

PSHE

Intention- What we want to achieve and why we do what we do

Our aim in PSHE is for our students to gain a deeper understanding of all Personal, Social and Health issues. With a strong emphasis on communication skills, we hope to equip our students with the necessary skills and knowledge they need, not only to keep themselves safe, but to also thrive in British society, as well as the world of work.

Implementation - How do we achieve this through our learning and curriculum and how we do it

Rachel Madocks school have taken the PSHE Association scheme core themes and developed a 5-year rolling programme in Primary and KS3 & 4. The core themes in Primary are; keeping safe, being healthy, my wellbeing, growing up and my body, my feelings, my family and friends, people who help me and my environment/community.

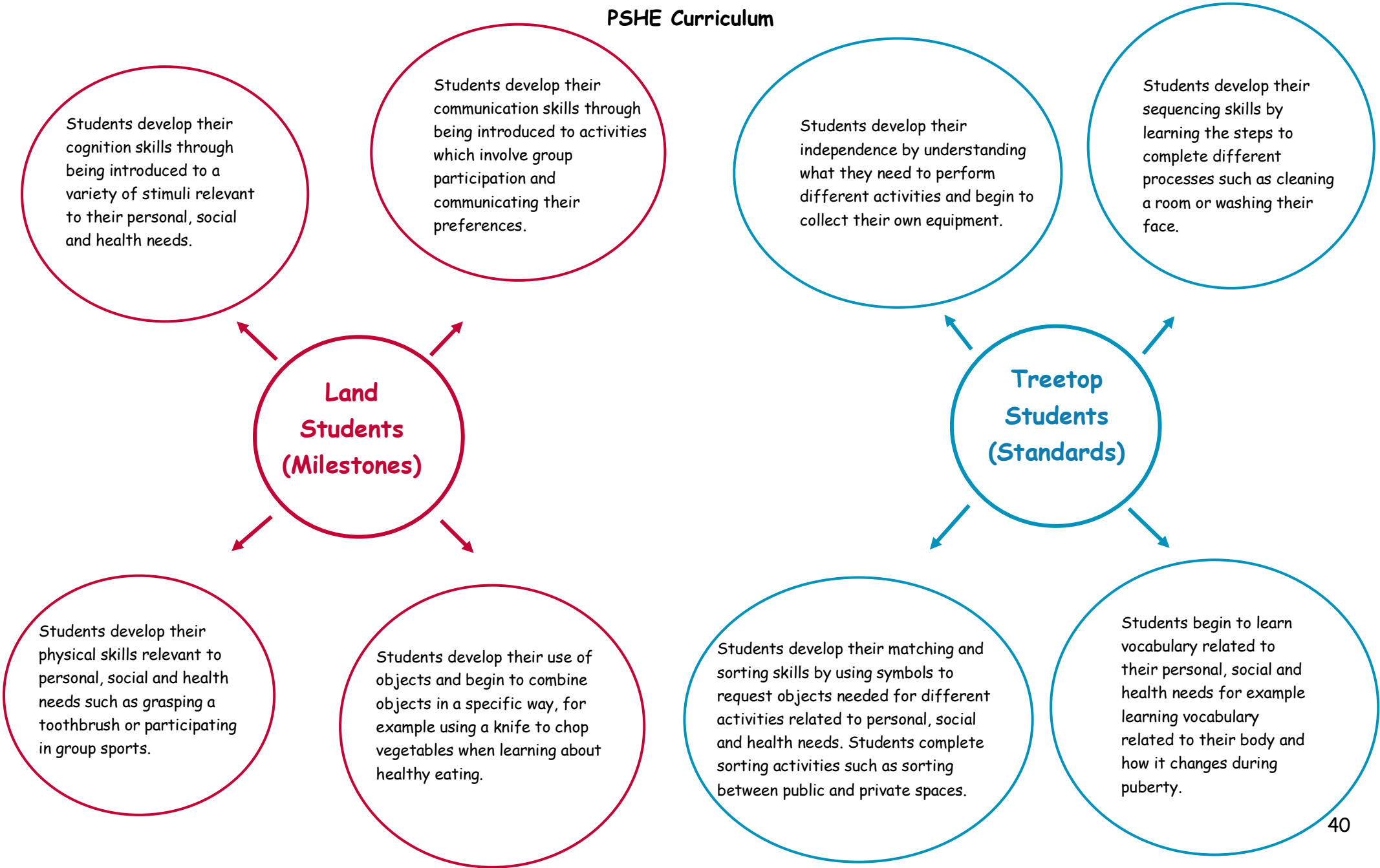
The key themes in KS3 & 4 are: **My Relationships, Responsibility in The Community, Becoming a Teenager, Puberty, Personal Hygiene, Healthy Lifestyles, Safety In The Community, Self-Control, Appropriate Behaviour, Privacy, Emotions and Independence, Relationships.**

The Post 16 department have a 3-year rolling programme, to allow students to develop a greater understanding of Living in the Wider World and Health and Well-Being and Relationships. EHCP targets have elements of PSHE throughout them to further embed core skills to teach and practice elements of the PSHE curriculum. The curriculum is personalised to reflect the cognitive developmental stages of the student and age appropriateness. PSHE curriculum is supported by the ASDAN accreditation; New Horizons, elements of Transition Challenge and Towards Independence, as well as AQA unit assessment awards.

Impact - What can we achieve through this and what is the end result

The impact of PSHE can be seen in the development of speaking and listening across the school and curriculum, and in the readiness of students to move on to adulthood as confident and assured young people, able to make choices independently or express yes and no. Students develop the ability to participate in a wide range of activities, contribute positively to society, know how to access groups and work to enable them to participate. They develop virtues that enable them to be successful, confident and independent participants in their local community and in society as a whole.

PSHE Curriculum



Students develop their cognition skills through being introduced to a variety of stimuli relevant to their personal, social and health needs.

Students develop their communication skills through being introduced to activities which involve group participation and communicating their preferences.

Land Students (Milestones)

Students develop their physical skills relevant to personal, social and health needs such as grasping a toothbrush or participating in group sports.

Students develop their use of objects and begin to combine objects in a specific way, for example using a knife to chop vegetables when learning about healthy eating.

Students develop their independence by understanding what they need to perform different activities and begin to collect their own equipment.

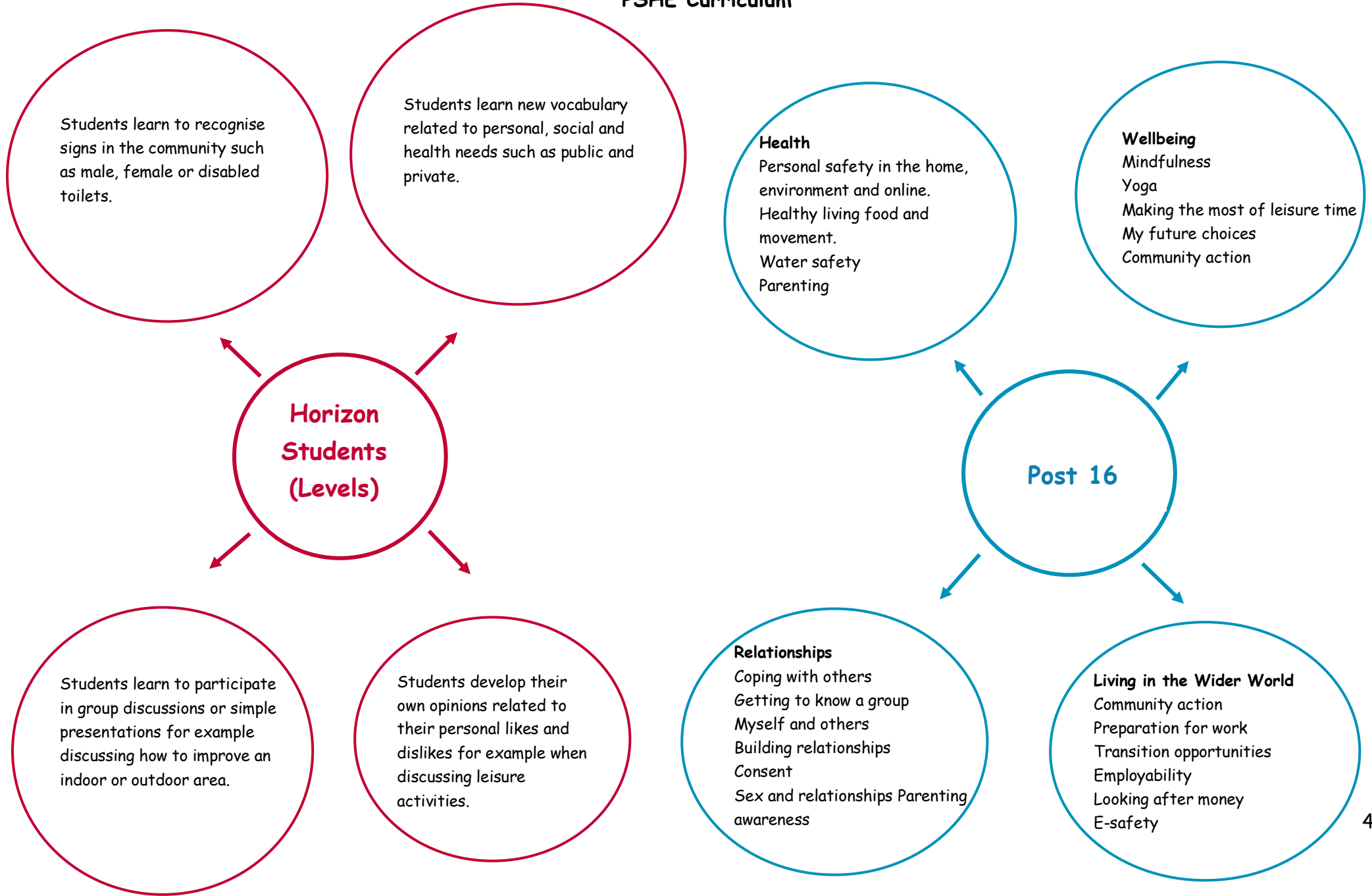
Students develop their sequencing skills by learning the steps to complete different processes such as cleaning a room or washing their face.

Treetop Students (Standards)

Students develop their matching and sorting skills by using symbols to request objects needed for different activities related to personal, social and health needs. Students complete sorting activities such as sorting between public and private spaces.

Students begin to learn vocabulary related to their personal, social and health needs for example learning vocabulary related to their body and how it changes during puberty.

PSHE Curriculum



**Horizon
Students
(Levels)**

Students learn to recognise signs in the community such as male, female or disabled toilets.

Students learn new vocabulary related to personal, social and health needs such as public and private.

Students learn to participate in group discussions or simple presentations for example discussing how to improve an indoor or outdoor area.

Students develop their own opinions related to their personal likes and dislikes for example when discussing leisure activities.

Post 16

Health

Personal safety in the home, environment and online.
Healthy living food and movement.
Water safety
Parenting

Wellbeing

Mindfulness
Yoga
Making the most of leisure time
My future choices
Community action

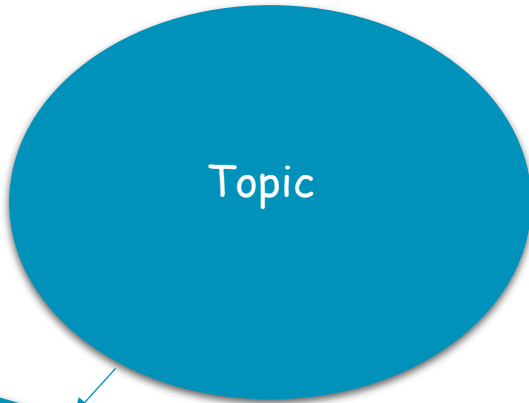
Relationships

Coping with others
Getting to know a group
Myself and others
Building relationships
Consent
Sex and relationships Parenting awareness

Living in the Wider World

Community action
Preparation for work
Transition opportunities
Employability
Looking after money
E-safety

How PSHE Links to Other Areas



THE
WORLD OF
WORK



An element of PSHE Curriculum is embedded into the topic each term. This enables classes to focus on an element of PSHE thoroughly in blocks over the year. These subject areas are revisited on a 5-year programme.

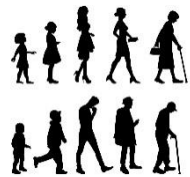


Theme days allow students to experience other cultures, religion and develop thinking in different ways about the world we live in.



Communication
Students use a variety of communication methods to express ideas and topics in PSHE.

Key Skills
Students use key skills to complete tasks in PSHE
Tools,
Key vocabulary
Cause and effect
Classification/ matching/ sorting
Object performance



English
Students articulate PSHE themes with knowledge of language, comprehension, reading and responding to symbols and social sight.

Science
Students learn about:
Their bodies
The environment
Healthy and unhealthy choices
Growing up
Feelings and the brain



Maths
Students use knowledge of number, data handling, sorting, classification, shape, space and measure and problem solving to describe, communicate and understand topics in PSHE.



Physical Development
Students use fine and gross motor skills, physical activity, core strength to engage with the activities and learn about the topics within the PSHE curriculum.