



Willow

PSHE



Key Stages 1 to 4

### Curriculum Intent:

PSHE is integrated throughout our entire school curriculum and ethos. All teachers deliver elements of PSHE throughout the day in addition to the weekly targeted lessons. The emphasis is on communication, independence skills, health and well-being, pupil's futures and RSE. Pupils should have access to bespoke learning programmes and resources where appropriate. The aim is to develop the qualities and attributes needed so that pupils thrive as individuals, as part of their family and their wider community.

For students on the Willow Pathway this is achieved by learning to the skills to:

- **Be able to communicate with others, using their preferred method**
- **Make safe choices, develop their own interests and have autonomy over their futures**
- **Enjoy and sustain positive and rewarding relationships with others**
- **Understanding and interacting successfully with the wider world.**

The curriculum is delivered through whole class teaching, small group work and individualised learning targets. Learning takes place in the classroom and in the wider community. The opportunity for students to apply learning and practice skills in real life contexts is central to the curriculum and successful learning.

### ASSESSMENT AND IMPACT

Steps of progress are mapped against the KSENT CORE PSHE assessment framework, which reflects the core areas of the curriculum.

Individual targets are planned, delivered and assessed through students provision plans.

At KS4 students access accreditation that is externally assessed and appropriate to individual abilities, building on skills and knowledge from previous years.

Pupils on the Willow Pathway in Key Stage 4 will gain the OCR Life and Living Skills qualifications.

# Curriculum Progression Map



**PSHE**



**Key Stages 1 to 4**

## Curriculum Implementation:

Key Stage 1 PSHE Cycle	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Knowing Myself</li> <li>Belonging to groups</li> </ul>	<ul style="list-style-type: none"> <li>Ourselves</li> <li>Caring</li> </ul>	<ul style="list-style-type: none"> <li>Making Personal Choices</li> <li>Transitions, School Events and Community Visits</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Being Aware in the Community</li> <li>Looking after the Environment</li> </ul>	<ul style="list-style-type: none"> <li>Food / exercise – Healthy Choices</li> <li>The People Around Me</li> </ul>	<ul style="list-style-type: none"> <li>Personal Responsibility</li> <li>Transitions, School Events and Community Visits</li> </ul>
Key Stage 2 PSHE Cycle	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Being Aware of My Ability</li> <li>Recycling</li> </ul>	<ul style="list-style-type: none"> <li>Medicines and Drugs</li> <li>Friends</li> </ul>	<ul style="list-style-type: none"> <li>Knowing how I am changing</li> <li>Transitions, School Events and Community Visits</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Choosing Rules</li> </ul>	<ul style="list-style-type: none"> <li>Health and Exercise</li> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>Rights and Choices</li> <li>Transitions, School Events and Community Visits</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Communities</li> <li>Topical Issues</li> </ul>	<ul style="list-style-type: none"> <li>Keeping Safe</li> <li>Playing and Learning Together</li> </ul>	<ul style="list-style-type: none"> <li>Safety in the Community</li> <li>Transitions, School Events and Community Visits</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Taking Responsibility Towards Others</li> <li>Valuing Money</li> </ul>	<ul style="list-style-type: none"> <li>Growing and Changing</li> <li>Special Days</li> </ul>	<ul style="list-style-type: none"> <li>Respecting Privacy</li> <li>Transitions, School Events and Community Visits</li> </ul>

Topics may be delivered at different times in the curriculum cycle depending on the needs of students. Key ideas will be embedded across the curriculum for all year groups – EG- Safe use of technologies, emotional literacy.

The practical exploration and application of skills, including community based learning is central to the curriculum and successful learning

# Curriculum Progression Map



**PSHE**



**Key Stages 1 to 4**

## Curriculum Implementation:

Key Stage 3 PSHE Cycle	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Recognising My Needs</li> <li>Everyday Choices</li> </ul>	<ul style="list-style-type: none"> <li>Health and Exercise</li> <li>Changing Relationships</li> </ul>	<ul style="list-style-type: none"> <li>My Changing Body</li> <li>Transitions, School Events and Community Visits</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Communities and Cultures</li> <li>Helping Others</li> </ul>	<ul style="list-style-type: none"> <li>Personal Hygiene</li> <li>Respecting Others</li> </ul>	<ul style="list-style-type: none"> <li>Awareness and Coping</li> <li>Transitions, School Events and Community Visits</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Feelings</li> <li>Looking After Our School</li> </ul>	<ul style="list-style-type: none"> <li>Exercise is Fun</li> <li>Conflict Resolution</li> </ul>	<ul style="list-style-type: none"> <li>My Changing Body / Personal Sensitivities</li> <li>Transitions, School Events and Community Visits</li> </ul>

Key Stage 4 PSHE Cycle	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Self-Esteem</li> <li>Accessing the Community</li> </ul>	<ul style="list-style-type: none"> <li>Safe Relationships and Lifestyles</li> <li>Communicating about Feelings and Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Understanding my bodily needs</li> <li>Being Myself</li> <li>Leisure and Relaxation (Community Visits)</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Decision Making</li> <li>Personal Care and Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Ethnic Diversity</li> <li>Healthy Eating / Exercise is for Life</li> </ul>	<ul style="list-style-type: none"> <li>Human Development</li> <li>Change in the Community</li> <li>Transitions, School Events and Community Visits</li> </ul>

Topics may be delivered at different times in the curriculum cycle depending on the needs of students. Key ideas will be embedded across the curriculum for all year groups – EG- Safe use of technologies, emotional literacy.

The practical exploration and application of skills, including community based learning is central to the curriculum and successful learning

# Curriculum Progression Map



PSHE



Key Stages 1 to 4

## Preparation for Adulthood:

Please see separate document

**Aims:** Schools should build skills to support the young person to make their own choices / decisions in the future.

**Communication**  
In Key Stage 1, pupils will be supported to develop appropriate strategies for communication, so that they can begin to learn ways to express themselves, communicate their wants and needs and feelings, with support.

**Relationships:**  
We aim to support children and young people so that they are included in social groups and develop friendships.

- PSHE curriculum
- Circle Time
- Child Initiated Play
- Structured play opportunities
- Exploration activities
- Offers of activities with peer group

**Good Health:**

- Enjoy being active
- Move around safely
- Explore movement and environment
- Eat and drink safely, try a range of foods

**Preparation for Adulthood Willow Pathway KS1**

**EHCP Process**  
The education, health and care (EHC) plan and review process should support individuals to prepare for growing independence and adulthood, whatever their age.  
Focussing on preparing for adulthood from the earliest years means prepare for the following areas:

- education, training and employment
- independent living
- friends, relationships and community good health

Pupils are consulted during on their views, hopes and dreams in the Section A process.

**Community:**  
Pupils will have opportunities to explore their wider community by accessing activities such as

- horse riding,
- forest school
- local shops
- parks / softplay
- Local areas of interest—eg zoo

as appropriate, so that they can widen their experiences and learn about social expectations and different social contexts.

**Aims:** Schools should build skills to support the young person to make their own choices / decisions in the future.

**Communication**  
In Key Stage 2, pupils will be developing their communication skills, using their preferred strategies and methods, so that they can gain confidence with expressing themselves, communicate their wants and needs and feelings, with support. They will be supported to communicate with a wider range of listeners.

**Relationships:**  
We aim to support children and young people so that they are included in social groups and develop friendships.

- PSHE curriculum
- Circle Time
- Opportunities for play
- Be safe and enjoy the company of others
- Develop friendships

**Good Health:**

- Enjoy being active and taking part in activities
- Move around safely
- Eat and drink safely, try a range of foods
- Begin to recognise feelings in self

**Preparation for Adulthood Willow Pathway KS2**

**EHCP Process**  
The education, health and care (EHC) plan and review process should support individuals to prepare for growing independence and adulthood, whatever their age.  
Focussing on preparing for adulthood from the earliest years means prepare for the following areas:

- education, training and employment
- independent living
- friends, relationships and community good health

Pupils are consulted during on their views, hopes and dreams in the Section A process.

**Community:**  
Pupils will have opportunities to explore their wider community by accessing activities such as

- horse riding,
- forest school
- local shops
- parks / softplay
- swimming
- Local areas of interest—eg zoo

as appropriate, so that they can widen their experiences and learn about social expectations and differ-

# Curriculum Progression Map



PSHE



Key Stages 1 to 4

## Preparation for Adulthood:

Please see separate document

**Aims:** Schools should build skills to support the young person to make their own choices / decisions in the future.

**Communication**

Pupils will have regular opportunities to use their preferred method of communication to express their wants, needs, thoughts and feelings. They will communicate with a wider range of listeners and put their skills into practice in a wider range of settings—eg community based settings

**Preparation for Adulthood Willow Pathway KS3**

**Relationships:**

We aim to support young people so that they are included in social groups and develop friendships.

- PSHE curriculum
- Opportunities for leisure activities / clubs
- Be safe and enjoy the company of others
- Develop friendships—social skills / friendships / meeting people / relationships
- Team building sessions
- Bike Club
- Enrichment

**Good Health:**

- Enjoy being active and taking part in activities
- Be a relaxed and happy person, who recognises their emotions and feelings and uses strategies to manage themselves, with support.
- Develop a healthy and nutritious diet
- Keep themselves and others safe from harm
- Look after personal care needs
- Have healthy and safe relationships
- Pupils will build on their resilience as learners and members of the school community through developing independent living skills, emotional and physical wellbeing and social skills, so that they can have a fulfilling role in wider society.

**EHCP Process**

The education, health and care (EHC) plan and review process should support individuals to prepare for growing independence and adulthood, whatever their age.

Focussing on preparing for adulthood from the earliest years means prepare for the following areas:

- education, training and employment
- independent living
- friends, relationships and community good health

Pupils are consulted during on their views, hopes and dreams in the Section A process. The Year 9 EHC Annual Review and every subsequent annual review must focus on preparing for adulthood.

**Community Learning / Independent Living Skills**

Pupils will have opportunities to explore their wider community by accessing activities such as

- forest school, local shops, parks, leisure centres, swimming, cafes, local areas of interest,

Areas of learning and topics include:  
Classroom and wider school jobs  
Money  
Travel

Maths, English, PSHE—People and Services in the community that we use, how to use them, how to recognise staff and safe people, how to shop, interact with staff, pay for shopping / orders, queuing, reading signs and information.

**Next Steps:**

- Meaningful and relevant experiences, that pupils have a say in—what are their interests? What does their future look like? What support will they need to access / achieve their goals? What will living arrangements look like in the future?
- Vocational Profiles eg Gatsby Benchmarks / Skills Builders

**Aims:** Schools should build skills to support the young person to make their own choices / decisions in the future.

**Communication**

Pupils will have regular opportunities to use their preferred method of communication to express their wants, needs, thoughts and feelings. They will communicate with a wider range of listeners and put their skills into practice in a wider range of settings—eg community based settings

**Preparation for Adulthood Willow Pathway KS4**

**Relationships:**

We aim to support young people so that they are included in social groups and develop friendships.

- PSHE curriculum
- Opportunities for leisure activities / clubs
- Be safe and enjoy the company of others
- Develop friendships—social skills / friendships / meeting people / relationships
- Managing risk taking situations
- Team building sessions
- Bike Club
- Enrichment activities

**Good Health:**

- Enjoy being active and taking part in activities
- Be a relaxed and happy person, who recognises their emotions and feelings and uses strategies to manage themselves, with support.
- Develop a healthy and nutritious diet
- Keep themselves and others safe from harm
- Look after personal care needs
- Have healthy and safe relationships including a more developed knowledge of good sexual health
- Pupils will build on their resilience as learners and members of the school community through developing independent living skills, emotional and physical wellbeing and social skills, so that they can have a fulfilling role in wider society.

**EHCP Process**

The education, health and care (EHC) plan and review process should support individuals to prepare for growing independence and adulthood, whatever their age.

Focussing on preparing for adulthood from the earliest years means prepare for the following areas:

- education, training and employment
- independent living
- friends, relationships and community good health

Pupils are consulted during on their views, hopes and dreams in the Section A process. The Year 9 EHC Annual Review and every subsequent annual review must focus on preparing for adulthood.

Vocational profiles

**Community Learning / Independent Living Skills**

Pupils will have opportunities to explore their wider community by accessing activities such as

- forest school, local shops, parks, leisure centres, swimming, cafes, local areas of interest,

Areas of learning and topics include:  
Classroom and wider school jobs  
Money  
Travel  
The Cottage  
Experiencing areas of work in the school  
The Retreat

Maths, English, PSHE—People and Services in the community that we use, how to use them, how to recognise staff and safe people, how to shop, interact with staff, pay for shopping / orders, queuing, reading signs and information.

**Next Steps:**

- Meaningful and relevant experiences, that pupils have a say in—what are their interests? What does their future look like? What support will they need to access / achieve their goals?
- Housing / Independent Living
- Vocational Profiles / Gatsby Benchmarks