



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

Curriculum Intent

At Chadsgrove School, our aims in teaching PSHCE, PMH and RSE include the following:

Pre-Formal Curriculum

- To improve their quality of life by giving pupils essential knowledge, skills and characteristics to manage their lives, now and in the future
- To develop a strong foundation of self-awareness, before focusing on how to safely and effectively engage with the world around them, so they can develop as confident and independent members of their community

Semi-Formal/Formal Curriculum

Key Stage 1 and 2:

- For our pupils to learn about themselves as developing individuals and as members of their communities
- To build upon on their own experiences and on the early learning goals for personal, social and emotional development
- To learn the basic rules and skills for keeping themselves healthy and safe and for behaving well
- To have opportunities to show they can take some responsibility for themselves and their environment
- To begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people
- As members of a class and school community, to learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying
- To begin to take an active part in the life of their school and its community

Key Stage 3 and 4:

- To learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities
- To become more mature, independent and self-confident
- To learn about the wider world and the interdependence of communities within it
- To begin to understand that their own choices and behaviour can affect social institutions
- To learn how to take part more fully in school and community activities
- As they begin to develop into young adults, to learn how to face the changes of puberty and transfer to their next setting with support and encouragement from their school
- To learn how to make more confident and informed choices about their health and environment
- To take more responsibility, individually and as a group, for their own learning; and to resist bullying

Curriculum Implementation

Pre-Formal Curriculum

- PSHE education, including RSE is embedded across all areas of the Pre-Formal Curriculum
- It is delivered in line with personalised targets (linked to learners EHCP Long-term Outcomes for Social, Emotional & Mental Health and/or PFA outcomes from Yr9+)
- Pupils learn the required knowledge and skills to meet the statutory requirements and beyond at a developmentally appropriate level, personalised to meet their individual learning needs
- Personalised RSE Interventions are delivered where appropriate at a developmentally appropriate level

	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 Curriculum	Communication and Social Relationships Sensory Physical Creative Self-Determination and Independence Well-Being	Communication and Social Relationships Well-Being	Self-Determination and Independence Cognition and Challenge Well-Being
Learning Opportunities in Chadsgrove Pre-Formal Curriculum	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

Semi-Formal/Formal Curriculum

The following three core themes should 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

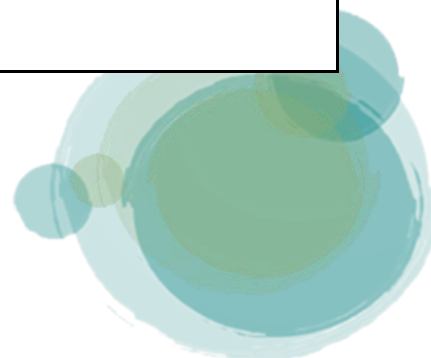
Key Stage 4:

Year 10 "I plan" individual pupil booklet

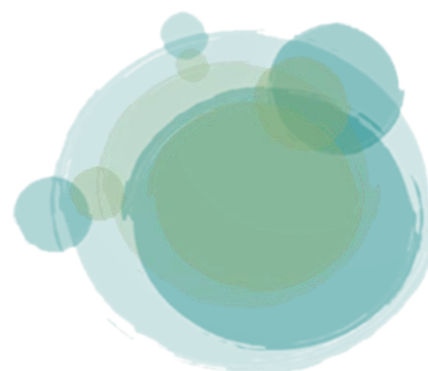
Year 11 "I decide" individual pupil booklet

5LS	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
2024-5	Wonderful World	Perfect Plants	Journeys
	<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 Food/exercise 'Healthy Choices'</i> <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> Money - <i>Understanding where money comes from, parental/guardian jobs and people who help us</i> <i>PSHE Association:WIL15,WIL16,WIL12</i>
2025-6	People and Places	Amazing animals	Out at Sea
	<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:HL1</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</i> Personal responsibility	<u>Living in The Wider World</u> Respecting yourself and others – <i>Equals unit 1.5a Making personal choices</i> <i>PSHE AssociationLWIL11</i> Respecting and protecting the environment – <i>Equals unit 1.2b Looking after our environment</i> <i>PSHE Association WIL14</i>

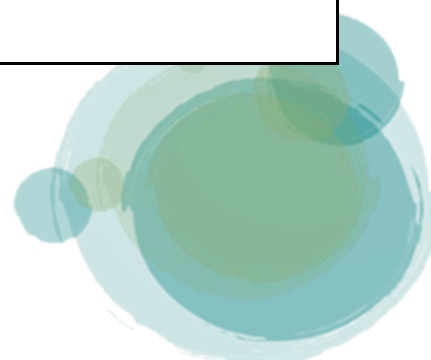
Term	Autumn	Spring	Summer
6LS 2024-25	New Adventures <u>Physical Health and Mental Wellbeing</u> Harm and Internet safety – <i>Equals unit 2.1b Choosing</i> <i>PSHE Association:SSS4,SSS5</i> Basic first aid – <i>Equals unit 2.5c Safety in the community</i> <i>PSHE Association: SSS2</i>	Space and Solar System <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,SA5CG4</i> Respectful Relationships – <i>Equals unit 2.4c Playing and learning together</i> <i>PSHE Association :SA3 MF2</i>	Fantasy and Magical Worlds <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 – My school <i>PSHE Association ;WIL15</i>
2025-6	Marvellous Me <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>	Rise of the Robots <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>	Water <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 – My school <i>PSHE Association;WIL15</i>
2026-7	Our Environment Traditional Tales <u>Physical Health and Mental Wellbeing</u> Changing adolescent body – <i>Equals Unit 2.3d Growing and changing</i> <i>PSHSE Association:CG1,CG2</i> Healthy Eating – <i>Developing an understanding of healthy and unhealthy foods</i> <i>PSHE Association:HL1</i>	Jungle Beat <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> <i>PSHE Association:CG4</i>	Around the World <u>Living in The Wider World</u> Being a respectful, productive member of a group – Enterprise <i>PSHE Association:WIL15</i> Money – <i>Equals units 2.2d Valuing Money</i> <i>PSHE Association:WIL16</i>



2027-8	Our Bodies and Minds	Clever Construction	Pirates
	<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.</i> <i>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>PHSE Association:WIL14</i> Rights and responsibilities – <i>Equals unit 2.2b Rules</i> <i>PHSE Association:WIL13</i>

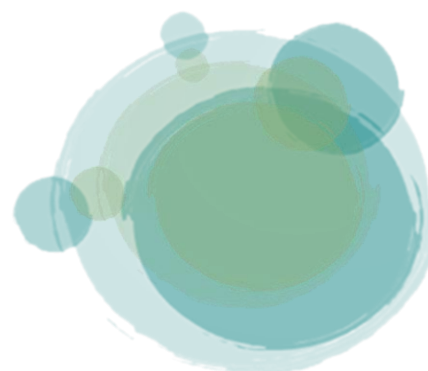


Term	Autumn	Spring	Summer
8LS 2024-25	New Adventures <u>Physical Health and Mental Wellbeing</u> Drugs, alcohol and tobacco - <i>Equals unit 2.3a Medicine and drugs</i> <i>PSHE Association:HL3</i> Changing adolescent body – <i>Equals unit 2.5a Knowing how I am changing. Puberty and changes.</i> <i>PSHE Association:CG2</i>	Space and Solar System <u>Relationships and Health Education</u> Being safe – <i>Equals unit 2.5b Rights and choices.</i> <i>Recognising risk and protecting their bodies.</i> <i>PSHE Association:CG3</i> Caring Friendships and online relationships – <i>Exploring the different friendships and types of communication.</i> <i>PSHE Association:CG4,SSS4</i>	Fantasy and Magical worlds <u>Living in The Wider World</u> Respecting and protecting the environment – <i>Equals unit 2.2a Recycling</i> <i>PHSE Association:WIL14</i> Rights and responsibilities – <i>Equals unit 2.2b Rules</i> <i>PHSE Association:WIL13</i>
2025-6	Marvellous Me <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>	Rise of the Robots <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,SA5CG4</i> Respectful Relationships – <i>Equals unit 2.4c Playing and learning together</i> <i>PSHE Association:.,SA3</i>	Water <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 – My school <i>PSHE Association:WIL15</i>
2026-7	Our Environment <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>	Traditional Tales Jungle Beat <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>	Around the World <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>PSE Association:WIL16</i>

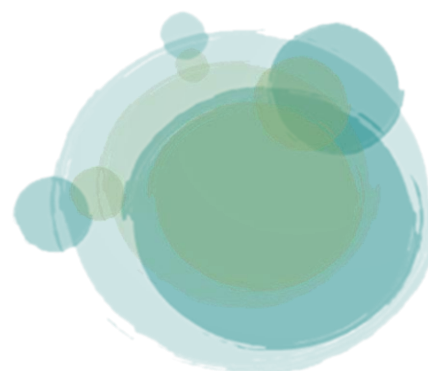


2027-8	<u>Our Bodies and Minds</u>	<u>Clever Construction</u>	<u>Pirates</u>
	<u>Physical Health and Mental Wellbeing</u> Changing adolescent body – Equals Unit 2.3d Growing and changing PSHE Association:CG1, CG2, CG3, CG4 Healthy Eating – Developing an understanding of the healthy eat well plate PSHE Association:HL1	<u>Relationships and Health Education</u> Families and people who care for me – <i>Equals unit 2.5d Respecting privacy. Private body parts.</i> PSHE Association:SSS5 Respectful Relationships – <i>Equals unit 2.4d – Special days. Relationships, love and care</i> PSHE Association:MF1,MF2	<u>Living in The Wider World</u> Being a respectful, productive member of a group – Enterprise PSHE Association:WIL15, Money – <i>Equals units 2.2d Valuing Money</i> PSHE Association:WIL16

Term	Autumn	Spring	Summer
9US 2024-5	How Things Move and Work (Digital photography)	Mysteries/Time Travel (Change)	Rivers and Coasts (Water)
	<u>Physical Health and Mental Wellbeing</u> Health and prevention and basic first aid – <i>Equals unit 3.1b Risk Assessment</i> PSHE Association:HL1 Internet safety and harms – <i>Equals unit 3.5e Personal sensitivity</i> PSHE Association:HL5	<u>Relationships and Health Education</u> Intimate Relationships- <i>Equals unit 3.5b Awareness and coping</i> PSHE Association: MF2,MF3 Sexual relationships including sexual health – <i>Equals unit 3.5c being myself.</i> PSHE Association:CG4	<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> PSHE Association:WIL11



2025-2026	<u>Africa (People)</u>	<u>Our Community / Britain (People & Recycling)</u>	<u>Celebrations / Food & Drink</u>
	<u>Physical Health and Mental Wellbeing</u> Mental Wellbeing – <i>Equals unit 3.1a Recognising my needs</i> PSHE Association:SA1 Physical Health and fitness – <i>Equals unit 3.3a Health and exercise</i> PSHE Association:HL3	<u>Relationships and Health Education</u> Families – <i>Equals unit 3.4a Changing relationships. Human reproduction and pregnancy.</i> PSHE Association:CG4,CG5 Respectful relationships including friendships – <i>Equals unit 3.4c Respecting others</i> PSHE Association: CG2	<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> PSHE Association:WIL11 Develop employability, team work and leadership skills, developing flexibility and resilience – <i>Equals unit 3.2a Everyday choices</i> PSHE Association:WIL14
2026-2027	<u>Victorian Britain</u>	<u>The Human Body (Life Cycles of Animals & Plants)</u>	<u>Asia (The seasons/Weather)</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> PSHE Association:HL1 Healthy Eating – <i>Equals unit 3.3c Health Lifestyles</i> PHSE Association:HL4	<u>Relationships and Health Education</u> Being Safe – <i>Equals unit 3.4e Peer Pressure. Masturbation.</i> PSHE AssociationSA4, CG1 Online and Media – <i>Equals unit 3.1c Media and advertising</i> PHSE Association:SSS4	<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> PSHE Association: WIL11,WIL15



Term	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
11US and 12US 2024-25	<u>Physical Health and Mental Wellbeing</u> Mental Wellbeing – <i>Equals unit 4.4f Crisis and response PSHE Association:SA4,SSS2,SSS5</i> Physical Health and fitness – <i>Equals unit 3.3f Exercise of fun PSHE Association HL3</i>	<u>Relationships and Health Education</u> Intimate Relationships – <i>Equals unit 4.4e Communicating about feelings and relationships PSHE Association: MF1,2,3</i> Sexual relationships including sexual health – <i>Equals unit 4.3a Safe relationships and lifestyle PHSE 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 PSHE Association:WIL14,WIL15</i> Rights and responsibilities– <i>Equals unit 4.1d Rights in the community PSHE Association:WIL11</i>
2025-2026	<u>Physical Health and Mental Wellbeing</u> Physical Health – <i>Equals unit 3.3b Leisure Awareness PHSE Association:HL3</i> Mental Health and prevention and basic first aid – <i>Equals unit 3.4d Lifestyle PHSE Association:SSS1,SSS3</i>	<u>Relationships and Health Education</u> Being Safe – <i>Equals unit 4.5b Teenage pregnancy. Responsibilities of parenthood. PSHE Association:CG4</i> Online and Media – <i>Equals unit 4.4a Stereotypes. Explicit images, pornography and the law. PHSE 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 PSHE Association:L1WIL14</i> Budgeting, salaries and bank accounts and how financial choices affect yourself and others – <i>Equals unit 4.1e Co-operating PHSE Association:WIL15</i>

Curriculum Impact

Opportunities for Assessment for Learning are built into provision:

- Baseline assessments are used to ensure new learning is relevant and progress can be made
- Pupils are provided with opportunities to reflect on and assess their learning and recognise its relevance to their day to day lives
- Progress in PSHCE education is recorded and reported to parents in line with all other non-core curriculum subjects
- Questionnaires, discussions and teacher and TA assessments all form part of the assessment process
- Pupils are given the opportunity to engage in self-assessment and evaluations
- Teacher evaluations take place at the end of units

