant areas of learning.

Aspects are the same throughout school but the Areas of Learning within each aspect are dependent on a young person's learning Pathway.

These Areas of Learning provide opportunity for pupils to acquire, retain and use pre- requisite skills and concepts, gradually reaching a standard when skills and concepts can be classified under specific subjects such as English and Mathematics. Pupils are expected to demonstrate learning autonomy in all pre-requisite skills and concepts before being taught or assessed in specific subjects.

Aspects of learning reflect documents by specialist schemes of work e.g. Equals, Sounds of Intent and Routes for Learning as well as the Early Years Foundation Stage and the National Curriculum. They align with PHSE, PFA, EHCP outcomes, and Golden Threads of Learning and Life curriculum drivers ensure good coverage, for timetable purposes to ensure a common language throughout the school:

Leaders Curriculum Aspects		National Curriculum subjects mapped to aspect	Typical curriculum weighting per week
	Communication, Language and Literacy	Communication and language, English,	5 periods
	Independence & Well-being	PHSE (inc. SRE, PSED), Citizenship, PfA, Cooking.	2 periods
	Thinking and Problem Solving	Maths and Science.	5 periods
	Physical Skills & Fitness	Physical Development, PE.	2 periods
	Community and the Wider World	Understanding the world, Geography, History, RE, MFL, Citizenship.	2 periods
	Creativity	Expressive art and design, Art, Music, DT (inc. cooking), Drama	2 periods
	Vocational Skills (Toward Independence dept. only)	Preparation for Adulthood, post-school planning, Careers Guidance, pupils' choice's reflecting career pathway and aspirations.	5 periods

Compulsory NC subjects mapped to LEADERS aspects	Explorers	Investigators	Adventurers	Towards Independence	Saxon Hill Aspects
	Key stage 1	**Key stage 2**	**Key stage 3**	**Key stage 4**	
Age	5-7	7-11	11-14	14-16	
Year groups	1-2	3-6	7-9	10-11	
Core subjects					Core Aspects
English	✓	✓	✓	✓	Communication Language and literacy
Mathematics	✓	✓	✓	✓	Thinking and Problem solving
Science	✓	✓	✓	✓	
Foundation subjects					Foundation Aspects
Art and design	✓	✓	✓		Creative
Citizenship			✓	✓	community and the wider world
Computing	✓	✓	✓	✓	community and the wider world
Design and technology	✓	✓	✓		Creative
Languages		✓	✓		community and the wider world
Geography	✓	✓	✓		community and the wider world
History	✓	✓	✓		community and the wider world
Music	✓	✓	✓		community and the wider world
Physical education	✓	✓	✓	✓	Physical skills and fitness
Religious education	✓	✓	✓	✓	independence and well-being
Sex and relationship education			✓	✓	independence and well-being

Saxon Hill Academy

Headteacher:_____ Date:_____

Governor: _____ Date:_____

Wendy Arnfield: _____ Date:_____