

Leaders Curriculum



**PSHE and RSE**

Co-ordinator: Wendy Arnfield

*‘Every young person a leader in learning and life’*

Mel Newbury Principal

[**INTENT**](#_bookmark0)

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## 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.

PSHE (Personal, Social, and Health Education) and RSE (Relationship, Sex Education) are frameworks through which a foundation of knowledge, skills, and attitudes are developed which build positive, healthy adult lifestyles. They promote the physical, social, mental, spiritual, and aesthetic well-being of the individual, groups, and the community in partnership with parents.

## 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) ensure 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.

## Impact

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.

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.

The delivery of PSHE/RSE is overseen by Wendy Arnfield, through:

* + Learning Conference Weeks, with recorded focus work and liaising with; Joanne Baker (Wellbeing lead Lower school), Isobel Jellyman (Wellbeing lead Upper school), and Wendy Arnfield (Work Experience and Community Co-Ordinator).

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. | 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. | 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. | 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. | 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. | 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.  Golden threads are an integral part of the pupils' holistic learning. | 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.  Golden threads are an integral part of the pupils' holistic learning. |

* 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-](http://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)

**Guidance and Resources**

# 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



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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** | Self-Awareness SA1 | Playing & working together SA3 | People who are special to us SA4 | Baby to Adult CG1 | Keeping Safe SSS2 | Public & Private SSS5 |
| **Suggested final outcome**  Formal Pathway | I will know who cares for ME? | I know when to say please and thank you & take turns | I will know who my friends | I know that some people are boys and others are girls. | I will know that I must keep the bathroom door closed | I will know what an online relationship is |
| **Suggested final outcome**  Semi-Formal Pathway | I know who I live with? | I will know when to say/sign thank you | I will ask/sign someone to be my friend | I will recognise my gender & know a friend | I will ask/sign to shut the bathroom door | I will know 1 person online |
| **Suggested final outcome**  Informal Pathway | Who do I live with? | I will be able to say/sign thank you | I will show friendship to a peer | I recognise that I am a boy or girl | I will know that the bathroom door should be closed. | I will choose whether I prefer to see or hear a person |
| **Suggested final outcome**  Pre-formal Pathway | Who are two members of your family? | I will recognise people have said thank you to me | I will choose a friend. | I recognise that I am a boy or girl | To know that the bathroom has a door | I will choose whether I prefer to see or hear a person |



**Rainbow**

**Evidencing**

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**

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| **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** | People who are special to us SA4 | Self- Awareness SA1 | Getting on with Others  SA5 | Changes & Puberty CG2 | Keeping Safe SSS2 | Keeping Safe online SSS5 |
| **Suggested final outcome**  Formal Pathway | Who am I? What do I like spending time doing?  Who are my family | I know the importance of respect and how it links to happiness | I will recognise which relationships make me happy, uncomfortable, and unhappy | I will know what makes a boy a boy and a girl a girl, knowing their technical  names | I will understand the need for privacy and why its important | 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. | I will know what respect is and why we need to respect | I will be able to recognise a good friendship | I will know the technical terms for my own body/gender | I will know when I need privacy | I will be able to talk to others online. |
| **Suggested final outcome**  Informal Pathway | What do I enjoy and what do I dislike? | I will be able to say please and thank you | I will demonstrate friendship with a number of my peers | I will recognise that boy’s bodies are different from girls | I will know there are areas I need privacy in (e.g bathroom) | I will know that I can talk to people online |
| **Suggested final outcome**  Pre-formal Pathway | What do I enjoy? | I will share activities with my peers | I will recognise what I like to do with friends | I will recognise that boy’s bodies are different from girls | I will share when I feel safe | I will recognise that I can hear or talk to someone, both face-to-face  and online |



**Rainbow**

**Evidencing**

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**

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| --- | --- | --- | --- | --- | --- | --- |
| **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 | Changing Bodies CG2 | Keeping Safe Online  SS4 | Diversity, Rights & Responsibilities  WILI1 | Public & Private SS6 | Managing Pressure SA4 |
| **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 | 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 | 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 |
| **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 | 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 | I will experience different cultures | I will understand what a nurse is | I will understand no means no. |



**Rainbow**

**Evidencing**

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**

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| --- | --- | --- | --- | --- | --- | --- |
| **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** | Keeping Well HL3 | Body Changes CG1 | Public & Private SS6 | Prejudice & Discrimination SA3 | Managing Pressure SA4 | Intimate Relationships, Consent & Contraception  CG4 |
| **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 with a gender | 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 |
| **Suggested final outcome**  Semi-Formal Pathway | I will recognise why I take prescribed medication | I will recognise my own gender and sexual identity | 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 | 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 | 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 |



**Rainbow**

**Evidencing**

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**

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| **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** | Respecting differences between people. | Things we are good at  SA1 | Kind and unkind behaviours  SA2 | Public and Private SS5 | Keeping Safe SSS2 | Keeping Safe online SSS4 |
| **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. |



**Rainbow**

**Evidencing**

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 2**

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| --- | --- | --- | --- | --- | --- | --- |
| **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** | People who are special to us SA4 | Self- Awareness SA2 | Getting on with Others  SA5 | Public and private SSS5 | Keeping Safe SSS2 | Keeping Safe online SSS4 |
| **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. |

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| **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 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 1**

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| **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  Bodie image HL5 | Romantic feelings & sexual attraction MF3 Public & private  SS6 | Self-esteem & unkind comments MF1 | Diversity, rights & responsibilities.  WlLll | Friendship CG2 | Feeling frightened/ worried SSS2 |
| **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 intermate relationships.  I will recognise the differences between, romantic/intim ate/physical relationship, 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/unkin d comments | 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. |

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| **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/unkin d comments. | 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 | 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. | 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  **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**

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| **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  Bodie image HL5 | Intermate relationships, Consent & contraception CG4 | Managing pressure SA4  Self-esteem & unkind  comments. | Diversity, rights & responsibilities.  WlLll | Healthy relationships & behaviours CG3 | Prejudice & discrimination SA3 |
| **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/intim ate/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 | I will know the names of my body parts.  I will understand consent.  I will recognise the | Understand the term self- esteem & what make you happy.  Understand what personal body space  means as | I will recognise aspects of British values.  Some of the similarities, differences and diversity among people of  different race, | Recognise a good friendship & how it makes us feel.  Identify positive strategies to manage inappropriate | Recognise that not all relationships are positive.  Give reasons why we should expect to be treated with |

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|  | by self-esteem & associated feelings. | different types of intimate relationships including same-sex  relationships. | individuals, recognise when this might be encroached. | faith and culture.  I will know what is meant by rights and  responsibilities. | behaviour towards us. | 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/ealth and negative/unhea lthy 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**

**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



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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** | Different types of relationships CG4 | Getting on with other CA5 | Trust SSS3 | Keeping Safe SSS2 | Jobs people do WiLi12 | 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? |

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| **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**

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| **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 | Trust SSS3 | Keeping Safe  SSS2 | Rules & the law WlLl3 | 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? |

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| **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 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 3**

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| **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 | Formal & Semi- Formal CG4 & CG1  Pre-formal & Informal CG4 & CG2 | Elements of healthy lifestyles.HL1 Mental Wellbeing HL2 HL3 Physical  activity. | Diversity, rights & responsibilities.  WlLl1 | Preparing for adulthood WlLl4 | Healthy & unhealthy relationships & behaviours CG3 |
| **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. |

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| **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 relationships (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**

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| **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 | Formal & Semi- Formal CG4 & CG1  Pre-formal & Informal CG4 & CG2 | Elements of healthy lifestyles.HL1 Mental Wellbeing HL2 HL3 Physical  activity. | Diversity, rights & responsibilities.  WlLl1 | Preparing for adulthood WlLl4 | Keeping safe online SS4 |
| **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. | Explain how some behaviours on social media might damage friendships and relationships.  Recognise the risk of indecent images.  What is considered at adult only in media/ online & on TV |

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| **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 behaviours on social media might damage friendships and relationships.  What is private? What can you share, when keeping safe? |
| **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. | Recognise what is safe to share online.  Recognise what is private & with who it is safe to share. |
| **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. | Respond with curiosity to stimuli about different ways of keeping safe. 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, and 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.

With the introduction of compulsory relationships and sex education (RSE) in schools from September 2020, our Primary students will be taught only relationships students will build upon the foundation blocks taught to primary students, offering the best possible outcomes for all students.

### 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 is 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 discretely. Foundation subjects are taught during specific sessions and through our topic anchors. | 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 taking into account 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 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 leaders curriculum is a spiral curriculum.**

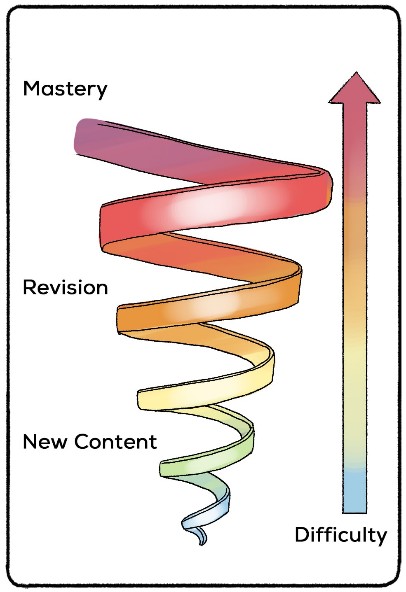
The main concepts of a spiral curriculum are that:

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:

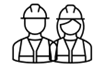
1. The information is reinforced and consolidated each time the student revisits the subject matter.
2. Students are encouraged to apply the early knowledge to later course objectives.
3. The spiral approach to teaching focuses on the open-ended nature of understanding. It demonstrates that learning 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 |

