



Chadsgrove Curriculum Long Term Planning: Personal, Social, Health and Citizenship Education, Positive Mental Health and Relationships and Sex Education (PSHCE)

Curriculum Intent

At Chadsgrove School, our intent in teaching PSHCE, PMH and Relationships and Sex Education is to equip all pupils with the knowledge, understanding, attitudes and skills they need to live safe, healthy, fulfilled and dignified lives, now and in the future. The curriculum is rooted in safeguarding and delivered in a developmentally appropriate way, recognising the complex physical, medical, communication and cognitive needs of our pupils.

Across all pathways and phases, PSHCE and RSE support pupils to develop self-awareness, emotional understanding, positive relationships, personal safety and increasing independence. Learning is carefully sequenced and revisited over time, enabling pupils to build confidence, communicate preferences, recognise boundaries and engage meaningfully with the world around them.

Discoverers and Explorers Curriculum Pathways:

For pupils working within the Discoverers and Explorers pathways, the curriculum prioritises the foundations of personal development and wellbeing. The intent is to improve pupils' quality of life by supporting them to develop an awareness of themselves, their bodies, their emotions and their interactions with others. Teaching focuses on helping pupils to feel safe, secure and valued, and to communicate comfort, discomfort, needs and preferences through their individual communication systems. Early learning emphasises trusted relationships, body awareness, personal care routines, safety and dignity, laying essential foundations for later understanding of relationships, health and independence.

Navigators and Pioneers Curriculum Pathways:

Key Stage 1 and 2

Within Key Stage 1 and 2, the PSHCE and RSE curriculum supports pupils to learn about themselves as developing individuals and as members of their class, school and wider communities. Learning builds on pupils' own experiences and the Early Years Foundation Stage principles of personal, social and emotional development. Pupils are supported to understand and manage their feelings, develop positive relationships, and practise social skills such as sharing, turn-taking, cooperation, resolving simple conflicts and resisting bullying. The curriculum also enables pupils to begin taking responsibility for themselves and their environment, understand basic rules that keep them healthy and safe, and engage positively in school life.

Key Stage 3 and 4

At Key Stage 3 and 4, PSHCE and RSE aim to prepare pupils for the transition into adulthood and the wider world. Pupils learn about physical and emotional changes, including puberty, within a supportive and respectful framework. The curriculum supports pupils to become increasingly independent and self-confident, to develop an understanding of relationships, consent and personal boundaries, and to make more informed choices about their health, wellbeing and behaviour. Learning also develops pupils' understanding of communities, rights and responsibilities, and how their choices and actions can affect themselves and others. As pupils prepare for their next stage of education or adult life, the curriculum supports them to participate more fully in school and community activities and to develop the skills needed to support their independent living.

Horizons Pathway:

RSE is taught as part of Preparation for Adulthood Planning and is detailed in a separate Long Term Plan for these students.

Curriculum Implementation

PSHCE and Relationships and Sex Education at Chadsgrove School are implemented through a safeguarding-first, developmentally appropriate curriculum that is carefully tailored to the needs of individual pupils. Teaching is inclusive, personalised and responsive, ensuring that all pupils are supported to make progress from their own starting points, in line with statutory guidance and pupils' Education, Health and Care Plan outcomes.

Across all curriculum pathways, PSHCE and RSE are embedded throughout daily routines, planned teaching, personalised interventions and wider learning experiences. Learning is revisited and reinforced over time so that pupils are able to consolidate understanding, practise skills, and apply learning in meaningful, real-life contexts.

Discoverers and Explorers Curriculum Pathways

For pupils working within the Discoverers and Explorers pathways, including pupils with profound, complex or medical needs, Relationships and Sex Education focuses on body awareness, communication of comfort and discomfort, personal care routines, privacy, safety and dignity. Learning is reinforced through consistent daily routines, personalised interventions and trusted adult support, ensuring pupils are safeguarded and able to express preferences and concerns in ways meaningful to them.

Within these pathways:

- PSHCE education, including Relationships and Sex Education, is embedded across all areas of learning and daily provision.
- Teaching is delivered in line with personalised targets linked to pupils' Education, Health and Care Plan long-term outcomes for social, emotional and mental health, and, where appropriate, Preparing for Adulthood outcomes from Year 9 onwards.
- Pupils learn the knowledge and skills required to meet statutory requirements at a developmentally appropriate level, with learning personalised to meet individual communication, cognitive and physical needs.
- Personalised RSE interventions are provided where appropriate, ensuring that learning is age-appropriate, carefully scaffolded and responsive to pupils' understanding and emotional readiness.

For pupils with the most complex needs, learning prioritises feeling safe, secure and respected, recognising trusted adults, and developing early understanding of self, body ownership and positive interactions with others.

Navigators and Pioneers Curriculum Pathways

For pupils within the Navigators and Pioneers pathways, PSHCE and RSE are taught through a structured and progressive curriculum that builds knowledge, understanding and skills over time. Teaching follows a clear sequence across key stages, ensuring appropriate breadth and depth across physical health and mental wellbeing, relationships education, relationships and sex education, and living in the wider world.

Learning is delivered through planned lessons, themed units, real-life experiences and personalised support, and is adapted where necessary to ensure accessibility for pupils with additional needs.

Consent, Boundaries and Respectful Relationships

Pupils are explicitly taught about consent in developmentally appropriate ways. This includes learning to recognise and communicate personal boundaries, understanding that consent must be freely given and can be withdrawn, and recognising situations where consent cannot be given. Teaching also supports pupils to respect the boundaries of others and to understand the role of trusted adults in keeping them safe.

Harmful Sexual Behaviour and Safeguarding

The PSHCE and RSE curriculum explicitly addresses harmful sexual behaviour in a preventative and age-appropriate manner. Pupils are supported to recognise behaviours that are unsafe or inappropriate, including peer pressure and coercion, and are taught how to seek help and support. All learning is underpinned by the school's safeguarding procedures, with staff responding appropriately to concerns and reinforcing clear messages around safety, dignity and respect.

Online Safety, Pornography and Sexual Harm

Teaching about online relationships and media includes explicit safeguarding content relating to the potential risks of exposure to sexual content, including pornography. Pupils are supported to understand that such content may be harmful, unrealistic and inappropriate, and that they are not expected to seek it out. Teaching focuses on

recognising unsafe situations, understanding coercion and exploitation, and knowing how to report concerns to a trusted adult.

Sexual Exploitation, Grooming and Abuse

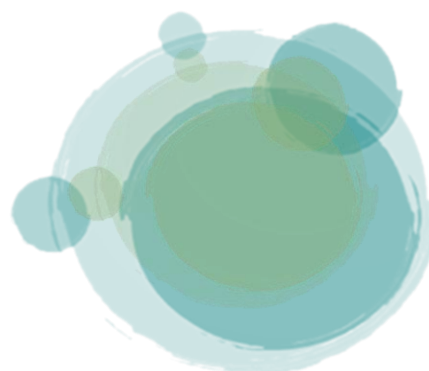
Across PSHCE and RSE, pupils are supported to recognise grooming, sexual exploitation and abuse, including within online contexts. Learning is delivered in ways that are appropriate to pupils' age, understanding and communication needs, with a clear focus on recognising unsafe situations, understanding power imbalance, and knowing how to access help and protection.

Parental Engagement and Right to Withdraw

Parents and carers are informed about the PSHCE and RSE content taught at Chadsgrove School. In line with statutory guidance, parents have the right to withdraw their child from sex education components of RSE, following discussion with the school, while Relationships Education remains compulsory for all pupils.

Staff Training and Support

Staff delivering PSHCE and Relationships and Sex Education receive appropriate training and safeguarding support to ensure content is delivered sensitively, accurately and with confidence. Staff are supported to manage discussions, respond appropriately to disclosures and concerns, and follow safeguarding procedures consistently.



Discoverers and Explorers Pathways

	Physical Health and Mental Wellbeing	Relationships Education (Primary)	Relationships and Sex Education (Secondary)
DfE Statutory Guidance	Mental Wellbeing Internet Safety and Harms Physical Health and Fitness Healthy Eating Drugs, Alcohol and Tobacco Health and prevention Basic First Aid Changing Adolescent Body	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe	Families Respectful relationships including friendships Online and Media Being safe Intimate and Sexual Relationships including sexual health
PSHE Association Framework for Pupils with SEND – Encountering Stage	Self-Awareness SA1, SA2, SA4, SA5 Self-Care, Support and Safety SSS1, SSS2, SSS3, SSS4, SSS6, SSS7 Managing Feelings MF1, MF2, MF3 Changing and Growing CG1 Healthy Lifestyles HL1, HL2, HL3, HL4, HL5, HL6, HL7	Self-Awareness SA2, SA3, SA4, SA5 Self-Care, Support and Safety SSS2, SSS3, SSS4, SSS5 Managing Feelings MF2 Changing and Growing CG1, CG3, CG4 The World I Live In WILI 1	Self-Awareness SA3, SA4, SA5, SA6 Self-Care, Support and Safety SSS1, SSS2, SSS3, SSS4, SSS6 Managing Feelings MF1, MF2, MF3 Changing and Growing CG3, CG4, CG5 Healthy Lifestyles HL1 The World I Live In WILI 1
Barrs Court Curriculum	SL.2 To acquire a persistent self-image SL.12 To use body language / natural gesture to communicate basic needs and emotions SL.15 To initiate and maintain interaction with a familiar person BSA1 To develop whole body awareness BSA2 To develop awareness of body movement	SL.5 To develop an awareness of self in relation to others DLS1 To develop a repertoire of action routines through exploratory / play activities COG.7: To recognise the effects of their own actions on the environment COG.18: To recognise and anticipate the sequence of events within an activity or within the school day	SL.5 To develop an awareness of self in relation to others SL.19 To develop an effective means of expressing choices, needs and preferences DLS2 To relate one object to another DLS3 To use newly acquired action routines in a range of situations and on a variety of different objects COG.11: To establish a pattern of mutual interaction with an adult. Pupil signals/ indicates that he wants the activity to continue or cease
EQUALS Pre-Formal and Informal Curriculum	Communication and Social Relationships / My Communication Sensory / My Sensory Play Physical / My Physical Wellbeing Creative Self-Determination and Independence / My independence Well-Being	Communication and Social Relationships / My Communication Well-Being / My Physical Wellbeing	Self-Determination and Independence / My independence Cognition and Challenge / My Sensory Play Well-Being / My Physical Wellbeing
Learning Opportunities	Intensive Interaction, TACPAC, Sensory/Social Storytelling, Sherborne Developmental Movement, Physiotherapy Movement Plans, Movement to Music, Rebound Therapy, Hydrotherapy, Personal Care Routines especially eating and drinking	Intensive Interaction, Story Massage, Communication Cues, Sensory/Social Storytelling, Routines and expectations	Inclusive Community Awareness, Personal Care Routines especially intimate care
Personalised PSHE/RSE Interventions	CG2 –Respond with curiosity to adult prompting for the names of body parts and changes of puberty including menstrual wellbeing		CG2 –Respond with curiosity to adult prompting for the names of body parts and changes of puberty including menstrual wellbeing CG4, CG5 – intimate relationships and long term relationships

Navigators and Pioneers Curriculum Pathways

The following three core themes will be covered over each academic year to ensure appropriate breadth and balance within the curriculum:

Key Stage 1 and 2:

- Physical Health and Mental Wellbeing
- Relationships and Health Education (Primary)
- Living in the Wider World

Key Stage 3 and 4 :

- Physical Health and Mental Wellbeing
- Relationships and Sex and Health Education (Secondary)
- Living in the Wider World

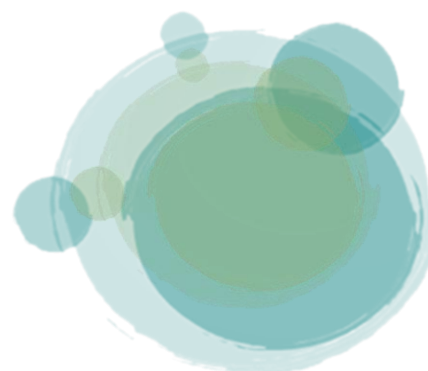
Key Stage 3 and Key Stage 4 will also need to complete the following during the Living in the Wider World blocks:

Key Stage 3:

Year 8 "I explore" individual pupil booklet
Year 9 "I focus" individual pupil booklet

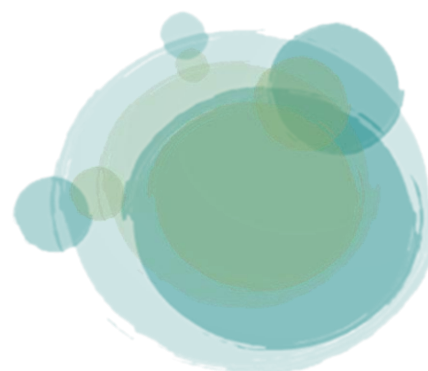
Key Stage 4:

Year 10 "I plan" individual pupil booklet
Year 11 "I decide" individual pupil booklet

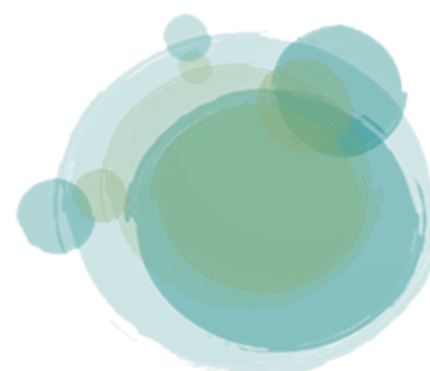


Pioneers 1

<u>Term</u>	<u>Autumn 2025</u>	<u>Spring 2026</u>	<u>Summer 2026</u>
	<u>Physical Health and Mental Wellbeing</u> Health & Prevention – <i>Equals unit 1.3a Ourselves</i> <i>PSHE Association: HL2</i> Healthy Eating – Exploring and sorting foods <i>PSHE Association: H1</i>	<u>Relationships and Health Education</u> Caring Friendships – <i>Equals unit 1.4a Caring</i> <i>PSHE Association: SA4, SA5, SSS3</i> Being Safe – <i>Equals unit 1.5b Personal responsibility</i>	<u>Living in The Wider World</u> Respecting and protecting the environment – <i>Equals unit 1.2b Looking after our environment</i> <i>PSHE Association WIL14</i>
	<u>Autumn 2026</u>	<u>Spring 2027</u>	<u>Summer 2027</u>
	<u>Physical Health and Mental Wellbeing</u> Healthy Lifestyles, Keeping well <i>PSHE Association: HL3</i>	<u>Relationships and Health Education</u> Respecting yourself and others <i>Equals unit 1.5a Making personal choices</i> <i>PSHE Association: WIL11</i>	<u>Living in the wider world</u> The world I live in Rules and Laws <i>PSHE Association: WIL 13</i>
	<u>Autumn 2027</u>	<u>Spring 2028</u>	<u>Summer 2028</u>
	<u>Physical Health and Mental Wellbeing</u> Mental Well-being - <i>Equals Units 1.1a Knowing myself</i> Physical Health & Fitness - <i>Equals unit 1.3b</i> Food/exercise 'Healthy Choices' <i>PSHE Association: HL1 and 2</i>	<u>Relationships</u> Families and people who care for me – <i>Equals unit 1.4b The people around me</i> <i>PSHE Association: SA4, SA5, CG4</i> Respectful Relationships – <i>Equals unit 1.2a Belonging to groups</i>	<u>Living in The Wider World</u> Different Groups and communities – <i>Equals unit 1.1b Being aware in the community</i> <i>PSHE Association: CG4, SA5, WIL 15</i> Understanding where money comes from, parental/guardian jobs and people who help us <i>PSHE Association: WIL15, WIL16, WIL12</i>



<u>Term</u>	<u>Autumn 2025</u>	<u>Spring 2026</u>	<u>Summer 2026</u>
	<u>Physical Health and Mental Wellbeing</u> Harm and Internet safety – <i>Equals unit 2.1b Choosing</i> <i>PSHE Association: SSS4</i> Basic first aid – <i>Equals unit 2.5c Safety in the community</i> <i>PSHE Association: SSS2</i>	<u>Relationships and Health Education</u> Families and people who care for me – <i>Equals unit 2.4b My family</i> <i>PSHE Association: SA4, SA5, CG4</i> Respectful Relationships – <i>Equals unit 2.4c Playing and learning together</i> <i>PSHE Association: SA3</i>	<u>Living in The Wider World</u> Rights and responsibilities – <i>Equals unit 2.1d Taking responsibility towards others</i> <i>PSHE Association: WIL15</i> Being a respectful, productive member of a group – <i>My school</i> <i>PSHE Association: WIL15</i>
	<u>Autumn 2026</u>	<u>Spring 2027</u>	<u>Summer 2027</u>
	<u>Physical Health and Mental Wellbeing</u> Mental Well-being – <i>Equals unit 2.1a Being aware of my ability</i> <i>PSHE Association: SA1</i> Physical Health & Fitness – <i>Equals unit 2.3b Healthy Exercise</i> <i>PSHE Association: HL2</i>	<u>Relationships and Health Education</u> Caring Friendships – <i>Equals unit 2.4a Friends</i> <i>PSHE Association: SA3, SA5</i> Being Safe – <i>Equals unit 2.3c Keeping Safe</i> <i>PSHE Association: SSS2, SSS4</i>	<u>Living in The Wider World</u> Different Groups and communities – <i>Equals unit 2.2c Topical Issues</i> <i>PSHE Association: WIL11, WIL15</i> Money – <i>Equals unit 2.1c Communities</i> <i>PSHE Association: WIL16</i>
	<u>Autumn 2027</u>	<u>Spring 2028</u>	<u>Summer 2028</u>
	<u>Physical Health and Mental Wellbeing</u> Changing adolescent body – <i>Equals Unit 2.3d Growing and changing</i> <i>PSHE Association: CG1, CG2, CG3, CG4</i> Healthy Eating – Developing an understanding of the healthy eat well plate <i>PSHE Association: HL1</i>	<u>Relationships and Health Education</u> Families and people who care for me – <i>Equals unit 2.5d Respecting privacy. Private body parts.</i> <i>PSHE Association: SSS5</i> Respectful Relationships – <i>Equals unit 2.4d – Special days. Relationships, love and care</i> <i>PSHE Association: MF1, MF2</i>	<u>Living in The Wider World</u> Being a respectful, productive member of a group – <i>Enterprise</i> <i>PSHE Association: WIL15, Money – Equals units 2.2d Valuing Money</i> <i>PSHE Association: WIL16</i>



<u>Term</u>	<u>Autumn 2025</u>	<u>Spring 2026</u>	<u>Summer 2026</u>
	<u>Physical Health and Mental Wellbeing</u> Physical Health – <i>Equals unit 3.3b Leisure Awareness</i> <i>PSHE Association: HL3</i> Mental Health and prevention– <i>Equals unit 3.3d Lifestyle</i> <i>PSHE Association: SSS1, SSS3</i>	<u>Relationships and Health Education</u> Being Safe – <i>Equals unit 4.5b Teenage pregnancy. Responsibilities of parenthood.</i> <i>PSHE Association: CG4</i> Online and Media – <i>Equals unit 4.4a Stereotypes. Explicit images, pornography and the law.</i> <i>PSHE Association: SSS4</i>	<u>Living in the Wider World</u> Making informed choices and being enterprising and ambitious – <i>Equals unit 4.1f Taking responsibility for employment</i> <i>PSHE Association: WIL14</i> Budgeting, salaries and bank accounts and how financial choices affect yourself and others – <i>Equals unit 4.1e Co-operating</i> <i>PSHE Association: WIL15</i>
	<u>Autumn 2026</u>	<u>Spring 2027</u>	<u>Summer 2027</u>
	<u>Physical Health and Mental Well being</u> Health and exercise (KS3) <i>Equals Unit 3.3a</i> <i>PSHE Association: HL3</i> Personal hygiene (KS3) <i>Equals Unit 3.3e Feeling Unwell</i> <i>PSHE Association SSS1</i>	<u>Relationships and Health Education</u> Developing good relationships and respecting the differences between people <i>Equals unit 3.4a Changing relationships (KS3)</i> <i>PSHE Association: MF2</i> <i>Equals unit 3.4c Respecting others</i> <i>PSHE Association: SA4 - managing pressure</i>	<u>Living in the Wider World</u> Knowledge and understanding about becoming informed citizens <i>Equals Unit 3.2F</i> <i>Newspapers; diversity, rights and responsibilities</i> <i>PSHE Association: WIL11</i> <i>Equals Unit 4.2c Decision making – voting (KS4)</i> <i>PSHE Association: WIL14</i> <i>preparing for adulthood</i>
	<u>Autumn 2027</u>	<u>Spring 2028</u>	<u>Summer 2028</u>
	<u>Physical Health and Mental Wellbeing</u> Mental Wellbeing – <i>Equals unit 4.4f Crisis and response</i> <i>PSHE Association: SA4, SSS2, SSS5</i> Physical Health and fitness – <i>Equals unit 3.3f Exercise of fun</i> <i>PSHE Association HL3</i>	<u>Relationships and Health Education</u> Intimate Relationships – <i>Equals unit 4.4e</i> <i>Communicating about feelings and relationships</i> <i>PSHE Association: MF1,2,3</i> Sexual relationships including sexual health – <i>Equals unit 4.3a Safe relationships and lifestyle</i> <i>PSHE Association: CG4</i>	<u>Living in the Wider World</u> Develop employability, team work and leadership skills, developing flexibility and resilience – <i>Equals unit 3.4b Self evaluation</i> <i>PSHE Association: WIL14, WIL15</i> Rights and responsibilities– <i>Equals unit 4.1d Rights in the community</i> <i>PSHE Association: WIL11</i>

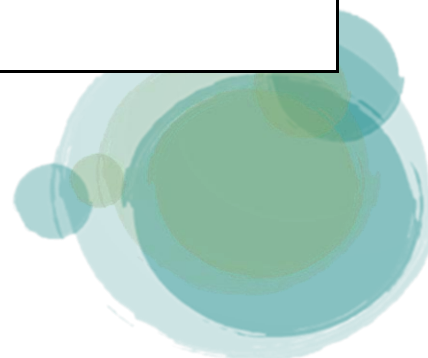
Navigators 1

<u>Term</u>	<u>Autumn 2025</u>	<u>Spring 2026</u>	<u>Summer 2026</u>
	<u>Physical Health and Mental Wellbeing</u> Mental Well-being – <i>Equals unit 2.1a Being aware of my ability</i> <i>PSHE Association: SA1</i> Physical Health & Fitness – <i>Equals unit 2.3b Healthy Exercise</i> <i>PSHE Association: HL2</i>	<u>Relationships and Health Education</u> Caring Friendships – <i>Equals unit 2.4a Friends</i> <i>PSHE Association: SA4,</i> Being Safe – <i>Equals unit 2.3c Keeping Safe</i> <i>PSHE Association: SSS2</i>	<u>Living in The Wider World</u> Rights and responsibilities – <i>Equals unit 2.1d Taking responsibility towards others</i> <i>PSHE Association: WIL11</i> Being a respectful, productive member of a group – <i>My school</i> <i>PSHE Association: WIL15</i>
	<u>Autumn 2026</u>	<u>Spring 2027</u>	<u>Summer 2027</u>
	<u>Physical Health and Mental Wellbeing</u> Changing adolescent body – <i>Equals Unit 2.3d Growing and changing</i> <i>PSHE Association: CG1,CG2</i> Healthy Eating – <i>Developing an understanding of healthy and unhealthy foods</i> <i>PSHE Association: HL1</i>	<u>Relationships and Health Education</u> Families and people who care for me – <i>Equals unit 2.5d Respecting privacy. Private body parts</i> <i>PSHE Association: CG2</i> Respectful Relationships – <i>Equals unit 2.4d – Special days. Relationships, love and care</i>	<u>Living in The Wider World</u> Being a respectful, productive member of a group – <i>Enterprise</i> <i>PSHE Association: WIL15</i> Money – <i>Equals units 2.2d Valuing Money</i> <i>PSHE Association: WIL16</i>
	<u>Autumn 2027</u>	<u>Spring 2028</u>	<u>Summer 2028</u>
	<u>Physical Health and Mental Wellbeing</u> Drugs, alcohol and tobacco – <i>Equals unit 2.3a Medicine and drugs</i> <i>PSHE Association: HL3</i> Changing adolescent body – <i>Equals unit 2.5a Knowing how I am changing. Puberty and changes.</i> <i>PSHE Association: CG2</i>	<u>Relationships and Health Education</u> Being safe – <i>Equals unit 2.5b Rights and choices. Recognising risk and protecting their bodies.</i> <i>PSHE Association: CG3</i> Caring friendships – <i>Coping with healthy and unhealthy relationships. Resolving conflict.</i> <i>PSHE Association: SA5</i>	<u>Living in The Wider World</u> Respecting and protecting the environment – <i>Equals unit 2.2a Recycling</i> <i>PSHE Association: WIL14</i> Rights and responsibilities – <i>Equals unit 2.2b Rules</i> <i>PSHE Association: WIL13</i>



Navigators 2

<u>Term</u>	<u>Autumn 2025</u>	<u>Spring 2026</u>	<u>Summer 2026</u>
	<u>Physical Health and Mental Wellbeing</u> Mental Wellbeing – <i>Equals unit 3.1a Recognising my needs</i> <i>PSHE Association: SA1</i> Physical Health and fitness – <i>Equals unit 3.3a Health and exercise</i> <i>PSHE Association: HL3</i>	<u>Relationships and Health Education</u> Families – <i>Equals unit 3.4a Changing relationships.</i> <i>Human reproduction and pregnancy.</i> <i>PSHE Association: CG4, CG5</i> Respectful relationships including friendships – <i>Equals unit 3.4c Respecting others</i> <i>PSHE Association: CG2</i>	<u>Living in the Wider World</u> Rights and responsibilities as members of diverse communities, as active citizens and participants in the local community – <i>Equals Unit 3.1d Communities and cultures</i> <i>PSHE Association: WIL11</i> Develop employability, team work and leadership skills, developing flexibility and resilience – <i>Equals unit 3.2a Everyday choices</i> <i>PSHE Association: WIL14</i>
	<u>Autumn 2026</u>	<u>Spring 2027</u>	<u>Summer 2027</u>
	<u>Physical Health and Mental Wellbeing</u> Changing adolescent body and Personal Hygiene – <i>Equals unit 3.5a My Changing body. Equals unit 3.3e Personal Hygiene</i> <i>PSHE Association: HL1</i> Healthy Eating – <i>Equals unit 3.3c Health Lifestyles</i> <i>PSHE Association: HL4</i>	<u>Relationships and Health Education</u> Being Safe – <i>Equals unit 3.4e Peer Pressure.</i> <i>Masturbation.</i> <i>PSHE Association: SA4, CG1</i> Online and Media – <i>Equals unit 3.1c Media and advertising</i> <i>PSHE Association: SSS4</i>	<u>Living in the Wider World</u> Making informed choices and being enterprising and ambitious – <i>Equals unit 3.2b Earning and spending</i> Budgeting, salaries and bank accounts and how financial choices affect yourself and others – <i>Equals unit 3.1e Money and environment</i> <i>PSHE Association: WIL11, WIL15</i>
	<u>Autumn 2027</u>	<u>Spring 2028</u>	<u>Summer 2028</u>
	<u>Physical Health and Mental Wellbeing</u> Health and prevention and basic first aid – <i>Equals unit 3.1b Risk Assessment</i> <i>PSHE Association: HL1</i> Internet safety and harms – <i>Equals unit 3.5e Personal sensitivity</i> <i>PSHE Association: HL5</i>	<u>Relationships and Health Education</u> Intimate Relationships- <i>Equals unit 3.5b Awareness and coping</i> <i>PSHE Association: MF2, MF3</i> Sexual relationships including sexual health – <i>Equals unit 3.5c being myself.</i> <i>PSHE Association: CG4</i>	<u>Living in the Wider World</u> Economic and business environments. Rights and responsibilities as consumers – <i>Equals unit 3.2d Helping others</i> Living Safely in a 'connected' world – <i>Equals unit 3.1f Feelings</i> <i>PSHE Association: WIL11</i>



Curriculum Impact

The impact of PSHCE and Relationships and Sex Education at Chadsgrove School is seen in pupils' increased confidence, emotional wellbeing, communication, independence, and ability to engage safely and positively with others and with the world around them. Pupils demonstrate progress in ways that are meaningful to them, including through improved self-expression, stronger relationships with peers and adults, greater awareness of their own bodies and emotions, and increased participation in daily routines, learning and community life.

Assessment within PSHCE and RSE is continuous, personalised and rooted in skilled staff observation. Given the complex communication, physical and cognitive needs of many pupils, assessment focuses on what pupils can do, show, indicate or communicate, rather than on written outcomes. Staff draw on a wide range of evidence, including pupils' responses in daily routines, interactions with peers and adults, engagement in learning activities, use of communication systems, and demonstration of choice-making, boundaries and self-advocacy.

Progress is measured in a personalised way, recognising small steps of development and changes over time, and is closely linked to pupils' Education, Health and Care Plan outcomes and, where appropriate, Preparing for Adulthood outcomes. Pupils are supported, where possible, to reflect on their learning through discussion, choice, expression of preference and supported self-evaluation, ensuring that pupil voice is central to assessment.

Assessment information is gathered through staff observations, professional dialogue, pupil-led interactions and, where appropriate, discussions or questionnaires. Teachers regularly review learning at the end of units to evaluate impact, adapt provision and plan next steps. Progress in PSHCE and RSE is recorded and reported to parents and carers in line with other curriculum areas, providing a clear picture of pupils' personal development, wellbeing and readiness for future independence.

