

## PSHE Scheme of Work

### PSHE Scheme of Work

#### The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Careers Education, Information, Advice and Guidance (CEIAG) across school.

#### PSHE

The **intent** of our PSHE curriculum is to deliver a curriculum which is accessible to all and will inspire **happy confident independent learners** who are **prepared for adulthood**. As a result of this they will:

- Be fully safeguarded in school and wider community.
- Develop and understand relationships and how to be part of a healthy relationship.
- Be prepared for employment within the wider world as well as understanding charities and voluntary work.
- Develop lifelong habits in caring for themselves and the environment.
- Support and develop into healthy adults who have an understanding of physical and mental health and to keep themselves safe online and in real life.
- Support and develop their physical and mental health by engaging with their local and wider communities.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- **PFA links**
- **Cultural Capital links**
- **Reading opportunities**
- **Key Vocabulary**
- **Planned differentiation, Resource, Support or activity**

Class groups are based upon English ability; therefore, each PSHE group has a wide range of abilities. With this in mind, each unit planned has a set of progressive and sequenced skills and knowledge objectives at three levels - **personal, local, global**. This allows us to differentiate, challenge and extend all of our children in each class no matter their ability.

#### Long Term PSHE plan

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The curriculum that is in place is based upon two things:

- 1) PSHE activities that lead to achieving **the school's intent** - to deliver a curriculum which is accessible to all and will inspire **happy, confident, independent learners who are prepared for adulthood.**
- 2) PSHE that is relevant, usable and **supports individual learning needs** of students at Epinay School.

In order for us to achieve this, we have based our scheme of work on the following **3 Key statements** across the academic year.

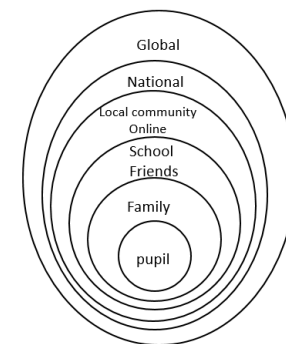
1. To support and develop into healthy adults who have an understanding of how to keep themselves safe and how to keep the body healthy physically and mentally.
2. To prepare our students for potential employment.
3. To develop lifelong habits in caring for themselves and the environment.

**This scheme of work has been developed using the pupil as the central focus and then builds out to reflect on their place in the community and then the world.**

At Epinay school there are a range of students with complex needs. 100% of students are diagnosed as having a learning difficulty/disability, within this a large % of students are diagnosed as having ASD, MLD and SLD (May, 2022). These developmental disabilities can cause significant social, communication and behavioural challenges. They affect how a person acts and interacts with others, communicates, and learns.

For this reason PSHE objectives have been carefully chosen to reflect this. Students generally have difficulties in the following areas:

- Safety and vulnerability due to individual diagnosed need.
- Developing and maintaining a positive lifestyle both physically and mentally.
- Social and Communication Skills - Students may have difficulty understanding and accessing social norms such as social media



The scheme of work has been designed to ensure students can develop these areas, whilst also ensuring that personal, social, health and economics at Epinay is inclusive for all learners, and that they can take part in all lessons with a varied degree of differentiation and support.

A rationale as to why each element of personal, social, health and economics is included, whilst also looking at progression of skills and knowledge throughout each phase. We are mindful that in mixed ability classes there are students of varying abilities in PSHE, therefore students will progress through the skills and knowledge at an appropriate and challenging pace, with the overall intent being that they are working towards the 3 key PSHE statements and are ultimately prepared for accreditation at phase 4 and on into adulthood.

### Progression of skills and knowledge

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**Phase 1** – Students work towards meeting phase 1 targets based on child initiated learning and good practice.

**Phase 2 & 3** - Students build on the skills knowledge gained in phase 1 and work through progressive objectives

**Phase 4** - Students are in a place to use the skills and knowledge gained in Phase 2 and 3 to begin a chosen qualification route, this may be Entry level certificate Level 1 and Introduction to Adult Social Care.

**Phase 5** - Students are in a place to use the skills and knowledge gained in Phase 4 to achieve a higher level of qualification if it is their chosen pathway.

**Whilst all classes have identified topics, the scheme of work is written in phases due to the delicate nature of some of the topics as well as age related topics. Objectives highlighted in yellow show where there are safeguarding implications and information routes.**

	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9
<b>Autumn Relationships</b>	What do I need?	Childhood	Childhood	Adolescence	Adolescence	Adulthood	Preparing for sexual relationships	Elderly & Disabled	Family Breakdowns
<b>Spring Environment &amp; World of work</b>	Home Environment	School Environment	Local Environment	National Environment	Damage caused to our planet	Environmental and Social Enterprise.	Preparing for the world of work	World of Work	World of Work Enterprise Challenge
<b>Summer Healthy lifestyles</b>	Names of the parts of the body and staying clean	Healthy bodies, food and exercise	People who help us to stay healthy.	What is a balanced lifestyle and mental health?	Leisure and Staying Safe in the Community.	Changes to the body, puberty.	Recognise , predict, assess and manage risks	Manage time online, peer pressure	Substance abuse

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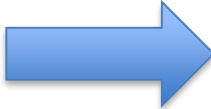
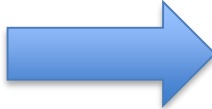


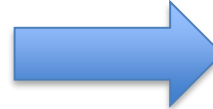
### PSHE Scheme of Work

#### Autumn - Exploring Relationships

##### Rationale: Benefits for our students are:

- Reminds and prepares students at the beginning of the year that they belong to a community (family, school, local, global)
- Reminds students that they have friends and how those friends can impact on them.
- Develops skills needed to create and maintain friendships
- Provides students with the knowledge that they belong to a community outside of their home, local community, national community.
- Provides students with the skills to know that they have the language to talk to others and share their emotion and who to share with
- Develops awareness and understanding that there are organisations and people that can help us with relationship difficulties

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<b>Planned PFA Links/SMSC</b>	Interview health / relationship specialists / healthy minds / lifecycle / CYPS / Escape interventions Visits in the local community to community centres, churches, health centres, care homes. Anti-bullying week Children in Need focus See Google planned calendar events				
<b>Planned Reading Opportunities</b>	To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.				
<b>Planned Key Vocabulary - Subject specific</b>	Friendship, Family, Feelings, Secrets, Special people, Safe, Similarities, Differences, Views and Ideas, Cared, Loved, Seeking, Behaviour, Polite, Respectful, Opinions, Appropriate, Inappropriate, Fair, Unfair, Lonely, Teasing, Bullying, argue, Acceptable, Unacceptable, Co-operate, Physical Contact, pressure, civil partnership, attraction, romantic, relationship, marriage, consent, point of view, topical issues, confidentiality, healthy relationship, unhealthy relationship, maintaining relationships, committed, loving, acceptable, unacceptable, physical touch, personal boundaries, privacy, Stereotypes, Discrimination, Bullying				
<b>Personal</b> 	<b>Local</b> 	<b>Global</b> 	<b>Personal</b> 	<b>Local</b> 	<b>Global</b> 
<b>Autumn - Exploring Relationships</b>					
1.To know that we are all born in to a family and that they are all different	1. To know that we belong to different communities	1.To know that we have different types of relationships	1.To know why different relationships are important to us.	1.To know that relationships can change for many reasons.	1.To know there are organisations that can help with the changes in relationships

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2.To know what it means to belong to a family.	2.To identify shared experiences (holidays, celebrations, festivals) as a family and extended family	2. To discuss how our own behaviour can affect friend and family around us and their behaviour too	2.To be able to recognise and name peer pressure (online and in real life) in the wider	2. To be able to identify healthy and unhealthy relationships. In the wider community	2. To know how to identify and deal with stereotypes in relationships, the workplace and in society.
3.I can explain how family members show they care for and love me	3.I know when and who to show how I care about them	3.I can say what is acceptable and unacceptable physical contact.	3.I know who to talk to about concerns regarding personal safety (including online) and when to break confidences.	3.I know how to manage and respond to pressures including relationships and consent. Identify sexual harassment and violence	3.I can discuss issues of unhealthy relationships, how it can affect wellbeing (including domestic abuse, prevent, FGM)
4.To explain what a friendship is and name my friends	4.I know how to enjoy activities with my friends	4.I can explain what friendship is	4.I can say how to make friends in the community.	4.I can say the difference between face to face friends and online friends. (Children missing in education)	4.I can identify appropriate friendships in my life. CSE
5.I know what makes a good friend.	5.I know how to listen and play cooperatively with my friends.	5.I know how to listen and play cooperatively with my friends and others.	5.I know that friends can disagree.	5.I know how to recognise conflict online and face to face.	5.I know how to deal with conflict face to face and online.
6. I know that hitting and name calling is wrong.	6. I know there are consequences for occasional hitting and name calling	6.I know that occasional name calling and hitting and bullying are different.	6.I can identify different types of bullying and I know it can happen anywhere.	6.I know bullying can affect people physically and mentally and I know how and who to ask for help. Peer on peer abuse	6.I know the importance of speaking up when I see unacceptable behaviour in others.


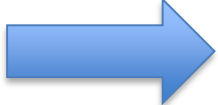
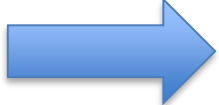

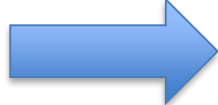
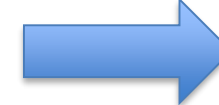
### Spring - Living in the Wider World

Rationale: Benefits for our students are:

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- Knowledge of how to stay safe in the home, school and local community.
- Skills needed to care for the home, school and local community.
- Knowledge of organisations that can help us to care for the home, school and local community.
- Understand the effects that humans can have on the planet in both positive and negative ways
- Transferable skills taught through small scale enterprise that can help to prepare for the workplace.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<b>Planned PFA Links/SMSC</b>	Interview people that work - in the school grounds, in the community, local council, environmental organisations, National Trust, RNLI, Town hall. Careers advisors in school Safetyworks visit Visit the National Trust, local facilities, beach, wooded areas, Nissan, local emergency services.				
<b>Planned Reading Opportunities</b>	To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.				
<b>Planned Key Vocabulary - Subject specific</b>	Impact, Views, Opinions, Online, Safety, Impact, Sharing, Discuss, Debate, Appreciate, Differences, Diversity, Human rights, Critical consumers, Enterprise, Team work, Communication, Environment, School grounds, Sharing , Respect , Group, Community, Caring, Unique, Interests , Jobs , Roles, Responsibilities				
<b>Personal</b> 	<b>Local</b> 	<b>Global</b> 	<b>Personal</b> 	<b>Local</b> 	<b>Global</b> 
<b>Spring Term - Living in the wider world</b>					
1.To understand what rules are and why they are important in your home.  2.To know how to keep yourself safe in the home.	1.To understand why rules are important and respect them in school.  2.To know how to be safe in different areas of the school.	1.To understand why rules are important and respect them in the community.  2.To know how to be safe in the community including travel safety	1.To understand why rules are important and respect them nationally including law and order.  2. To know who to talk to if I don't feel safe.	1.I can demonstrate respect and show how to follow rules.  2.To be able to follow safety rules in enterprise.	1.I understand the importance of rules and respect in the workplace.  2.To know about health and safety in the workplace.

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3. To know where I live and my own address	3.To know who can help in an emergency.	(rail, water, Metro, road). 3.To know the role of the emergency services.	3.To know about different groups and organisations that can help with my physical and mental health	3. To know and demonstrate basic first aid skills.	3.I know jobs in the emergency services and how they can access them.
4. I can identify my local environment (home, school, local community)	4.I can identify what can harm the local environment including my own behaviour.	4 I can demonstrate looking after your environment and how it makes you feel.	4 I can explain why it's important to look after the environment.	4.I know local and national charities, organisations and role models that help the environment.	4. I can identify and carry out a way that can make an impact on the environment.
5.I know that I can belong to different groups. Including The school council	5. I can listen and respect other people views,	5. I can begin to identify my own role in the team.	5. I know the importance of pupil voice and when to use it.	5.I can identify own personal skills when working in a team	5. I can set my own SMART goals. Linked to Post 16 options

### PSHE scheme of Work

#### Summer - Health and Wellbeing - How can I be a healthy adult?







##### Rationale: Benefits for our students are:

- Develop knowledge on the parts of the body and how and when to keep them clean
- Develop knowledge on who can help us to look after our bodies if we need help.
- Develop knowledge on how our bodies change from baby - child - adolescent - adult - elderly
- Build resilience by developing emotional language and skills and recognising the importance of mental health and who can help and support us
- Develop skills needed to recognise, assess and manage risks when in the home and community as well as online

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<b>Planned PFA Links/SMSC</b>	Interview dental health professionals, school nurse, VI, HI, local CSO, mental health champions Visits by school nurse (puberty talk) , oral health, VI, HI, school kitchen, local CSO, NEXUS advisors
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<b>Planned Reading Opportunities</b>			To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.		
<b>Planned Key Vocabulary - Subject specific</b>			Balanced lifestyle, Maintain, Diet, Exercise, Allergies, Hobbies, Benefits, Lifestyle, Choices, Skills, Informed, vegetarian, Vegan, Coeliac, Physical, Emotional ,Puberty, Growth, Changes, Hormones, Hygiene, Routines, Effects, feelings, Clean, Germs, Bacteria , human reproduction, sexual intercourse, conception, pregnancy, development and growth, birth, Road safety, Water safety, Safe, Emergency, Community, Managing, Personal safety, First aid, Accident, Emergency, Physical impact, Importance, Sleep patterns, medicines, over the counter, prescription, Impacts, Mental wellbeing, Physical wellbeing , Real life, Online, Safety, Privacy , Settings, Contact, Support, Grief, Bereavement, Alcohol, Tobacco, Social effects, Financial		
<b>Personal</b> 	<b>Local</b> 	<b>Global</b> 	<b>Personal</b> 	<b>Local</b> 	<b>Global</b> 
<b>Summer Term - Health and Wellbeing - How can I be a healthy adult?</b>					
1.I can name part of the body of which some are covered by underwear.(The underwear rule NSPCC)	1.I know boys and girls bodies have differences and similarities	1.I know that good personal hygiene routines can stop germs spreading and prevent anti-social behaviour	1.I know the physical and emotional changes that happen to bodies during puberty.	1.I can explain the importance of personal hygiene and begin to understand how personal routines can change during puberty.	1.I can begin to know how my relationships can change during puberty and where to get help and support.
2.I can explain what healthy means.	2.I can begin to know some things that keep our bodies healthy (physical health, exercise, food, sleep)	2. I can identify people who can help us keep ourselves healthy (PE teacher, school nurse, MHC, GP, dentist, optician)	2. I can begin to know what makes a balanced lifestyle (diet, exercise, mental health)	2. I can explain how to maintain a balanced lifestyle including activities in the community.	2. I know the risks of what could happen if i don't have a healthy, balanced lifestyle
3.I can identify risks to my body (physical dangers)	3.I know that some people need to take medicines everyday to stay healthy and I can name prescription drugs	3.I know how to keep my body safe by assessing and managing risks (sun safety, medicines, time	3.I can say some negative effects of some prescription and illegal drugs and substances on my body.	3. I know that some drugs are legal / illegal and I know of age restrictions and penalties (smoking,	3.I know where to access help if I have concerns around illegal drug use (County lines awareness of sex



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<p>4.I can name feelings and emotions.</p> <p>5. I know that screen times can affect my emotional and physical health.</p>	<p>that are common in everyday life.</p> <p>4.I can begin to identify feelings and emotions and begin to express them in different ways.</p> <p>5.I know how and why I need to manage my time online.</p>	<p>online, substance abuse)</p> <p>4.I am aware that feelings can change overtime and that everyday events can change my feelings and understand the term mental health.</p> <p>5.I know how to keep personal information safe and how to stay safe online (social media)</p>	<p>4.I can explain the difference between physical and mental health and begin to recognise signs of mental health.</p> <p>5.I know how my behaviour and the behaviour of others can impact on other people (sharing photos, grooming, sexting, upskirting)</p> <p>6. I know that that people that can be heavily influenced by others into certain actions which are not healthy for them (radicalisation)</p> <p>7.I know that that people that can be heavily influenced by others into certain actions which are not healthy for them (sexual harrassment, CSE, county lines, sex trafficking)</p>	<p>alcohol, vaping, prescriptions)</p> <p>4.I know that anyone can experience mental health illness and discuss concerns with a trusted adult and know the referral processes</p> <p>5.I can recognise how my behaviour can be influenced by peers and the media</p> <p>6. I know that there are organisations where I can access information about concerns I have about myself or others being radicalised.</p> <p>7. I know that there are organisations where I can access information about concerns I have about myself or others being sexually harrassed</p>	<p>trafficking, prevent, FGM ).</p> <p>4.I know that some mental health illnesses can be resolved and managed with the right help and support from local groups and organisations and know how to access them.</p> <p>5.I know how to resist unhelpful pressure, report concerns and seek support (inappropriate content and contact, CSE, prevent)</p> <p>6. I know where and how to access help if I have concerns about myself or another being radicalised.</p> <p>7. I know where and how to access help if I have concerns about myself or others being sexually harrassed.</p>
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