



GOSDEN HOUSE SCHOOL ACCESSIBILITY PLAN

Gosden House School recognises and values the contributions that parents, carers, governors and other members of the community can make. We will endeavour to encourage the wider community to understand the aims and vision of the school and to involve them wherever possible.

Provision of information in other formats - We will endeavour, wherever possible, to provide information in alternative formats when required or requested. Examples of this are by using email, royal mail, enlarged print versions, audio tapes, translations, symbolled text. Adequate prior notice would be required through the school office.

Accessibility to premises - To continue to ensure that the school building and grounds are accessible to the extended school community, pupils, staff, governors, parents and community members as far as reasonably possible.

Date of original policy	April 2019
Original school author	E Mainwaring Updated by Charlotte Almond 2025
Review date and SLT initial	May 2025
Next review date	May 2028
Date approved and signed in governing body meeting	
If applicable	

PSHE (Personal, Social and Health Education)

What is PSHE?

Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. Personal, Health and Social Education underpins life at Gosden House School and is essential in helping to grow lives and build futures for our Gosden Graduates.






This policy should be read in conjunction with the schools RSE policy and Careers and Qualifications guidance.

PSHE Curriculum Design at Gosden

The curriculum at Gosden House including PSHE (Personal, Social, Health and Economic Education) is built around key 'life tools' that we believe our pupils need in their 'Toolboxes' to prepare them to lead fulfilling and productive lives now and in the future. In Primary PSHE is a core part of the 'Happy and Healthy' area of our curriculum which includes PSHE and PE.

The PSHE curriculum is built around the following key 'life tools' that we feel are essential for our pupils' personal development and are embedded into our PSHE curriculum.



PSHE SECONDARY TOOLS				
Healthy Relationships	Working Together	Positive Mental Health	Keeping Healthy	Life Skills
				

PSHE is delivered through a Spiral Curriculum approach which gradually introduces new and more challenging learning within our three core themes, whilst building on what has gone before, which reflect and meets the personal developmental needs of our learners.

As part of our whole school approach, our bespoke PSHE curriculum provides the building blocks to develop the qualities, skills and attributes that our learners need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society. We feel passionately that our PSHE curriculum needs to teach our pupils to stay safe and healthy and build self-esteem, resilience and empathy now and for in the future.

At Gosden House School PSHE is a planned programme of learning where our learners acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. It provides our learners with essential building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. The school's PSHE curriculum is also guided by the PSHE Association's Programme of Study (PoS). This policy is to be read in conjunction with the school's RSE, SMSC and Relational Support Policy, Careers & Qualifications Guidance and the Primary & Secondary Toolkit (which are available on the school website).



The spiral approach to delivering our PSHE spiral curriculum has three key principles.:

1. **Cyclical:** Pupils should return to the same topic a number of times throughout their learning journey whilst at Gosden House.
2. **Increasing Depth:** Each time a pupil returns to the topic it should be revisited, reinforced and extended in age and stage appropriate contexts.
3. **Prior Knowledge:** A pupil's prior knowledge should be used when a topic is returned to so that they build from their foundations rather than starting anew.

How is PSHE Delivered throughout the school?

PSHE is taught implicitly through everything we do and is at the heart of the strong relationships built at Gosden between staff and students. This can be seen in each lesson, at snack times and at playtimes.

- We believe at Gosden House that PSHE is an essential core subject. Learning time in individual classrooms that is allocated specifically to PSHE is very flexible based around the needs of the learners but is never less than 60 minutes of discrete PSHE time per week.
- Through Assemblies, class discussions, circle time and tutor time
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children.

How do we monitor the impact of our PSHE curriculum?

Pupil progress in PSHE is monitored rigorously both through the recognised assessment tool 'B Squared' and our EVISENSE system that records and celebrates students ongoing personal development journeys.

The PSHE curriculum is planned and assessed by teachers through the overlapping and linked Core Themes of: 'Healthy Lifestyle, Life Skills, Respectful Relationships, Online Safety and RSE.

Pupils are also involved in helping the school evaluate, mould and develop the PSHE education programme each year through the 'PSHE Student Voice' Survey.

The planned PSHE curriculum is enriched daily through wider learning opportunities and filters learners' developing skills throughout many aspects of school life. It is also enriched with targeted interventions to meet the specific social & emotional needs of individuals, including the setting of ILP targets linked to outcomes in EHCPs, the use of Zones of Regulation and students working towards and tracking their personal progress by collecting Key 'Life Tools' as part of rewarding and recognising personal achievements.

Organisation and Planning

Who is responsible for co-ordinating the subject?

Charlotte Almond – Whole School PSHE Lead

The PSHE curriculum intent document includes the LTP for the whole school and is reviewed and shared with staff and parents annually.

Staff Professional Development

Teachers training needs are determined at reviews meetings during the performance management cycle. Whole school training needs are planned and identified through a Yearly PSHE development plan. The school ensures they are kept informed of relevant changes to aspects of PSHE by attending LEA meetings on Healthy Schools and PSHE lead sharing new developments and training with staff.

Confidentiality

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further detail.



PSHE AT GOSDEN HOUSE

(Person, Social and Health Education, Citizenship and RSE)

KEY END POINTS IN OUR LEARNER'S JOURNEYS

The PSHE curriculum supports the progress of our learners in achieving our purposeful and ambitious 'End Points'. These identified 'End Points' focus on 'tooling' up our eventual Gosden Graduates for their future pathways. In addition to these guiding end points all learners have individualised ILPs (Individual Learning Plans) and within their EHCP individual outcomes under the four areas of need which are developed and achieved throughout their time at Gosden.

DEIB:

Diversity, Equity, Inclusion and Belonging are key elements in PSHE. We ensure that all of our learners feel represented in our PSHE lessons and also offer them windows and sliding doors into learning about other people's lives. The themes are explored throughout each area of learning and our resources are diverse and varied to reflect this as is explored below.

PRIMARY END POINTS

- HAPPY & HEALTHY - I will learn how I can have a healthy mind and a healthy body.
- CREATIVE AND CURIOUS - I can learn to be curious about the world around me and I am excited to find out.

SECONDARY END POINTS

- EMOTIONAL WELLBEING WIFM (What's in it for me?) – I can recognise my self-worth and understand ways I can work towards accepting change. I am aware of the importance of my emotional well-being and will continue to develop strategies to support this in a way that works for me.
- KEEPING HEALTHY WIFM (What's in it for me?) - I understand why it is important for my body to be healthy and who to speak to for advice and support.
- HEALTHY REALTIONSHPIS WIFM (What's in it for me?) - I recognise what different relationships look like. I am empowered to understand and develop healthy relationships. I feel comfortable with, when and where to get support and help, if I need to.
- SENSE OF BELONING WIFM (What's in it for me?)- I have the skills to be confident in my community and feel valued in making positive contributions. I am interested in the world outside my door and I want to play a part in it, understanding differences in people and my community.
- KS3 EMPLOYABILITY SKILLS WIFM (What's in it for me?)– I am developing an understanding of the expectations needed for my future aspirations and to successfully transition into KS4.
- Ks4 EMPLOYABILITY SKILLS WIFM (What's in it for me?) – I have an individualised skill set that enables me to access qualifications and a work based environment, in preparation for my future pathway.
- LIFE SKILLS WIFM (What's in it for me?)- I am building a range of life skills and experiences that equip me with the confidence and sense of belonging, to be an active participant in my community.



- ICT Skills WIFM (What's in it for me?) I have functional ICT skills that I can use in the workplace. I can also use these skills to help me engage with the online world positively.

WHAT DO WE BELIEVE IS ESSENTIAL IN THE TEACHING AND LEARNING OF PSHE FOR OUR GOSDEN LEARNERS?

PSHE is a core subject at Gosden House School that sits within the 'Happy and Healthy' area of our curriculum. We believe that all learning with PSHE is of utmost importance in ensuring that our learners have 'happy and healthy' lives now and in the future. Our aim is to give every student the chance to build their emotional, social and self-care skills in order for them to become a confident 'Gosden Graduate' who will succeed in the workplace and live rewarding, independent lives with the skills to build and maintain healthy and positive relationships with others.

Gosden House provides a warm and vibrant learning environment in all areas, PSHE teaching and learning is a golden thread that runs through every area of the curriculum and beyond. It is embedded within our relational approach which outlines 'all behaviour is a form of communication'.

Teachers and LSA's work closely with our students and get to know them and develop a positive rapport, meaning our students benefit from individualised support.

The PSHE curriculum at Gosden is guided by the National Curriculum, EYFS, the PSHE association programme of study and bsquared, with knowledge of our children underpinning how all of this is adapted to suit our learners. The PSHE curriculum is broken down into the following areas:

Early Years:

- Self-Awareness and Managing Feelings
- Life Skills (citizenship) for the World I live in
- Healthy Lifestyle
- Keeping Safe, Online Safety and Self-care
- Changing and Growing
- Respectful Relationships

KS1 and KS2:

- Self-Awareness and Managing Feelings
- Life Skills (citizenship) for the World I live in
- Healthy Lifestyle
- Keeping Safe, Online Safety and Self-care
- Changing and Growing
- Respectful Relationships

KS3 and KS4:

- Self-Awareness and Managing Feelings
- Life Skills (citizenship) for the World I live in
- Healthy Lifestyle
- Keeping Safe, Online Safety and Self-care
- Changing and Growing
- Respectful Relationships



Our Relationships and Sex Education curriculum is planned to ensure in-depth coverage and exploration. This is integrated into these PSHE curriculum areas;

Early Years, KS1 and Lower KS2:

- Keeping Safe, Online Safety and Self-care
- Changing and Growing
- Respectful Relationships

Upper KS2:

- Keeping Safe, Online Safety and Self-care
- Changing and Growing
- Respectful Relationships

KS3 and KS4:

- Keeping Safe, Online Safety and Self-care
- Changing and Growing
- Respectful Relationships Intimate and
- Sexual Relationships, including Sexual Health

HOW DO WE DEVELOP, STRETCH AND NURTURE THE ESSENTIAL SKILLS AND KNOWLEDGE IN PSHE?

Our PSHE curriculum at Gosden House is adapted to suit our learners, the main aim being to equip them with the social and life skills needed to become a successful 'Gosden Graduate'. We have based our PSHE and RSE long term plans on the EYFS, the National Curriculum, the Adult Curriculum bsquared and the PSHE association in order to suit our learners from Early Years to Year 11.

PSHE is taught through explicit lessons as outlined in our long term plans, but is also an embedded subject throughout all of our teaching and learning. Our relational approach and our PSHE learning go hand in hand to inform and uphold the ethos of our school;

"At Gosden House School, we recognise each child and young person's unique experience. We seek to understand the motives, wishes and feelings behind behaviour, because we believe all behaviour is communication. We aim to nurture connection, build healthy relationships and promote resilience to achieve success in the present and hope for the future."

A few examples of these implicit learning opportunities include; snack time in classes being a time to focus on listening to each other and developing social and friendship skills, playtime as an opportunity for friendship skills to be scaffolded and lunch time as a time when healthy choices can be taught and promoted.



At Gosden our children benefit from the use of our schools '**Learning Powers**' empowering children with a concrete tool to use to create the mind set "*I am, I can, I will*". Throughout Primary School the 'learning habits' are used in every area of the curriculum. The 'learning muscles' in Secondary school extend this and our learners are given the opportunity to develop ownership over their learning. These approaches are embedded in the culture of learning throughout the school. In stand-alone PSHE lessons children have designated time to reflect on the learning habits and muscles used in their learning. Further to this, positive PSHE discussion is modelled implicitly and is scaffolded throughout daily school life. In Primary, students have individualised targets related to learning habits in their ILPs and displayed in their classrooms. In Secondary they have their learning muscles and targets displayed in the classroom and designated time to reflect on their progress each week with a teacher.

The **Gosden Toolkit** further outlines how PSHE learning is organised and demonstrates to students the purpose and relevance of their learning. The outcomes are named 'WIIFM' ('what's in it for me?') ensuring the emphasis is on how specific learning will benefit the students personally.

Those areas of the toolkit most prevalent to PSHE are 'emotional wellbeing', 'life skills', 'sense of belonging', 'keeping healthy' and 'healthy relationships'.

Toolkit Area – Emotional Wellbeing

EMOTIONAL WELLBEING WIIFM (What's in it for me?) I can recognise my self-worth and understand ways I can work towards accepting change. I am aware of the importance of my emotional wellbeing and will continue to develop strategies to support this in a way that works for me.

At Gosden we use a differentiated, spiral curriculum. This means that children are stretched and also have access to the overlearning that our learners benefit from. Throughout their learning journey at Gosden we equip the children with the tools and strategies to support them in regulating their own emotions. We have clear links with a range of external agencies, one of the most vital to emotional wellbeing are the 'Occupational Therapy' team. As a school we use the 'Zones of Regulation' strategy. This is adapted to suit the learners from Early Years to Key Stage 4. Learners are empowered to increase their understanding of how they best stay regulated as an individual and what 'Green' or 'ready for learning' looks like for them.

A specific group of children in Primary and all children in Secondary have individualised 'Passports to Learning'. These documents outline what it looks like when the individual is in each 'zone' – red, yellow, blue or green. It also outlines strategies that work for that child to support them to come back to green when needed. These are all created by the class teacher, in collaboration with the class team and the students themselves. As a school we empower our learners by teaching them a range of strategies they can use to self-regulate.



These include but are not limited to;

- Movement breaks
- Music and dance
- Playdough and other tactile resources
- Heavy lifting work
- Feelings visuals
- Sensory circuits

Within their PSHE lessons children are taught about the importance of their emotional wellbeing and the self – care skills needed to maintain this. Furthermore to this, promoting positive emotional health and self – belief is at the heart of our relational approach at Gosden and is prevalent in every area of learning. This can be seen through the positive relationships throughout the school between staff, students and parents/carers. Every individual is valued for who they are and their individual strengths are respected and celebrated.

At Gosden we believe it is of upmost importance not just to support our learners, but also their families. Our home/school link worker and ELSA work closely with our Gosden families supporting them to access external agencies, access practical support, apply for funding, apply for diagnoses, form social relationships and support the quality of their home lives. As part of our school community we have a fund that anyone can contribute to which created a food bank for our families should they need to access this.

Toolkit Area – Keeping Healthy

KEEPING HEALTHY WIIFM (What's in it for me?) I understand why it is important for my body to be healthy and who to speak to for advice and support.

At Gosden, we focus on healthy eating, exercise, hygiene and puberty as specific areas of 'keeping healthy'. Our pupils have the opportunity to learn about different types of foods, how to shop for ingredients, create meal plans, how to plan budgets and how to cook a range of meals. This is explored through DT lessons, class lessons, the ASDAN qualification and the 'coffee shop' and 'out and about' vocational courses.

Pupils learn about 'moving for enjoyment' and how to incorporate this in to their daily lives positively. We focus on a body positivity informed approach and promote the use of self – care strategies and speaking kindly to ourselves. Giving the message that 'how you look is not the most important part of you' whilst also teaching practical skills that enable pupils to have an active and positive role in their physical health.



A practical area of RSE explores puberty, hygiene and self – care skills. Students are given opportunities to learn about how to manage periods, how to maintain personal hygiene and the importance of these skills.

Toolkit Area – Healthy Relationships

HEALTHY REALTIONSHPIS WIIFM (What's in it for me?) I recognise what different relationships look like. I am empowered to understand and develop healthy relationships. I feel comfortable with, when and where to get support and help, if I need to.

RSE stands for 'relationship and sex education' it provides education around relationships, health and sex. It promotes understanding and teaches skills around families, respectful relationships, online and media skills, being safe, intimate and sexual relationships etc. At Gosden this is an integral part of our explicit and implicit curriculum. The importance of Relationships and Sex Education *cannot* be underestimated.

It is explored explicitly through our RSE curriculum which includes the areas;

- The importance of consent.
- Healthy relationships including friendships as well as romantic/sexual relationships.
- Unhealthy and abusive relationships.
- LGBTQ+.

We believe that 'relationships and sex education' is essential for our pupils so that they are able to be safe and happy. In the future our pupils should have the opportunity to form healthy, positive and loving relationships.

We view the partnership of home and school as vital in providing consistency and a safe environment where pupils can ask questions and learn without judgement.

At Gosden House the overarching aim for our pupils in terms of their RSE is to have the skills to lead a happy and healthy adult life.

The intended outcomes of our programme are that pupils will:

- Know and understand what a healthy relationship is
- Understand that they have a right to have control over their own body and actions
- Develop the skills to be able to make informed decisions about their own wellbeing
- Understand how to ask for help if they need it



As a school we agree that “To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.” *statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education. DFE Updated (9th July 2020).*

We ensure that RSE fosters gender equality and LGBTQ+ equality by challenging all forms of abuse and discrimination. Our programme reflects and celebrates a diverse range of cultures, faiths and family types. It supports our Gosden pupils to be their unique and authentic selves.

Toolkit Area – Sense of belonging

SENSE OF BELONGING WIIFM (What’s in it for me?) I have the skills to be confident in my community and feel valued in making positive contributions. I am interested in the world outside my door and I want to play a part in it, understanding differences in people and my community.

Every member of our school community at Gosden is valued and celebrated for who they are. We work to give our students the self – belief to recognise their skills and the strengths they have to offer to a wider community.

We have fostered strong links with our local and wider community and this is shown in a number of ways, including;

- ‘halow’ – a company that supports adults and young people with additional needs in giving them life skills and involving them within community projects. They have a longstanding link with our plant care team and visit often to learn gardening skills. This is a positive example for our learners to see young people and adults with additional needs succeeding within their community.
- ‘GASP’ – is a widely recognised in Surrey as a provider of non-judgmental, caring and practical support. They deliver accredited courses in basic motor mechanics and practical engineering skills and contribute to students’ positive personal development. This gives our students a physical representation of possible life paths.
- ‘Peer Productions’ – run award winning project ‘Generation Girls’ and now also ‘Generation Guys’. It is a drama programme developed specifically for young people with additional needs, designed to teach them about social, emotional and sexual health. They cover a range of learning areas, including; the importance of consent, healthy relationships including friendships as well as romantic/sexual relationships, unhealthy and abusive relationships, self-esteem and body image, LGBTQ+, alcohol and drug education and staying safe online.
- ‘Theatre links’ – we have links with our local theatre production company at Yvonne Arnaud.



- Work experience – our young people are all active participants in work experience based around their interests and supported by the school.
- 'Tea under the tree' – our coffee shop vocation group invite a range of guests from the local community to have tea and cake under the tree in order to form relationships and celebrate their learning.
- Class jobs & class values – alongside our careers week, classes throughout the school promote class jobs and class values which gives our students a sense of belonging
- 'The Forge' – Students from KS4 have close links with a local café, they bake sweet treats to be sold in the café, spend time there learning barista and social skills and even complete work experience there. They are valued members of this community.
- 'College' – our KS4 students have the opportunity to access a local college once a week with the support of their familiar team. This provides them with the opportunity to experience college life, participate in learning and be part of a wider community.

Toolkit Area – Life Skills

LIFE SKILLS WIIFM (What's in it for me?) I am building a range of life skills and experiences that equip me with the confidence and sense of belonging, to be an active participant in my community.

'Life skills' is a main area of our PSHE curriculum as we believe that this is a vital area of development for our learners. From learning to ask for the snack they prefer in Early Years to being able to make their own doctor's appointment in Year 11 these lessons will arm our Gosden Graduates with the skills to become happy and successful members of their wider communities now and throughout their lives.

First aid skills are an important area within life skills and are taught throughout Primary and Secondary. Students learn how to find support, when and how to call the emergency services and how to use the recovery position amongst a range of other skills.

Resourcing

Resourcing for RSE has been developed as we have our own 'Happy and Healthy' area in the school where all of the resources are stored in accordance with the areas of the LTP. The RSE resourcing was extensively researched and organised by a group of professionals at school in order to best suit our learners needs. This is a working document and whenever we find quality resources these can be included. The guide has been shared with all staff and a parent version has been shared with parents/guardians should they wish to use the same resources at school and provide their child with continuity in this area of their learning. We also offer an annual meeting with parents/guardians in KS2, KS3 and KS4 around RSE wherein they have a chance to find out more about what their child will be learning, explore resources and ask questions in a supportive environment.



Our '**Gosden Standards**' outlines our universal offer for all learners and 'SEMH' is a key area in this alongside our 'Relational Support Policy' it outlines the offer provided to each student including the use of;

- Emotional check- ins
- Social stories
- Having strong relationships
- Use of passports to learning
- Visual timetables
- Clear classroom rules and boundaries
- Use of now/next boards
- Classroom jobs
- Staff using calm and clear speech
- The child's voice being respected and listened to
- Children given 'take up' time
- Clear communication between parents, staff and external agencies
- Adults modelling good practise and calming strategies
- Multi – sensory resources available such as chewy, wobble cushion etc.
- Success is planned by scaffolding independence and supporting known triggers such as transitions.
- De-escalation strategies are applied where needed, 'scaffold and support' rather than fix.
- Identified students have a 'safe place' to go.
- Restorative processes are used and each lesson offers a fresh start.
- Underpinning all of this is the understanding that all behaviour is a form of communication.

Throughout the school we use **child – led and enquiry based** learning approaches which are explored in a range of ways including the school – wide engagement with *outdoor learning* and *focus weeks*. One of the focus weeks engaged in each year is 'Diversity Week' where we celebrate our own and the wider LGBTQ+ community through learning about different kinds of families.

When you ask parents/carers what they want for their children in the future, lots of them would agree that they want their child to grow up to be happy and healthy, at Gosden we agree with this sentiment. PSHE is at the heart of our overall approach at Gosden House School. It is the golden thread that informs our relational policy, approach to nurture and the individualised nature of our teaching and learning in all areas. Our learners need to be able to regulate and feel safe and secure before they can begin to express themselves and engage with their learning in every area and we believe that robust PSHE learning is the key to this success.



PUPIL LEARNING JOURNEY IN PSHE

Gosden House School PSHE Long Term Plan

This long term plan incorporates the National Curriculum, the statutory Relationships Education (RE), Relationships and Sex Education (RSE), Health Education (HE), the PSHE Association, EYFS curriculum and is linked to b-squared. It covers all RSE and includes Citizenship Education.

In addition to this LTP content, Secondary teach Active Citizenship as extra stand-alone lessons. This means that they can go into more depth as their learning progresses and they develop more specific skills on the path to becoming a Gosden graduate. (Based on Laser Learning exam board, National Curriculum and b-squared)

PRIMARY LTP

EYFS					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness and Managing Feelings (DfE RE)	Life Skills (citizenship) for the World I live in (DfE HE)	Healthy Lifestyle (DfE HE)	Keeping Safe, Online Safety and Self-care (DfE RE)	Changing and Growing (DfE RE/HE)	Respectful Relationships (DfE RE)
<ul style="list-style-type: none">To encourage a sense of being unique	<ul style="list-style-type: none">To start to ask for an object I would prefer i.e. at snack time	<ul style="list-style-type: none">To encourage joint activitiesTo understand sharing and to share resources willingly	<ul style="list-style-type: none">I know that my body belongs to meI know which parts of my body are private	<ul style="list-style-type: none">I know that I need to ask if I want to give someone a hug	<ul style="list-style-type: none">I know who is in my familyI know some families are different to my own



<ul style="list-style-type: none">To express why I like some activities more than others with supportTo be confident communicating with a familiar adultTo share my ideasTo express when I do or do not need helpTo begin to recognise some feelings i.e. happy and sadTo listen to othersTo answer questionsTo be willing to try new activities	<ul style="list-style-type: none">To explore different scenarios through role-play e.g. playing shops and cafes with some directionTo begin exploring cooking and baking with supportTo identify some different jobs that adults in school do.To give some simple examples of things we are allowed/not allowed to do in schoolTo identify simple ways in which I may take care of people and/or animals.	<ul style="list-style-type: none">To identify foods that I like and dislike to eat.To explore how I can take care of my body, e.g. washing hands.To consider how I can communicate to someone that I am hurt.To consider the people who help us when we are feeling unwell	<ul style="list-style-type: none">I know how to ask for help if I need itTo begin to indicate a need for the toilet (not always on time)To use the toilet when prompted to or put on the toiletTo undress myself with some support	<ul style="list-style-type: none">I know that I am allowed to say no if someone wants to give me a hugTo be curious about babies through role play; what they look like, how they behave, the care they need.To consider how I have changed since I was a baby.	<ul style="list-style-type: none">I know that there are a lot of different types of families (including LGBT parents, foster families, adoptive families, stepfamilies, single parent families et al.)I understand what respect meansI know some ways I can respect my friends
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YEAR 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness and Managing Feelings (DfE RE)	Life Skills (citizenship) for the World I live in (DfE HE)	Healthy Lifestyle (DfE HE)	Keeping Safe, Online Safety and Self-care (DfE RE)	Changing and Growing (DfE RE/HE)	Respectful Relationships (DfE RE)
<ul style="list-style-type: none">To explore ways in which I am special.To express why I like some activities more than others independentlyTo be confident communicating within a familiar groupTo share my ideasTo choose resources I need for my activities independentlyTo recognise some feelings i.e. happy and sadTo begin to express when I am feeling sad or happy with support	<ul style="list-style-type: none">To be willing to try new activitiesTo be able to ask for an object I would prefer i.e. at snack timeTo explore different scenarios through role play e.g. playing shops and cafesTo begin exploring cooking and baking with supportTo identify some different jobs that adults in school do.To give some simple examples of things we are allowed/not allowed to do in school (rules).To identify simple ways in which I can take care of people and/or animals.	<ul style="list-style-type: none">To encourage joint activities and teamwork in playTo give opportunities to explore cooperative playTo understand sharing and to share resources willinglyTo identify foods that I like and dislike to eat.To explore how I can take care of my body, e.g. washing hands.To recognise how I feel if I have not had enough sleep.To consider how I can communicate to someone that I am hurt, in pain or unwell.To consider the people who help us when we are feeling unwell	<ul style="list-style-type: none">I know that my body belongs to meI know which parts of my body are privateI know how to ask for help if I need itTo identify people who look after me and help me to take care of myselfTo describe some simple ways I can help keep myself physically safe in school.To indicate a need for the toilet (not always on time)Gross Motor – To run steadily To improve balancing skillsFine Motor – To hold a pencil using a dagger drip To hold a pencil using a pincer grip	<ul style="list-style-type: none">I know that I need to ask if I want to give someone a hugI know that I am allowed to say no if someone wants to give me a hugI know someone who can help me if I am afraid or worried.To be curious about babies through role play; what they look like, how they behave, the care they need.To consider how I have changed since I was a baby.To identify simple physical differences and similarities between people.	<ul style="list-style-type: none">I know who is in my familyI know some families are different to my ownI know that there are a lot of different types of families (including LGBT parents, foster families, adoptive families, stepfamilies, single parent families et al.)I understand what respect meansI know some ways I can respect my friends

YEAR 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness and Managing Feelings (DfE RE)	Life Skills (citizenship) for the World I live in (DfE HE)	Healthy Lifestyle (DfE HE)	Keeping Safe, Online Safety and Self-care (DfE RE)	Changing and Growing (DfE RE/HE)	Respectful Relationships (DfE RE)



<ul style="list-style-type: none">To describe myself positively.To recognise that there is self and there are others.To identify things that make me feel happy.To identify things that may make me cry/feel sad.To identify some ways of communicating my feelings and needs to others.To recognise that behaviour which hurts others' bodies or feelings is wrong.To demonstrate good listening and describe how to listen to other people.To explore what it means to be a good friend	<ul style="list-style-type: none">Identify some different groups that we may belong to (e.g. family, school, clubs, faith)To identify some different jobs that people do.To begin to use money to work out how to pay for items in role playTo give some simple examples of things we are allowed/not allowed to do in school (rules).To communicate why I should take care of people and/or animals.To explore cooking and baking using a recipe with supportTo describe times when we take turns in school and to share objects when promptedTo play with a range of objectsTo select own materials to use	<ul style="list-style-type: none">To practise feeding myselfTo take off and put on coat, hat and gloves independentlyTo explore different kinds of foodTo identify some examples of healthy foods.To identify some examples of foods that should only be eaten once in a while.To demonstrate or communicate an example of how we take care of our bodies (e.g. skin, hair or teeth)To demonstrate how to tell someone that I am feeling hurt, ill, uncomfortable, or in pain.To recognise that I may be given medicines to help me get better and that these will be given to me by a nurse or doctor or by a parent/carer looking after me.	<ul style="list-style-type: none">To know that my body belongs to me, and I have a right to feel safe.To know which parts of my body are private and that I have a right to keep my body privateI know how to ask for help if I need itIdentify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.).I can recognise appropriate and inappropriate touchTo begin to dress independentlyTo undress independentlyTo put resources away independentlyTo put resources away in the correct places	<ul style="list-style-type: none">I know that I need to ask if I want to give someone a hugI know that I am allowed to say no if someone wants to give me a hugTo identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection.To demonstrate ways in which we can let people who help us know if we are not comfortable with the way we are being touched	<ul style="list-style-type: none">I know who is in my familyI know some families are different to my ownI know that there are a lot of different types of families (including LGBT parents, foster families, adoptive families, stepfamilies, single parent families et al.)I understand what respect meansI know some ways I can respect my friendsI know what marriage isI know what a civil partnership isTo greet people by nameTo communicate with others respectfullyTo describe things that all people have in common.
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YEAR 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness and Managing Feelings (DfE RE)	Life Skills (citizenship) for the World I live in (DfE HE)	Healthy Lifestyle (DfE HE)	Keeping Safe, Online Safety and Self-care (DfE RE)	Changing and Growing (DfE RE/HE)	Respectful Relationships (DfE RE)
<ul style="list-style-type: none">To identify things we are good at (strengths/talents).To describe the ways in which we are special and unique.To begin to express likes and dislikes clearlyTo identify when people are being kind or unkind — either to us or to others.	<ul style="list-style-type: none">To follow a recipe with supportTo sequence a simple recipe independentlyTo be able to buy an item at a shop with support (role play or trip)To understand how rules help us; rules we have in the classroom and at home.To explore helping others	<ul style="list-style-type: none">To identify some examples of healthy foods.To describe, sequence or demonstrate simple hygiene routines. E.g. hand washing, teeth brushing, hair brushing, bath/showeringTo identify the physical activities that I like doing and describe how they might make me feel (physically and emotionally).	<ul style="list-style-type: none">I know that my body belongs to meI know which parts of my body are privateI know how to ask for help if I need itI can recognise appropriate and inappropriate touchTo dress and undress independentlyTo use the toilet independentlyTo look after resources carefully	<ul style="list-style-type: none">To know that their bodies belong to them and that they have a right to feel safe.I know that I can say no if I do not want a hug etc.I know that I need to ask if I want to give someone a hugTo describe how my needs have changed since I was a baby.	<ul style="list-style-type: none">I know what self-respect is and how I can show self-respectI know that I deserve to be treated with respect, and I need to treat others with respect.I know some families are different to my own and that there are a lot of different types of families (including LGBT parents, foster families,



<ul style="list-style-type: none">To give examples of how our feelings can be hurt and describe how this may make us feel angry, worried or upset.To describe what feeling angry and what feeling upset means.To begin to verbalise feelings with support; happy, angry, love, scared and sadTo work alongside a peer without the help from any adultsTo begin to have an awareness of the feelings of othersTo cooperate with peers in an adult led task	<ul style="list-style-type: none">To show an awareness of road danger and to learn how to cross the road safelyTo work independently at timesTo share their own ideas and respond to other's ideasTo give reasons why it is important to take care of people, animals and all living things.To get an apron when painting (and other relevant tools) independently	<ul style="list-style-type: none">To recognise that sleeping well is one way we can stay healthy.To identify medication that can help people to keep well; give examples of when this might be used.To identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, liquid medicine).	<ul style="list-style-type: none">To learn put on my socks and shoesTo give simple reasons why it is important to help keep myself physically safe.To identify the difference between a 'surprise' and a 'secret'.To recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad.	<ul style="list-style-type: none">To recognise the need to respect other people's personal spaceTo identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment.	<p>adoptive families, stepfamilies, single parent families et al.)</p> <ul style="list-style-type: none">I know some ways that families care for each other.To describe what makes our family, carers, teachers and friends special to us.To identify the people who make up my family.I know what marriage and civil partnership isTo begin to identify some differences and similarities between people.
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YEAR 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness and Managing Feelings (DfE RE)	Life Skills (citizenship) for the World I live in (DfE HE)	Healthy Lifestyle (DfE HE)	Keeping Safe, Online Safety and Self-care (DfE RE)	Changing and Growing (DfE RE/HE)	Respectful Relationships (DfE RE)
<ul style="list-style-type: none">To recognise that being unique means I might like and be good at different things from other people.To express likes and dislikes clearlyTo understand when to self-regulate i.e. to	<ul style="list-style-type: none">To learn the number of their house and the name of their street (to learn where their house is and what an address is)To identify the month, they are born in	<ul style="list-style-type: none">To identify some examples of healthy foods.To know why we might need to eat foods we might not like very much.To describe, sequence or demonstrate simple hygiene	<ul style="list-style-type: none">I know that my body belongs to meI know which parts of my body are privateI know how to ask for help if I need itI can recognise appropriate and inappropriate touch	<ul style="list-style-type: none">To know that my body belongs to me and I have a right to feel safe.I know what a boundary isI know what to do if someone wants to break my boundaryTo recognise the need to respect other people's personal	<ul style="list-style-type: none">I know what self-respect is and how I can show self-respectI know that I deserve to be treated with respect, and I need to treat others with respect.I know that there are a lot of different types of families



<p>remove themselves from a situation when needed</p> <ul style="list-style-type: none"> To verbalise feelings with support; happy, angry, love, scared and sad. To begin to show some awareness of the feelings of others To begin to demonstrate an awareness that not everyone feels the way they do To accept that they cannot always do what they want to To identify some actions/ behaviours that show I am being polite and courteous to other people 	<ul style="list-style-type: none"> To follow a recipe independently To be able to make a sandwich independently To buy an item at the shop (role play or trip) To give reasons why it is important to take care of people, animals and all living things. To share equipment willingly and interact with their peers when doing so To take turns in group games To get an apron when painting (and other relevant tools) independently To jump over objects To climb with confidence 	<p>routines. E.g. hand washing, teeth brushing,</p> <ul style="list-style-type: none"> To identify the physical activities that I like doing and describe how they might make me feel (physically and emotionally). To recognise that sleeping well is one way we can stay healthy. To identify medication that can help people to keep well; give examples of when this might be used. To identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, liquid medicine) 	<ul style="list-style-type: none"> To give simple reasons why it is important to help keep myself physically safe. To identify the difference between a 'surprise' and a 'secret'. To recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad. To use appropriate language to ask for the toilet To go to the toilet independently or ask for help if required To try to fold and tear paper in half 	<p>space and their bodies and to ask for permission before we touch them, E.g. I know that I can say no if I do not want a hug etc. and I need to ask if I want to give someone a hug</p> <ul style="list-style-type: none"> To identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell or injured. To describe some of the things I can do now that I couldn't do when I was younger. 	<p>(including LGBT parents, foster families, adoptive families, stepfamilies, single parent families et al.</p> <ul style="list-style-type: none"> I know some ways that families care for each other. I know what healthy family life looks like (explore commitment to each other and the protection and care for children and other family members). To identify some differences and similarities between people remembering that we treat people with respect.
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YEAR 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness and Managing Feelings (DfE RE)	Life Skills (citizenship) for the World I live in (DfE HE)	Healthy Lifestyle (DfE HE)	Keeping Safe, Online Safety and Self-care (DfE RE)	Changing and Growing (DfE RE/HE)	Respectful Relationships (DfE RE)
<ul style="list-style-type: none"> To identify things we are good at (strengths/ talents). 	<ul style="list-style-type: none"> To follow a recipe To be able to make a simple dish To write an email 	<ul style="list-style-type: none"> To explain what it means to eat a healthy, balanced diet. To recognise that some people may not be able to eat certain 	<ul style="list-style-type: none"> I know that my body belongs to me I can make my own boundary (i.e. not to touch my hair) 	<ul style="list-style-type: none"> To learn about physical changes that may be experienced during puberty 	<ul style="list-style-type: none"> I know what respect means I know ways I can respect others



<ul style="list-style-type: none"> To show consideration towards others To identify what we can do if others are excluding us or being unkind. To begin to help a peer with a task they find difficult To show some awareness of the feelings of others To begin to explore that others' have different ideas and these are not wrong To express likes and dislikes clearly To verbalise feelings with support; happy, angry, love, scared and sad independently To identify some different ways of communicating feelings and needs to others. To express their feelings through creative work 	<ul style="list-style-type: none"> To buy an item at the shop To know how to make a phone call with support To learn about calling the emergency services responsibly To know basic first aid techniques for dealing with common injuries; these might include bruises, scalds, burns, bleeds (cuts or nose bleeds) To throw and catch a ball with support if required To throw balls in the intended direction To engage with others in a group To co-operate with a peer using one piece of equipment To develop social skills so that they can get on well with peers with no adult present 	<p>foods because they will make them ill (intolerance/allergy)</p> <ul style="list-style-type: none"> To describe some of the different ways to be physically healthy. To explain how the physical activities we enjoy doing helps to keep us physically and mentally healthy. To describe simple routines for going to bed/going to sleep To identify some symptoms that I may experience when I'm not feeling well To know why it is important not to touch, taste or take medicines without a trusted adult being with us and why we should never take someone else's medication 	<ul style="list-style-type: none"> I know what consent means (i.e. in relation to touching such as hand holding/ hugging). I know which parts of my body are private I can recognise appropriate and inappropriate touch To identify trusted adults that I can tell To know how to ask for help if I need it To describe or demonstrate how to respond to unwanted physical contact; how to let someone know I don't like/want it. To use the toilet independently To give examples of how people might use technology to communicate with others. To identify some risks of communicating online. 	<p>(i.e. hair growth, voice dropping).</p> <ul style="list-style-type: none"> To learn about the biological changes that may happen to your body during puberty. I can label the body parts on a body with a penis. I can label the body parts on a body with a vagina. To learn about the importance of personal hygiene during puberty. To give reasons why it is important to take care of personal hygiene. 	<ul style="list-style-type: none"> I can discuss ideas respectfully with a partner I understand how I can practise self-respect I know that there are a lot of different types of families I know some ways that families care for each other. I know what healthy family life looks like – e.g. commitment to each other, protection and care for children and family members. I know how to recognise if family relationships are making me feel unhappy or unsafe. To begin to identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010)
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YEAR 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness and Managing Feelings (DfE RE)	Life Skills for the World I live in (DfE HE)	Healthy Lifestyle (DfE HE)	Keeping Safe, Online Safety and Self-care (DfE RE)	Changing and Growing (DfE RE/HE)	Respectful Relationships (DfE RE)



<ul style="list-style-type: none">• To describe and demonstrate things we can do well and identify areas where we need help to develop.• To identify hopes/wishes for our future lives.• To explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion).• To begin to communicate their fears• To identify signs, actions, facial expressions, body language which can help us identify how others might be feeling.• To begin to explore how their actions affect the feelings of others• To begin to understand that not everyone thinks the same way they do• To demonstrate vocabulary/ communication skills to express a range of different feelings.• To find ways we can help ourselves to feel better if we are feeling sad or upset.• To express their feelings through creative work	<ul style="list-style-type: none">• To follow a recipe• To be able to make a simple dish• To write an email• To buy an item at the shop• To know how to make a phone call• To learn about calling the emergency services responsibly• To know basic first aid techniques for dealing with common injuries; these might include bruises, scalds, burns, bleeds (cuts or nose bleeds)• To initiate an activity of their choice• To listen to and begin to understand why actions may be wrong or right• To co – operate with a peer to complete a task• To share an adult with others within a group• To develop social skills so that they can get on well with peers with no adult present• To help a peer with a task they find difficult with no prompting	<ul style="list-style-type: none">• To explain what it means to eat a healthy, balanced diet.• To describe some of the different ways to be physically healthy.• To explain how the physical activities we enjoy doing helps to keep us physically and mentally healthy.• To describe simple routines for going to bed/going to sleep.• To identify some symptoms that I may experience when I'm not feeling well• To know why it is important not to touch, taste or take medicines without a trusted adult being with us and why we should never take someone else's medication• To accept some changes in routine	<ul style="list-style-type: none">• I know that my body belongs to me• I know and understand what a boundary is• I know what consent means (i.e. in relation to touching such as hand holding/ hugging).• I know which parts of my body are private• I can recognise appropriate and inappropriate touch• To describe or demonstrate how to respond to unwanted physical contact; how to let someone know I don't like/want it.• To name and describe feelings associated with not feeling safe and identify trusted adults who can help us if we feel this way.• To describe some comfortable and uncomfortable feelings and describe how they might make our body feel.• To understand that it is not always right to keep secrets if they relate to being safe.• To describe ways of keeping safe online• To recognise that hurtful behaviour can happen online	<ul style="list-style-type: none">• To learn about physical changes that may be experienced during puberty (i.e. hair growth, voice dropping).• To learn about the biological changes that happen to your body during puberty.• I can label the body parts on a body with a penis.• I can label the body parts on a body with a vagina.• To learn about the importance of personal hygiene during puberty.• To understand how and why emotions may change during puberty.• I know how to find out more and get help if I have any questions about puberty.• To learn about managing change (new roles and responsibilities as we grow up).	<ul style="list-style-type: none">• I know what respect means and I know some ways I can respect others• I understand how I can practise self-respect• I know that there are a lot of different types of families• I know some ways that families care for each other.• I know what healthy family life looks like (explore; commitment to each other, protection and care for children and other family members)• I know how to recognise if family relationships are making me feel unhappy or unsafe.• To identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010).
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SECONDARY KS3 LTP**YEAR 7**



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness and Managing Feelings (DfE RSE)	Life Skills for the World I live in (DfE HE)	Healthy Lifestyle Being My Best (DfE HE)	Keeping Safe, Online Safety and Self-care (DfE RSE)	Changing and Growing (DfE RSE/HE)	Respectful Relationships (DfE RSE)
<ul style="list-style-type: none"> To describe what I am good at and/or enjoy To identify some things that make me special and unique. To know that how I look is not the most important thing about me To describe the particular ways I like to learn. To describe my own learning targets or goals To reflect on a task I have achieved To give an example of a task I have achieved To describe what it means to treat others in a kind and fair way. To recognise that everyone is unique and special and no one should be treated unfairly To describe and give examples of what it means to be kind and unkind. Consider ways that I can make sure I am being kind online To identify some of the ways of telling a trusted adult if someone is being unkind to me To describe different kinds of feelings I may have experienced. To explain what being frightened or worried means To identify things that make me feel happy. To identify things that may make me cry/feel sad, upset, angry, worried, anxious, frightened. To identify some different ways of communicating feelings and needs to others. 	<ul style="list-style-type: none"> I can make a snack for myself or others I can make a hot drink independently I can write a simple shopping list To know what a community is To name some examples of a community To understand the benefits of a specific community To identify some of the similarities and differences between young people of my age. To identify what is meant by having rules in school, at home and in the wider world To identify living things that people can care for (e.g. house plants, pets, gardens) To recognise different types of living arrangements, (including adult care, residential care and living independently.) To explain what is meant by having a job To describe in simple terms what money is and how it is used. To recognise that money we get from cash machines or through 'cashback' in the supermarket etc. is our money To recognise simple examples of 'taking a chance' To explain what is meant by something being an accident To consider why people get involved in online challenges just because 'everyone' else is 	<ul style="list-style-type: none"> To recognise what is meant by a healthy lifestyle. To identify different ways that people can live a healthy lifestyle To name different kinds of diets e.g. vegetarian I know what mental health is I can identify things we can do to help ourselves when we feel worried or stressed I know some ways to care for my mental health I know some ways I can feel calm I know my mental health is as important as my physical health To identify different kinds of physical activity and exercise. To identify how we can tell if we are unwell (including possible symptoms). To recognise what is meant by a 'medicine', understanding that medicine can help cure/relieve some illnesses I know how germs can be passed on I know why I need to wash my hands To identify some substances people might swallow, drink or inhale that could be harmful to their health. To describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks. 	<ul style="list-style-type: none"> I know that my body belongs to me I know what consent means I know which parts of my body are private I can recognise appropriate and inappropriate touch I know how to ask for help if I need it I know what privacy means To explain what is meant by private and what is meant by public. To identify some things that should be kept private, and some things that are okay to share and with whom To understand that it is not always right to keep secrets if they relate to being safe To understand how to show respect online as you would in real life To consider the appropriateness of apps on my phone and how I use them safely To understand that anything I share online could be seen by people I do not know To realise that images of bodies in the media might have been edited and are not real I know how to ask for help if I have a problem online To describe what it means to take care of our bodies and keep them safe. To describe what is meant by personal safety. To identify rules and procedures in school that help keep us safe. E.g. fire and stay safe. 	<ul style="list-style-type: none"> I know what puberty is I understand the human life cycle I know the changes a body will go through during puberty I know that hormones will affect how I feel I know what a menstrual cycle/period is I know what will happen when I have my period I know how to manage my periods I know what a wet dream is I know what will happen when I have a wet dream I can tell you about the structure of the reproduction systems I know what fertilisation means I know what gestation means I can identify instances in or out of school when I might need to seek permission or receive consent. I can demonstrate how to ask for permission/get consent To demonstrate ways to indicate to others that I am happy/willing or not happy/unwilling to do something - giving and not giving permission/ consent. I know what consent means and how to say no. 	<ul style="list-style-type: none"> I know what a healthy relationship looks like To know that it is illegal to have sex before 16 years of age and that this law is in place to protect me To identify the similarities and differences between friendships and romantic/intimate relationships. To revise the concept of consent and to understand and respect the right to say no To identify who I can talk to about relationships. To learn about diversity in sexual attraction To learn about diversity in sexuality To understand the difference between assigned sex at birth, gender identity and sexual orientation To give examples of different types and features of committed, long-term relationships. To identify what being in a family means To explore the concept of belonging. To identify some protected characteristics (in the Equality Act 2010). To consider ways in which I can be respectful and safe on my mobile phone. To know what to do if I'm worried or unsure about something that has happened online.



Autumn Term Active Citizenship <u>Focus: Discussion</u>	Spring Term Active Citizenship <u>Focus: Knowing Your Local Area</u>	Summer Term Active Citizenship <u>Focus: Recycling, managing waste</u>
<p>What is Active Citizenship?</p> <p>News and current events – watch the news, how to source the news, responding to news – debate etc. Where to find news – how do we know it is reliable? Name those in their local community – who is in their class</p> <p>Discussion – ask for more information to aid understanding, how to discuss the news, share opinions about the news, explain something that happened on the news, sequence a news event, contribute to group discussions How to show agreement through body movement etc. How to show disagreement. How to ask for clarity. How to expand on answers beyond yes/no.</p> <p>School newsletter – local news Add to the school newsletter with what they did.</p>	<p>Identify local buildings and their uses. Name areas in which learners live. What is in their local areas? Share. Identify groups within the community. Who makes up the community? Identify community groups which might be of interest to the learner (they could look into after school enrichments, interview Planet Soccer to find out what clubs they run outside of school etc). Participate in a positive activity to benefit a community.</p> <p><i>Ideas:</i> Visit the local area Community project Adam and Brian project Easter event for primary</p> <p>School newsletter – local news Add to the school newsletter with what they did.</p>	<p>Identify different packaging materials Identify items for recycling Identify appropriate bins for recycling Suggest ways to reduce own recycling</p> <p><i>Ideas:</i> Visit recycling centre Reuse reduce and recycle Upcycle and repurpose Litter picking</p> <p>School newsletter – local news Add to the school newsletter with what they did.</p>

YEAR 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness and Managing Feelings (DfE RSE)	Life Skills for the World I live in (DfE HE)	Healthy Lifestyle Being My Best (DfE HE)	Keeping Safe, Online Safety and Self-care (DfE RSE)	Changing and Growing (DfE RSE/HE)	Respectful Relationships (DfE RSE)
<ul style="list-style-type: none">I can identify some of my own personal strengths and skillsTo know that how I look is not the most important thing about meI can recognise and appreciate strengths in other peopleI can describe the ways I like to learn.To describe simple strategies I can use to help me organise my learning.To identify the difference between a short term target and a long term goalI can reflect on and give an example of a task I have achievedI know what a role model is	<ul style="list-style-type: none">I can make a snack for myself or othersI can make a hot drink independentlyI can write a simple shopping listI can call the emergency services independentlyFirst Aid – I know what first aid is I know how to call for help if someone is hurt I know the recovery position I know when to call 999 I know how to assess for danger in an emergency situation (i.e. do not run into road to help someone) I know where the first aid kit is in school I know how I might treat some different injuries i.e. head injury, cut or burn I know how to get first aid help safely when I am out and about	<ul style="list-style-type: none">To understand what is meant by a healthy lifestyleI know that medicine can help cure some illnessesI can identify some simple self-care techniques (e.g. brushing teeth, washing hands)I understand what a mistake is and it can be a good thing (it is how I learn)I can celebrate a mistake I have made with supportI know what mental health isI know my mental health is as important as my physical healthI know some activities I can do to make me feel calmI know some ways to care for my mental healthI can identify some of the ways in which we may be cared for by our families, friends and other adults.	<ul style="list-style-type: none">I know that my body belongs to meI know what consent meansI know how to say noI know which parts of my body are privateI can recognise appropriate and inappropriate touchTo identify the difference between a 'surprise' and a 'secret'.To understand that it is not always right to keep secrets if they relate to being safeTo recognise that people do not have to keep secrets; that it is important to tell or show someone if I am worried, afraid or sad.To understand how to show respect online as you would in real lifeTo understand that anything I share online could be seen by people I do not knowTo recognise that advertising online is targeted at individualsTo recognise that not everything we see or read online is trustworthy - some texts or photos are not real ('fake')To discuss getting involved in online challenges just because 'everyone' else is	<ul style="list-style-type: none">I know what puberty isI understand the human life cycleI know the changes a body will go through during pubertyI know that hormones will affect how I feelI know what a menstrual cycle/period isI know what will happen when I am on my periodI know how to manage my periodsI know what a wet dream isI know what will happen when I have a wet dreamI know how to manage when I have a wet dreamI can tell you about the structure of the reproduction systemsI know what fertilisation meansTo explain aspects of personal hygiene that I can take	<ul style="list-style-type: none">I know what a healthy relationship looks likeTo know that it is illegal to have sex before 16 years of age and that this law is in place to protect meTo identify the similarities and differences between friendships and romantic/intimate relationships.To understand and respect the right not to have intimate relationships until ready and learn about readiness for sexTo identify who I can talk to about relationships.To describe the difference between 'liking' and 'fancying' someoneTo describe some of the similarities, differences and diversity among people of different race, faith and culture.



<ul style="list-style-type: none">• I understand there can be good and bad role models• I can recognise what is meant by peer pressure and peer influence• To recognise what prejudice means.• To explain what it means to discriminate against someone (protected characteristics)• To recognise that prejudice and discrimination in any form are unacceptable.• To explain what is meant by teasing, hurtful and bullying behaviour.• I know that I do not need to put up with someone being unkind, hurtful, abusive to, or bullying, me• To find out what child exploitation is• To recognise when others may be feeling happy or unhappy from their facial expression and body language.• To name and describe strong emotions.	<ul style="list-style-type: none">• To describe what is meant by rights and responsibilities.• To recognise different ways of showing compassion to other living things• To recognise that there are different ways of financing adult life and independent living (e.g. paid work, PIP).• To recognise that there are different types of employment e.g. paid/ unpaid, full time/part time, work placements.• To describe different jobs that people may do.• To describe different ways in which people might acquire money.• Identify some ways that money can be kept safe.• To explain how other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves.• Describe ways we take care of our personal belongings.	<ul style="list-style-type: none">• I can describe ways to help me keep physically safe when I out of school.• To explain how we know when we need to ask for help.• To demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened• To identify people at home, school and in other settings who are responsible for helping us keep physically safe• To explain why 'trust' is not the same as 'like'. Give examples of what is meant by trust.• To identify how we feel when we trust someone.	<ul style="list-style-type: none">• I know how to ask for help if I have a problem online• To identify personal details and give some reasons for keeping personal information private.• To give examples of how people use technology to communicate.• Identify some risks of communicating online.• To explore how to use the apps on my phone safely	<p>responsibility for, and why this is important during puberty</p> <ul style="list-style-type: none">• I can identify instances in or out of school when I might need to seek permission or receive consent.• I can demonstrate how to ask for permission or consent• To demonstrate ways to tell to others whether I am happy/willing to do something i.e. giving and not giving permission/consent.• I know what privacy means• To identify places that are public and places that are private.• To give simple examples of some things we might do in private but never in public.	<ul style="list-style-type: none">• To learn about diversity in sexual attraction• To learn about diversity in sexuality• To understand the difference between assigned sex at birth, gender identity and sexual orientation• To give examples of different types and features of committed, long-term relationships.• To identify what being in a family means• To be able to ask for help to solve a disagreement• To think of some ways to solve a specific disagreement with support• I can work in a team with a range of peers• To explore the concept of belonging
<p>Autumn Term Active Citizenship <u>Focus:</u> Debate</p> <p>What is Active Citizenship?</p> <p>News and current events – watch the news, how to source the news, responding to news – debate etc. Where to find news – how do we know it is reliable Understand that some things written on shown online might not be true. Consider why this is. Name those in their local community – who is in their class Identifying areas of interests and topics that would like to know more about.</p> <p>Debate – research, teams and big debate Using current topics and news, the class must have an open debate. Thinking about who/what/where questions. Showing depth and detail in their responses and ideas. Poses questions. Responds to questions.</p>	<p>Spring Term Active Citizenship <u>Focus:</u> Understanding Rights and Responsibilities</p> <p>Identify people's rights Identify personal responsibilities towards friends and family Identify personal responsibilities when communicating online Identify a personal responsibility towards the community (could be school community) Give examples of how acting responsibly can benefit another person or group. <i>Ideas:</i> Peaceful protest How to contact your MP Unions – history links Teacher gives an example – pot holes/local playground broken – talk to MP</p> <p>School newsletter – local news Add to the school newsletter with what they did</p>	<p>Summer Term Active Citizenship <u>Focus:</u> Environmental Issues</p> <p>Identify how humans can have a negative effect on the environment Identify consequences to the environment for the examples above Identify action the individual learner can do to improve environmental issues Identify what actions a larger group of people can take to improve the environment Participate in action to improve</p> <p><i>Ideas:</i> Group action to help the environment at school – project Tree planting Growing own veg in the plant care area Composting area? Make reusable bags (bags for life)</p> <p>School newsletter – local news Add to the school newsletter with what they did</p>			



School newsletter – local news
Add to the school newsletter with what they did

YEAR 9					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness and Managing Feelings (DfE RE)	Life Skills for the World I live in (DfE HE)	Healthy Lifestyle Being My Best (DfE HE)	Keeping Safe, Online Safety and Self-care (DfE RE)	Changing and Growing (DfE RE/HE)	Respectful Relationships (DfE RE)
<ul style="list-style-type: none">To identify my own and others personal strengthsTo explain how we might achieve our targets and goals (e.g. breaking goals into short term targets).To know that how I look is not the most important thing about meI know what bullying isI know that is wrong to bully someoneI know how to ask for help if I am being bulliedTo realise that things I may say or do could affect how I see myself or how others see meTo discuss what is meant by peer pressure and peer influenceTo explore the difference between friendship groups and gangs; and the risks of becoming part of a gang.To consider child exploitation – what it is and how to get helpI know how to be kind to others	<ul style="list-style-type: none">I know how to ask for help if something online worries meI know what personal hygiene isI know how to use deodorantI know when I need to wash myselfI can make a hot drink independentlyFirst Aid – I know what first aid is I know how to call for help if someone is hurt I know the recovery position I know when to call 999 I know how to assess for danger in an emergency situation (i.e. do not run into road to help someone) I know where the first aid kit is in school I know how I might treat some different injuries i.e. head injury, cut or burn I know how to get first aid help safely when I am out and about I know how to respond in some emergency situations i.e. choking, allergic reaction, asthma attack I can identify examples of what is meant by an emergency.To identify some common legal drugs (e.g. nicotine and alcohol).To recognise that there are laws	<ul style="list-style-type: none">I can sequence a familiar routine with support if neededI can plan my bedtime routineI can plan my morning routineI know that there are no 'good' or 'bad' foods (all food are okay if eaten within a balanced diet)I know that food gives me energyTo demonstrate simple hygiene routines that can prevent the spread of germsI can describe how to take care of dental health (e.g. how to brush teeth correctly/ use floss, food and drink that support dental health and why regular check-ups at the dentist are important).To describe simple things we can do if we are not feeling wellI know what mental health isI know my mental health is as important as my physical health	<ul style="list-style-type: none">I know that my body belongs to meI know what consent means and how to say noI know which parts of my body are privateI can recognise appropriate and inappropriate touchI know what privacy meansTo understand that it is not always right to keep secrets if they relate to being safeTo understand how to show respect online as in real lifeTo understand that anything they share online will be there forever and could be seen by people they do not knowTo know how to set privacy settings onlineTo realise that images of bodies in the media have been edited and are not realTo identify some of the ways in which pressure might be put on us by other people online.To explain what is meant by social	<ul style="list-style-type: none">I know what puberty isExplain why puberty happensI understand the human life cycleI know the changes a body will go through during pubertyI know that hormones will affect how I feelI know what a menstrual cycle/period isI know what will happen when I am on my periodI know how to manage my periodsI know what a wet dream isI know what will happen when I have a wet dreamI know how to manage when I have a wet dreamI can tell you about the structure of the reproduction systemsI know what fertilisation meansI know what gestation meansTo know that masturbation is a natural way of exploring your own body.	<ul style="list-style-type: none">I know what a healthy relationship looks likeI know that there are different types of committed, stable relationshipsI can identify different types of loveI know that it is illegal to have sex before the age of 16I know it is illegal to create or share sexual images or videos of a child under 18 even if the person sharing is also a childTo define intimacyTo identify readiness (emotional, physical and social) for a relationship that may include sex.To acknowledge and respect the right not to have intimate relationships until readyTo explain how we expect people to behave towards us in friendships and relationships.To identify the differences between positive/healthy and negative/unhealthy relationships



<ul style="list-style-type: none"> I can name different forms of prejudice and discrimination (e.g. based on religion, gender, age, race, disability, sexual orientation – protected characteristics) I know what racism is To recognise that prejudice and discrimination in any form are unacceptable. (e.g. I know it is wrong to treat people differently because of the colour of their skin) To describe strong emotions and give examples of when we might feel strong emotions. 	<p>around the selling and consumption of nicotine and alcohol</p> <ul style="list-style-type: none"> To describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body To identify how misusing substances/alcohol might impact on relationships. I can name some local communities I can think of a community I would like to join I can celebrate my own mistakes and learn from them I know that I can keep trying when I make a mistake 	<ul style="list-style-type: none"> I know some ways to care for my mental health I know what mindfulness is I know some ways I can feel mindful To identify some of the benefits of being physically active, and possible consequences of inactivity. To explain what is meant by the term 'gambling' and identify places and ways this might take place. To identify some behaviours that might be risky. I know how to ask for help if I need it 	<p>media and how people use it</p> <ul style="list-style-type: none"> To recognise that not all information seen online is true. To explain how other people's identity online can be different from what it actually is in real life To understand not to share images of other people online To explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online. To identify reasons why sharing a photo might not be a safe thing to do. To consider sexting/sending nudes and the consequences 	<ul style="list-style-type: none"> To understand the difference between public and private spaces. To describe some of the new opportunities and responsibilities we have experienced as we have grown older To identify our expectations of friendships To explore warning signs of potentially unhealthy or abusive relationships/ friendships To recognise that friends do not always know what is best for each other. 	<ul style="list-style-type: none"> To explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'stop' to anything we feel uncomfortable about at any time. To understand the consequences of sex might include teenage pregnancy or sexually transmitted infections (STIs) To learn about diversity in sexual attraction To learn about diversity in sexuality To understand the difference between assigned sex at birth, gender identity and sexual orientation
<p>Autumn Term Active Citizenship Focus: Democracy</p> <p>What is Active Citizenship?</p> <p>Your local community – your class</p> <p>What is democracy?</p> <p>Defines the terms: crime, criminal, truth, and lies, fair and unfair.</p> <p>What does it mean if something is legal or illegal?</p> <p>Give examples e.g. the legal age to smoke or drink alcohol. Consider laws that keep us safe online.</p> <p>Explains how actions and consequences. Examples of right and wrong behaviour.</p> <p>Voting – how this happens, who can vote, how to vote, recognising outcomes of voting. Identify the local government and roles within the government.</p> <p>Create an in class government and practise voting – link to school council.</p> <p>School newsletter – local news</p> <p>Add to the school newsletter with what they did</p>		<p>Spring Term Active Citizenship Focus: Living in the Community</p> <p>Identify facilities and services that you use in the local community</p> <p>Identify areas in the community that you feel safe in/makes you happy</p> <p>Identify areas in the community you would like to access/visit</p> <p>Visit local areas and communities</p> <p><i>Ideas:</i></p> <p>Trip to Cranleigh – what would you do if you were given £400,000 to improve the local community?</p> <p>Visit the areas, access the areas, mind map ways to improve the areas. Research and budget ways to improve. Present it.</p> <p>School newsletter – local news</p> <p>Add to the school newsletter with what they did</p>		<p>Summer Term Active Citizenship Focus: Living in the Community/ Business Enterprise</p> <p>Raise money to improve something in the school community.</p> <p>Can you turn your £10 into more money?</p> <p>A mini social enterprise project</p> <p>Fundraising</p> <p>Raise funding for KS3 end of year treat.</p> <p>(long term plan: a slot in the 'Coffee Shop')</p> <p>School newsletter – local news</p> <p>Add to the school newsletter with what they did</p>	



SECONDARY KS4 LTP

YEAR 10

In KS4 PSHE is taught in explicit lessons and as part of the wider curriculum through ASDAN, Community Action, RSE learning and Careers options.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Healthy Lifestyle Being My Best (DfE HE)	Life Skills for the World I live in (DfE HE) First Aid	Respectful Relationships (DfE RE)	Keeping Safe & Online Safety (DfE RE) <i>RSE – Online & Media</i>	Respectful Relationships Keeping Safe <i>Including Intimate & Sexual Relationships</i>	RSE <i>Generation Girls and Generation Guys.</i>
<p>I know that cigarettes are harmful</p> <ul style="list-style-type: none"> I can sequence a familiar routine I can plan my bedtime routine with support I can plan my morning routine with support I know that there are no 'good' or 'bad' foods (all food gives you energy and is OK in balance) I know that food gives me energy I know that my body is not the most important part of me I can say something I like about myself I have a bank of tools to feel calm I know what mental health is I know my mental health is as important as my physical health I know some ways to care for my mental health 	<ul style="list-style-type: none"> I can use my previous knowledge to problem solve I know how to join a club I can plan my personal hygiene routines I can make a meal independently I can sequence a familiar routine <p>First Aid</p> <p>I know what first aid is</p> <p>I know how to call for help if someone is hurt</p> <p>I know the recovery position</p> <p>I know when to call 999</p> <p>I know how to assess for danger in an emergency situation (i.e. do not run into road to help someone)</p> <p>I know where the first aid kit is in school</p> <p>I know how I might treat some different injuries i.e. head injury, cut or burn</p> <p>I know how to get first aid help safely when I am out and about</p> <p>I know how to respond in some emergency situations i.e. choking, allergic reaction, asthma attack</p>	<ul style="list-style-type: none"> I know what racism is I know it is wrong to treat people differently because of the colour of their skin I know what sexism is I know what feminism is I know that it is wrong to treat people differently because of their gender I know the school values I know what DEIB is and what it means to me (share student definitions) 	<p>RSE in KS4 is taught across Year 10 and Year 11 with children in groups according to their readiness for this RSE learning, ensuring that all learners have an opportunity to cover all the curriculum at the time that best suits them. Therefore, these learning objectives are taught across the two years.</p> <p>Online & Media</p> <ul style="list-style-type: none"> To learn to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography) To understand how to show respect online as you would in real life To understand not to share images of other people online To understand that anything they share online will be there forever To understand that anything they share online could be seen by people they do not know To know how to set privacy settings online 	<p>Respectful Relationships</p> <ul style="list-style-type: none"> I know that there are different types of committed stable relationships I can identify different types of love I know what a healthy relationship looks like I know how to treat a boyfriend or girlfriend I know how I should be treated by a boyfriend or girlfriend I know what sexual harassment is. I know that sexual harassment is always unacceptable. To understand and discuss the differences between and the terms associated with, sex, gender, gender identity and sexual orientation. I can tell you about the structure of the reproduction systems 	<p>Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none"> To acknowledge and respect the right not to have intimate relationships until ready and learn about readiness for sex I know that it is illegal to have sex before 16 years of age and that this law is in place to protect me To know that there are choices and different pathways available in relation to pregnancy To understand what abortion is including the current legal position and the range of beliefs and opinions around this To learn about different types of contraception and how to access these (including emergency contraception)



			<ul style="list-style-type: none"> To realise that images of bodies in the media have been edited and are not real 	<ul style="list-style-type: none"> I know what fertilisation means I know what gestation means To know that masturbation is a natural way of exploring your own body. To understand the difference between public and private spaces. <p>Keeping Safe</p> <ul style="list-style-type: none"> I know what consent means I know how to say no I know how people can communicate consent I know how and when consent can be withdrawn I understand the importance of seeking and giving consent I can recognise appropriate and inappropriate touch I know how to ask for help if I need it I know what privacy means To understand that it is not always right to keep secrets if they relate to being safe 	<ul style="list-style-type: none"> To learn about diversity in sexual attraction To learn about diversity in sexuality To understand the difference between assigned sex at birth, gender identity and sexual orientation I know that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against STIs To learn the reasons why parents, choose to adopt/foster or to place children for adoption/fostering To understand how teenage pregnancy happens and how it affects the teenagers
<p>Citizenship lessons, Year 10 and 11 focus on units from ASDAN across the school year; breakdown, coverage and progression of these is detailed below.</p>					
<p>Unit – Making the most of leisure time September – October half term: 2.1 Identify ways in which they can use their leisure time 1.2 Identify the benefits of using their leisure time in different ways Learning Focus: What does leisure mean What could this look like Which leisure activities are available in the local community Identify activities they already explore Identify areas they would like to improve or try</p>	<p>Unit – Making the most of leisure time October – April: 2.1 Take part in an activity which they find relaxing 2.2 Take part in an activity which they find challenging 2.3 Take part in an activity which involves learning a new skill Learning Focus: Plan out possible activities Participate in a variety of activities that include relaxing, challenging themselves and learning a new skill Participate in activities for an extended period of time (minimum of 10 hours).</p>	<p>Unit – Internal Active Citizenship Project May – July: Learners will plan and complete internal active citizenship projects within the small community. This will be led by the learners and planned out with them. Examples could include recycling, cleaning areas, internal work experience, helping younger year groups in their learning or planning PE day in collaboration with others.</p>			



YEAR 11					
In KS4 PSHE is taught in explicit lessons and as part of the wider curriculum through ASDAN, Community Action, RSE learning and Careers options.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Healthy Lifestyle Being My Best (DfE HE)	Life Skills for the World I live in (DfE HE) <i>First Aid</i>	Respectful Relationships (DfE RE)	Keeping Safe & Online Safety (DfE RE) <i>RSE - Online & Media Link</i>	Respectful Relationships Keeping Safe <i>Intimate & Sexual Relationships</i>	RSE Generation Girls and Generation Guys. <i>Shorter term as Y11 leave.</i>
<ul style="list-style-type: none"> I know that cigarettes are harmful I know that drugs are harmful I know what peer pressure is I know how to ask for help if someone is pressuring me to smoke or do drugs I know that there are no 'good' or 'bad' foods (all food gives you energy and is OK in balance) I know that food gives me energy I know that my body is not the most important part of me I can say something I like about myself I have a bank of tools I can use to feel calm I know what mental health is I know my mental health is as important as my physical health I know some ways to care for my mental health 	<ul style="list-style-type: none"> I can use my previous knowledge to problem solve I know how to join clubs once I have left school I know how to make a drs appointment for myself I know what I need to go to the dr for and what I need to go to A&E for I can plan a week of meals I can use a budget for a weekly shop I can make a few meals independently <p>First Aid</p> <p>I know what first aid is</p> <p>I know how to call for help if someone is hurt</p> <p>I know the recovery position</p> <p>I know when to call 999</p> <p>I know how to assess for danger in an emergency situation (i.e. do not run into road to help someone)</p> <p>I know where the first aid kit is in school</p> <p>I know how I might treat some different injuries i.e. head injury, cut or burn</p> <p>I know how to get first aid help safely when I am out and about</p> <p>I know how to respond in some emergency</p>	<ul style="list-style-type: none"> I know what racism is I know it is wrong to treat people differently because of the colour of their skin I know what sexism is I know what feminism is I know that it is wrong to treat people differently because of their gender I know when a situation feels right or wrong I know what a red flag is I can identify a red flag in a situation 	<p>RSE in KS4 is taught across Year 10 and Year 11 with children in groups according to their readiness for this RSE learning, ensuring that all learners have an opportunity to cover all the curriculum at the time that best suits them. Therefore, these learning objectives are taught across the two years.</p> <p>Online & Media</p> <ul style="list-style-type: none"> To learn to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography) To understand how to show respect online as you would in real life To understand not to share images of other people online To understand that anything they share online will be there forever To understand that anything they share online could be seen by people they do not know To know how to set privacy settings online To realise that images of bodies in the media have been edited and are not real 	<p>Respectful Relationships</p> <ul style="list-style-type: none"> I know that there are different types of committed stable relationships I can identify different types of love I know what a healthy relationship looks like I know how to treat a boyfriend or girlfriend I know how I should be treated by a boyfriend or girlfriend I know what sexual harassment is. I know that sexual harassment is always unacceptable. To understand and discuss the differences between and the terms associated with, sex, gender, gender identity and sexual orientation. I can tell you about the structure of the reproduction systems I know what fertilisation means I know what gestation means To know that masturbation is a 	<p>Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none"> To acknowledge and respect the right not to have intimate relationships until ready and learn about readiness for sex I know that it is illegal to have sex before 16 years of age and that this law is in place to protect me To know that there are choices and different pathways available in relation to pregnancy To understand what abortion is including the current legal position and the range of beliefs and opinions around this To learn about different types of contraception and how to access these (including emergency contraception) To learn about diversity in sexual attraction To learn about diversity in sexuality



	situations i.e. choking, allergic reaction, asthma attack		<ul style="list-style-type: none"> I know how to set privacy settings online I know how to not share my location online 	<p>natural way of exploring your own body.</p> <ul style="list-style-type: none"> To understand the difference between public and private spaces. <p>Keeping Safe</p> <ul style="list-style-type: none"> I know what consent means I know how to say no I know how people can communicate consent I know how and when consent can be withdrawn I understand the importance of seeking and giving consent I can recognise appropriate and inappropriate touch I know how to ask for help if I need it I know what privacy means <p>To understand that it is not always right to keep secrets if they relate to being safe</p>	<ul style="list-style-type: none"> To understand the difference between assigned sex at birth, gender identity and sexual orientation I know that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against STIs To learn the reasons why parents, choose to adopt/foster or to place children for adoption/fostering To understand how teenage pregnancy happens and how it affects the teenagers
<p>Citizenship lessons, Year 10 and 11 focus on units from ASDAN across the school year; breakdown, coverage and progression of these is detailed below.</p>					
<p>Unit – Community Action September – October half term: 1.1 Identify community groups in their local area and what they do. Learning Focus: What is a community Which communities do we know Identify local communities</p>		<p>Unit – Community Action November December: 2.1 Participate in activities within a local community group January – Easter: 2.1 Participate in activities within a local community group Learning Focus: identifying a local community they would like to help and support Making a link with the local community and finding out their needs Planning how to help a local community This is planned by the learners and is led by their interests. Previously learners have made links with the local care home. They formed relationships with the residents of the care home and planned activities to suit their interests. They made a bingo game and ran this, read to people and set up a nail salon to name a few. This year they have made contact with the local church and found out about their needs. So far they have planned a</p>		<p>Unit – Community Action Easter – May half term: 2.2 Identify how these activities benefit others & 2.3 Identify a benefit for themselves from participating in the activities. Learning Focus: this is time for the learners to review and reflect on their previous learning. They collate evidence of their community action project in order to highlight how they have benefitted from this and how they have helped others.</p> <p>May – June: This is time for them to reflect on their time as a citizen at Gosden and their journey to become a Gosden graduate. This includes completing their records of achievement and planning for their celebration assembly. There is also the possibility for some students to engage in extended work experience placements/traineeship.</p>	



	fundraising event through our Christmas fayre and raised £120 for the church. The next step of the project will be linked to the food bank. Learners will plan how to raise donations and support this.	
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Gosden House School RSE Resource Guide





Year Group	RSE Resources		
EYFS Reception	Families and people who care for me	Me and my respectful relationships	Being safe
Resources	<p>The Family Book by Todd Parr</p> <p>Love makes a family by Sophie Beer</p> <p>And Tango makes three by Justin Richardson</p>	<p>What's going on inside my head? By Sarah Jennings</p> <p>My Shadow is Pink by Scott Stuart</p> <p>Julian is a mermaid by Jessica Love</p> <p>Princess Hair by Sharee Miller</p>	<p>Let's talk about body boundaries, consent and respect by Jaydeen Sanders</p> <p>Will Ladybug hug? By Hillary Leung</p> <p>Talk PANTS with Pantosaurus NSPCC song https://www.youtube.com/watch?v=-IL07JOGU5o</p> <p>C</p> <p>C is for consent by Eleanor Morrison</p> <p>Consent for kids – boundaries, respect and being in charge of you by Rachel Brian</p>
KS1 Year 1	Families and people who care for me	Me and my respectful relationships	Being safe
Resources	<p>And Tango makes three by Justin Richardson</p> <p>The Family Book by Todd Parr</p> <p>Love makes a family by Sophie Beer</p>	<p>What's going on inside my head? By Sarah Jennings</p> <p>My Shadow is Pink by Scott Stuart</p> <p>Julian is a mermaid by Jessica Love</p> <p>Princess Hair by Sharee Miller</p>	<p>Let's talk about body boundaries, consent and respect by Jaydeen Sanders</p> <p>Will Ladybug hug? By Hillary Leung</p> <p>Talk PANTS with Pantosaurus NSPCC song https://www.youtube.com/watch?v=-IL07JOGU5o</p> <p>My body what I say goes by Jaydeen Sanders</p> <p>C is for consent by Eleanor Morrison</p> <p>Consent for kids – boundaries, respect and being in charge of you by Rachel Brian</p>
KS1 Year 2	Families and people who care for me	Me and my respectful relationships	Being safe



Resources	<p>And Tango makes three by Justin Richardson</p> <p>The Family Book by Todd Parr</p> <p>Love makes a family by Sophie Beer</p>	<p>What's going on inside my head? By Sarah Jennings</p> <p>My Shadow is Pink by Scott Stuart</p> <p>Julian is a mermaid by Jessica Love</p> <p>Princess Hair by Sharee Miller</p>	<p>Let's talk about body boundaries, consent and respect by Jaydeen Sanders</p> <p>Will Ladybug hug? By Hillary Leung</p> <p>Talk PANTS with Pantosaurus NSPCC song https://www.youtube.com/watch?v=-IL07JOGU5o</p> <p>My body what I say goes by Jaydeen Sanders</p> <p>C is for consent by Eleanor Morrison</p> <p>Consent for kids – boundaries, respect and being in charge of you by Rachel Brian</p>
KS2 Year 3	Families and people who care for me	Me and my respectful relationships	Being safe
Resources	<p>And Tango makes three by Justin Richardson</p> <p>The Family Book by Todd Parr</p> <p>Love makes a family by Sophie Beer</p>	<p>What's going on inside my head? By Sarah Jennings</p> <p>My Shadow is Pink by Scott Stuart</p> <p>Julian is a mermaid by Jessica Love</p> <p>Princess Hair by Sharee Miller</p>	<p>Let's talk about body boundaries, consent and respect by Jaydeen Sanders</p> <p>Will Ladybug hug? By Hillary Leung</p> <p>Talk PANTS with Pantosaurus NSPCC song https://www.youtube.com/watch?v=-IL07JOGU5o</p> <p>My body what I say goes by Jaydeen Sanders</p> <p>C is for consent by Eleanor Morrison</p> <p>Consent for kids – boundaries, respect and being in charge of you by Rachel Brian</p>
KS2 Year 4	Families and people who care for me	Me and my respectful relationships	Being safe
Resources	<p>And Tango makes three by Justin Richardson</p> <p>The Family Book by Todd Parr</p> <p>Love makes a family by Sophie Beer</p>	<p>What's going on inside my head? By Sarah Jennings</p> <p>My Shadow is Pink by Scott Stuart</p> <p>Julian is a mermaid by Jessica Love</p>	<p>Let's talk about body boundaries, consent and respect by Jaydeen Sanders</p> <p>Will Ladybug hug? By Hillary Leung</p>



		Princess Hair by Sharee Miller	<p>Talk PANTS with Pantosaurus NSPCC song https://www.youtube.com/watch?v=-IL07JOGU5o</p> <p>My body what I say goes by Jaydeen Sanders</p> <p>C is for consent by Eleanor Morrison</p> <p>Consent for kids – boundaries, respect and being in charge of you by Rachel Brian</p>
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Upper KS2 Year 5	Families and people who care for me	Me and my respectful relationships	Being safe	Growing Up & Puberty
Resources	And Tango makes three by Justin Richardson	<p>What's going on inside my head? By Sarah Jennings</p> <p>Red: A Crayons Story by Michael Hall</p> <p>My Shadow is Pink by Scott Stuart</p> <p>Julian is a mermaid by Jessica Love</p>	<p>Let's talk about body boundaries, consent and respect by Jaydeen Sanders</p> <p>Talk PANTS with Pantosaurus NSPCC song https://www.youtube.com/watch?v=-IL07JOGU5o</p> <p>My body what I say goes by Jaydeen Sanders</p> <p>Consent for kids – boundaries, respect and being in charge of you by Rachel Brian</p>	<p>Where Willy Went by Nicholas Allan</p> <p>See inside your body Usbourne</p> <p>Amazing you by Dr Gail Sultz</p> <p>Some parts of the book relevant for years 5 and 6 (whole book for higher year groups) – teachers to dip in and out where relevant</p> <p>Understanding sexuality by Honor Head</p> <p>The growing up book for boys by Davida Hartman</p> <p>The Autism friendly guide to periods by Robyn Steward</p> <p>Practical resources – period pads, tampons, period pants</p> <p>Practical resources – reproductive systems models</p>



				Let's talk about the birds and the bees by Molly Potter
Upper KS2 Year 6	Families and people who care for me	Me and my respectful relationships	Being safe	Growing Up & Puberty
Resources	And Tango makes three by Justin Richardson	What's going on inside my head? By Sarah Jennings Red: A Crayons Story by Michael Hall My Shadow is Pink by Scott Stuart Julian is a mermaid by Jessica Love	Let's talk about body boundaries, consent and respect by Jaydeen Sanders Talk PANTS with Pantosaurus NSPCC song https://www.youtube.com/watch?v=-IL07JOGU5o My body what I say goes by Jaydeen Sanders Consent for kids – boundaries, respect and being in charge of you by Rachel Brian	Where Willy Went by Nicholas Allan See inside your body Usbourne Amazing you by Dr Gail Sultz Some parts of the book relevant for years 5 and 6 (whole book for higher year groups) – teachers to dip in and out where relevant Understanding sexuality by Honor Head The growing up book for boys by Davida Hartman The Autism friendly guide to periods by Robyn Steward Busy Bodies: A book about puberty for you and your parents - Created by crisis pregnancy agency available to download for free online https://www.socialworkers.net/product-page/busy-bodies-a-book-about-puberty-for-you-and-your-parents Practical resources – period pads, tampons, period pants Practical resources – reproductive systems models Let's talk about the birds and the bees by Molly Potter



Year Group	RSE Resources			
Secondary – Online and media in relation to RSE outlined here i.e. sexting etc. More extensive e – safety planning included in PSHE outside of RSE				
Students in Gordy will be taught in differentiated groups based on their individual needs. Prior to planning teachers must consider their individual student's needs including their social and emotional maturity and can use planning and resources from primary & secondary to guide content.				
Gordy	Me and my respectful relationships	Online & media	Being Safe	Intimate and sexual relationships, including sexual health
Resources	And Tango makes three by Justin Richardson My Shadow is Pink by Scott Stuart What's going on inside my head? By Sarah Jennings Red: A Crayons Story by Michael Hall Julian is a mermaid by Jessica Love	A song about the permanence of the things you put on the internet – a light hearted way to start a conversation - 'bite you in the bum – a song about e – safety' by muicalternative https://www.youtube.com/watch?v=rdSQLgOPXN0 Staying safe online an Usborne: life skills book by Louie Stowell	Let's talk about body boundaries, consent and respect by Jaydeen Sanders Consent for kids – boundaries, respect and being in charge of you by Rachel Brian	Where Willy Went by Nicholas Allan See inside your body Usbourne Let's talk about sex by Robbie Harris Amazing you by Dr Gail Sultz Understanding sexuality by Honor Head The growing up book for boys by Davida Hartman The Autism friendly guide to periods by Robyn Steward Let's talk about the birds and the bees by Molly Potter Busy Bodies: A book about puberty for you and your parents - Created by crisis pregnancy agency available to download for free online https://www.socialworkers.net/product-page/busy-bodies-a-book-about-puberty-for-you-and-your-parents Practical resources – reproductive systems models



				Practical resources – period pads, tampons, period pants
KS3 Year 7 & Year 8	Me and my respectful relationships	Online & media	Being Safe	Intimate and sexual relationships, including sexual health
Resources	<p>And Tango makes three by Justin Richardson</p> <p>My Shadow is Pink by Scott Stuart</p> <p>What's going on inside my head? By Sarah Jennings</p> <p>Red: A Crayons Story by Michael Hall</p> <p>Julian is a mermaid by Jessica Love</p>	<p>A song about the permanence of the things you put on the internet – a light hearted way to start a conversation - 'bite you in the bum – a song about e – safety' by muicalternative https://www.youtube.com/watch?v=rdSQLgOPXN0</p> <p>Staying safe online an Usborne: life skills book by Louie Stowell</p>	<p>Let's talk about body boundaries, consent and respect by Jaydeen Sanders</p> <p>Consent for kids – boundaries, respect and being in charge of you by Rachel Brian</p>	<p>Where Willy Went by Nicholas Allan</p> <p>See inside your body Usbourne</p> <p>Amazing you by Dr Gail Sultz</p> <p>Understanding sexuality by Honor Head</p> <p>The growing up book for boys by Davida Hartman</p> <p>The Autism friendly guide to periods by Robyn Steward</p> <p>Let's talk about the birds and the bees by Molly Potter</p> <p>Busy Bodies: A book about puberty for you and your parents - Created by crisis pregnancy agency available to download for free online https://www.socialworkers.net/product-page/busy-bodies-a-book-about-puberty-for-you-and-your-parents</p> <p>Let's talk about sex by Robbie H Harris</p> <p>Practical resources – period pads, tampons, period pants</p>



				Practical resources – reproductive systems models
KS3 Year 9	Me and my respectful relationships	Online & media	Being Safe	Intimate and sexual relationships, including sexual health
Resources	<p>And Tango makes three by Justin Richardson</p> <p>My Shadow is Pink by Scott Stuart</p> <p>What's going on inside my head? By Sarah Jennings</p> <p>Red: A Crayons Story by Michael Hall</p> <p>Julian is a mermaid by Jessica Love</p>	<p>A song about the permanence of the things you put on the internet – a light hearted way to start a conversation - 'bite you in the bum – a song about e – safety' by muicalternative https://www.youtube.com/watch?v=rdSQLgOPXN0</p> <p>Staying safe online an Usborne: life skills book by Louie Stowell</p>	<p>Let's talk about body boundaries, consent and respect by Jaydeen Sanders</p> <p>To be used at teachers discretion as could be triggering – That uh oh feeling a story about touch by Kathryn Cole</p> <p>Consent for kids – boundaries, respect and being in charge of you by Rachel Brian</p>	<p>Where Willy Went by Nicholas Allan</p> <p>See inside your body Usbourne</p> <p>Let's talk about sex by Robbie Harris</p> <p>Amazing you by Dr Gail Sultz</p> <p>Understanding sexuality by Honor Head</p> <p>The growing up book for boys by Davida Hartman</p> <p>The Autism friendly guide to periods by Robyn Steward</p> <p>Let's talk about the birds and the bees by Molly Potter</p> <p>Busy Bodies: A book about puberty for you and your parents - Created by crisis pregnancy agency available to download for free online https://www.socialworkers.net/product-page/busy-bodies-a-book-about-puberty-for-you-and-your-parents</p> <p>Let's talk about sex by Robbie H Harris</p> <p>Practical resources – reproductive systems models</p>



				Practical resources – period pads, tampons, period pants
KS4 Year 10 & Year 11	Me and my respectful relationships	Online & media	Being Safe	Intimate and sexual relationships, including sexual health
Resources	<p>And Tango makes three by Justin Richardson</p> <p>My Shadow is Pink by Scott Stuart</p> <p>What's going on inside my head? By Sarah Jennings</p> <p>Red: A Crayons Story by Michael Hall</p> <p>Julian is a mermaid by Jessica Love</p> <p>Love your body by Jessica Sanders</p> <p>Celebrate your body (And its changes too) a body positive guide for girls by Sonya Taylor</p>	<p>A song about the permanence of the things you put on the internet – a light hearted way to start a conversation - 'bite you in the bum – a song about e – safety' by muicalternative https://www.youtube.com/watch?v=rdSQLgOPXN0</p> <p>Staying safe online an Usborne: life skills book by Louie Stowell</p>	<p>To be used at teachers discretion as could be triggering – That uh oh feeling a story about touch by Kathryn Cole</p> <p>Let's talk about body boundaries, consent and respect by Jaydeen Sanders</p> <p>Consent for kids – boundaries, respect and being in charge of you by Rachel Brian</p>	<p>Where Willy Went by Nicholas Allan</p> <p>See inside your body Usbourne</p> <p>Let's talk about sex by Robbie Harris</p> <p>Amazing you by Dr Gail Sultz</p> <p>Understanding sexuality by Honor Head</p> <p>The growing up book for boys by Davida Hartman</p> <p>The Autism friendly guide to periods by Robyn Steward</p> <p>Let's talk about the birds and the bees by Molly Potter</p> <p>Busy Bodies: A book about puberty for you and your parents - Created by crisis pregnancy agency available to download for free online https://www.socialworkers.net/product-page/busy-bodies-a-book-about-puberty-for-you-and-your-parents</p> <p>Can we talk about consent by John Hancock</p>



				<p>Sex is a Funny Word: A Book about Bodies, Feelings and YOU by Cory Silverberg</p> <p>Let's talk about sex by Robbie H Harris</p> <p>Practical resources – reproductive systems models</p> <p>Practical resources – period pads, tampons, period pants</p> <p>Practical resources – condoms, femidoms, pictures of implant/pill, dildos (to practice opening and using a condom safely)</p>
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Although Primary Citizenship planning is highlighted within PSHE coverage, Secondary have separate citizenship coverage as below

<p>Primary Citizenship is taught through the PSHE curriculum and is highlighted on the whole school plan. Secondary teach Citizenship through PSHE but also as a stand-alone lesson. This means that they can go in to more depth as their learning progresses and they develop more specific skills on the path to becoming a Gosden graduate.</p>			
<p>Based on Laser Learning exam board, National Curriculum and Steps 4 Life (bsquared)</p>			
<p>KS3 Active Citizenship Planning</p>			
Year Group	Autumn	Spring	Summer
<p>Year 7</p> <p>(1 hour 20 minutes lesson per week)</p>	<p>Focus: Discussion</p> <p>What is Active Citizenship?</p> <p>News and current events – watch the news, how to source the news, responding to news – debate etc. Where to find news – how do we know it is reliable?</p> <p>Name those in their local community – who is in their class</p> <p>Discussion – ask for more information to aid understanding,</p>	<p>Focus: Knowing Your Local Area</p> <p>Identify local buildings and their uses.</p> <p>Name areas in which learners live. What is in their local areas? Share.</p> <p>Identify groups within the community. Who makes up the community?</p> <p>Identify community groups which might be of interest to the learner (they could look into after school enrichments, interview Planet</p>	<p>Focus: Recycling, managing waste</p> <p>Identify different packaging materials</p> <p>Identify items for recycling</p> <p>Identify appropriate bins for recycling</p> <p>Suggest ways to reduce own recycling</p> <p>Ideas:</p> <p>Visit recycling centre</p> <p>Reuse reduce and recycle</p>



	<p>how to discuss the news, share opinions about the news, explain something that happened on the news, sequence a news event, contribute to group discussions</p> <p>How to show agreement through body movement etc. How to show disagreement. How to ask for clarity. How to expand on answers beyond yes/no.</p> <p>School newsletter – local news Add to the school newsletter with what they did.</p>	<p>Soccer to find out what clubs they run outside of school etc). Participate in a positive activity to benefit a community. <i>Ideas:</i> Visit the local area Community project Adam and Brian project Easter event for primary</p> <p>School newsletter – local news Add to the school newsletter with what they did.</p>	<p>Upcycle and repurpose Litter picking</p> <p>School newsletter – local news Add to the school newsletter with what they did.</p>
<p>Year 8</p> <p>(1 hour 20 minutes lesson per week)</p>	<p>Focus: Debate</p> <p>What is Active Citizenship?</p> <p>News and current events – watch the news, how to source the news, responding to news – debate etc. Where to find news – how do we know it is reliable Name those in their local community – who is in their class Identifying areas of interests and topics that would like to know more about.</p> <p>Debate – research, teams and big debate Using current topics and news, the class must have an open debate. Thinking about who/what/where questions. Showing depth and detail in their responses and ideas. Poses questions. Responds to questions.</p> <p>School newsletter – local news Add to the school newsletter with what they did</p>	<p>Focus: Understanding Rights and Responsibilities</p> <p>Identify people's rights Identify personal responsibilities towards friends and family Identify a personal responsibility towards the community (could be school community) Give examples of how acting responsibly can benefit another person or group. <i>Ideas:</i> Peaceful protest How to contact your MP Unions – history links Teacher gives an example – pot holes/local playground broken – talk to MP</p> <p>School newsletter – local news Add to the school newsletter with what they did</p>	<p>Focus: Environmental Issues</p> <p>Identify how humans can have a negative effect on the environment Identify consequences to the environment for the examples above Identify action the individual learner can do to improve environmental issues Identify what actions a larger group of people can take to improve the environment Participate in action to improve</p> <p><i>Ideas:</i> Group action to help the environment at school – project Tree planting Growing own veg in the plant care area Composting area? Make reusable bags (bags for life)</p> <p>School newsletter – local news Add to the school newsletter with what they did</p>



<p>Year 9</p> <p>(45 minute lesson per week)</p>	<p>Focus: Democracy</p> <p>What is Active Citizenship?</p> <p>Your local community – your class</p> <p>What is democracy?</p> <p>Defines the terms: crime, criminal, truth, and lies, fair and unfair.</p> <p>Explains how actions and consequences. Examples of right and wrong behaviour.</p> <p>Voting – how this happens, who can vote, how to vote, recognising outcomes of voting. Identify the local government and roles within the government.</p> <p>Create an in class government and practise voting – link to school council.</p> <p>School newsletter – local news</p> <p>Add to the school newsletter with what they did</p>	<p>Focus: Living in the Community</p> <p>Identify facilities and services that you use in the local community</p> <p>Identify areas in the community that you feel safe in/makes you happy</p> <p>Identify areas in the community you would like to access/visit</p> <p>Visit local areas and communities</p> <p><i>Ideas:</i></p> <p>Trip to Cranleigh – what would you do if you were given £400,000 to improve the local community? Visit the areas, access the areas, mind map ways to improve the areas. Research and budget ways to improve. Present it.</p> <p>School newsletter – local news</p> <p>Add to the school newsletter with what they did</p>	<p>Focus: Living in the Community/ Business Enterprise</p> <p>Raise money to improve something in the school community.</p> <p>Can you turn your £10 into more money?</p> <p>A mini social enterprise project</p> <p>Fundraising</p> <p>Raise funding for KS3 end of year treat.</p> <p>(long term plan: a slot in the 'Coffee Shop')</p> <p>School newsletter – local news</p> <p>Add to the school newsletter with what they did</p>
<p>In KS4 Citizenship is taught as a stand-alone lesson and is part of the wider curriculum. This includes, ASDAN, community action, RSE learning and careers options. In the stand alone Citizenship lessons, Year 10 and 11 focus on units from ASDAN across the school year. Breakdown, coverage and progression of these is detailed below.</p>			
<p>Year 10</p>	<p>Unit – Making the most of leisure time</p> <p>September – October half term: 1.1 Identify ways in which they can use their leisure time 1.2 Identify the benefits of using their leisure time in different ways</p> <p>Learning Focus:</p> <p>What does leisure mean</p> <p>What could this look like</p> <p>Which leisure activities are available in the local community</p> <p>Identify activities they already explore</p> <p>Identify areas they would like to improve or try</p> <p>October – April: 2.1 Take part in an activity which they find relaxing 2.2 Take part in an activity which they find challenging 2.3 Take part in an activity which involves learning a new skill</p> <p>Learning Focus:</p> <p>Plan out possible activities</p> <p>Participate in a variety of activities that include relaxing, challenging themselves and learning a new skill</p>		



	<p>Participate in activities for an extended period of time (minimum of 10 hours).</p> <p>May – July: Internal Active Citizenship Project Learners will plan and complete internal active citizenship projects within the small community. This will be led by the learners and planned out with them. Examples could include; recycling, cleaning areas, internal work experience, helping younger year groups in their learning or planning PE day in collaboration with others.</p>
Year 11	<p>Unit – Community Action</p> <p>September – October half term: <i>1.1 Identify community groups in their local area and what they do.</i> Learning Focus: What is a community Which communities do we know Identify local communities</p> <p>November December: <i>2.1 Participate in activities within a local community group</i> January – Easter: <i>2.1 Participate in activities within a local community group</i> Learning Focus: identifying a local community they would like to help and support Making a link with the local community and finding out their needs Planning how to help a local community This is planned by the learners and is led by their interests. Previously learners have made links with the local care home. They formed relationships with the residents of the care home and planned activities to suit their interests. They made a bingo game and ran this, read to people and set up a nail salon to name a few. This year they have made contact with the local church and found out about their needs. So far they have planned a fundraising event through our Christmas fayre and raised £120 for the church. The next step of the project will be linked to the food bank. Learners will plan how to raise donations and support this.</p> <p>Easter – May half term: <i>2.2 Identify how these activities benefit others & 2.3 Identify a benefit for themselves from participating in the activities.</i> Learning Focus: this is time for the learners to review and reflect on their previous learning. They collate evidence of their community action project in order to highlight how they have benefitted from this and how they have helped others.</p> <p>May – June: This is time for them to reflect on their time as a citizen at Gosden and their journey to become a Gosden graduate. This includes completing their records of achievement and planning for their celebration assembly. There is also the possibility for some students to engage in extended work experience placements/traineeship.</p>



HOW DO WE KNOW OUR PSHE LEARNERS ARE ACTUALLY LEARNING? HOW DO OUR LEARNERS KNOW HOW THEY ARE DOING?

Learning and progress in PSHE is monitored in a range of ways, the aim of each is to identify strengths and areas for progress to teachers, to create targets linked to EHCP and ILPs for students, to give students live feedback and arguably most importantly, to increase the level of autonomy and empowerment students have over their learning.

Connecting Steps (BSquared): Connecting Steps is our inclusive assessment software used to track and monitor attainment data, which supports meaningful communication with parents and other stakeholders and gives clear information about the progress our learners are making. This information is used by learning teams to inform planning and next steps, and is used alongside teacher judgement to form a holistic and cumulative view of where pupils are on their PSHE learning journey. Children are assessed across levels in PSHE and Self – Care skills with the 'best fit' level being found. This means that our learners' strengths are able to be highlighted clearly. This will be assessed by our data lead and then shared with the happy and healthy lead so that they can draw conclusions, find patterns and identify possible areas for support or celebration amongst staff.

ILP: One ILP target per term will be based on an area of PSHE learning, steps to achieve this and how it will be measured will also be planned. Throughout the school these targets are shared with students and their families. In Secondary the children have an input in to their targets.

EHCP: During annual review meetings, PSHE progress will be shared with those present and areas they are being supported in will be outlined. In Primary students are able to contribute student voice through 1:1 discussion with their class teacher and parent/guardian prior to the meeting whereas in Secondary students are invited to their own annual reviews.

Vocational subjects, qualifications and exams: In KS4, students complete vocational courses including the choice of an ASDAN qualification or 'out and about' which teaches practical life skills. Students also partake in work experience supported by our KS4 team and our 'aspirations leader' (*for more information see the specific 'careers' curriculum intent document*).

Evisense: Learning is recorded and uploaded to Evisense under the 'Happy and Healthy' heading. These observations are accessible to the curriculum lead and are shared with parents/guardians weekly.

Observations/Learning Walks: Checking of coverage in planning and timetables, learning walks and observations are planned in by the 'Happy and Healthy' lead.

Team Planning and Teaching: Where suitable, the 'Happy and Healthy' lead has planned alongside teachers and team taught lessons. Professionals are happy to ask one another for support and know where to access support if they are unsure about an element of PSHE teaching.



Student Survey: Every student completes an annual student voice survey to do with their PSHE learning and experiences. This is then analysed by the happy and healthy lead and used to inform future planning and learning.

IN PSHE HOW WILL OUR GOSDEN GRADUATE BENEFIT FROM THEIR SKILLS AND KNOWLEDGE IN THE FUTURE?

The impact of our PSHE teaching is that learners will develop their understanding and skills in the following areas;

- Self-confidence and self-awareness
- Life skills and self-care
- Managing feelings and behaviour
- Making relationships
- Health, lifestyle and wellbeing
- My world and the wider world
- Families and people who care for me
- Respectful relationships
- Being safe
- Me and my respectful relationships
- Online and media
- Intimate and sexual relationships including sexual health

Our Gosden Graduates leave us confident in navigating and understanding their own emotions and those of others. They have the skills to maintain healthy and happy relationships and know where they can ask for help should they need it, both now and in the future. Our aim is to continuously empower our students to be happy, fulfilled and successful members of their communities.

The main benefit of PSHE learning for our Gosden Graduate is the sense of empowerment and self-belief fostered in each individual. Our Gosden Graduate will be equipped with the skills to have healthy relationships with others, the use of tools to self-regulate and understand their own emotions, the ability to plan and access next steps, the knowledge to obtain help where needed and the self-esteem to recognise and celebrate their individual strengths and value.