



Personal, Social, Health, Citizenship and Economic Education (PSHCE)

**Including Relationships, Sex and Relationships and
Health Education**

July 2023

Policy No: 12

DATE APPROVED BY GOVERNORS: 6.7.2023

DATE OF NEXT REVIEW: Summer 2024

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1. INTRODUCTION

The revision of this policy is in response to new Relationships, Sex and Relationships and Health Education statutory guidance, which became effective in schools summer term 2021.

PSHCE is a non-statutory subject. However, there are aspects of it we are required to teach.

Primary schools must teach relationships education and health education and secondary schools must teach relationships and sex education and health education. (The RSE Policy can be found in Appendix 19.1).

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the new national curriculum. (DfE Feb.2020).

2. PURPOSE

The purpose of this policy is to describe our practice in Personal, Social, Health, Citizenship and Economic Education (PSHCE) and the principles upon which this is based.

3. AIMS

Chadsgrove School adopts the following key aims as set out in the PSHE Education Programme of study Key stages 1 – 5:

- To acquire accurate, balanced and relevant knowledge
- To have opportunities to turn that knowledge into personal understanding
- To have opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- To acquire the skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives
- To have opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy

4. WIDER SCHOOL AIMS/ETHOS

This policy supports the following school aims:

- To allow an individual to develop to their full potential
- To provide curriculum breadth, balance, relevance, differentiation, progression and continuity that is suited to each pupil's individual needs
- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To maximise an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence

- To provide a pleasant learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement throughout their school career
- To guide young people towards a realistic assessment of career possibilities and post-school opportunities
- To ensure equality of opportunity regardless of gender, race, culture, religion, social disadvantage or disability

5. CONSULTATION

This policy has been written by Val Harley supported by Deb Rattley and drawn up in consultation with:

- Teaching Staff at Chadsgrove School through PSHCE Feedback
- The Senior Leadership Team through consultation of the draft policy
- Governing Body – through review of the policy

6. SOURCES & REFERENCES

The following documents have been used to support the writing of this policy:

- PSHCE Education Programme of Study Key stages 1-5 (PSHE Association Updated 2020)
- DfE Personal, social, health and economic (PSHCE) education guidance (13th September 2021)
- We've got it covered... (PSHE Association, Updated 2020)
- New SRE guidance published by PSHE Association, Brook and Sex Education Forum (Feb 2021)
- Citizenships programmes of study (DfE Sept 2013)
- Sex and Relationships Statutory Guidance (DfE 13th September 2021)
- Barrs Court Curriculum

7. ROLES & RESPONSIBILITIES

7.1. The Governors are responsible for

- Ensuring that this policy is regularly updated and that practice in PSHCE reflects the contents of the policy.

7.2. The Headteacher is responsible for

- The Performance Management of PSHCE Lead
- Ensuring the PSHCE lead is following the contents of the policy

7.3. The PSHCE lead is responsible for

- Day to day leadership of the subject
- Providing a whole school long term subject plan and PSHCE curriculum, both of which are readily accessible to all school staff
- Monitoring curriculum planning and delivery
- Storing, purchasing and updating resource lists, working within a yearly agreed budget
- Reviewing PSHCE across the whole school and the development of the subject in line with current trends and statutory guidance
- Letters and collation of parental consent for the relationships and sex education aspects of the PSHCE long term plan
- Reviewing and maintaining the PSHCE policy
- Liaising with parents and outside agencies
- Providing appropriate support for staff
- Organising required staff training
- Attending relevant courses
- Consultation with and feedback to the Headteacher

7.4. Teachers are responsible for

- The day to day delivery of PSHCE, including planning using the long-term plan (LTP) provided
- Reporting any concerns to the designated safeguarding lead (DSL) with regard to the health, safety and welfare of pupils that may arise due to the nature of the subject
- Raising any concerns with the PSHCE lead with regard to the subject
- Maintaining pupil work, including next steps for learning
- Ensuring that all learning activities are appropriately differentiated and personalised to meet the needs of individual pupils taking into account their individual targets and EHCP outcomes
- Ensuring consent has been granted from Parent Carers when delivering the sex education aspects of the curriculum to pupils
- Planning additional activities to be taught in a separate environment for pupils that don't have consent to take part in the sex education aspects of the lesson

8. PLANNING

8.1. The following 3 core themes are 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
- The wider world

Key stage 3, 4 and 5:

- Physical health and mental wellbeing
- Relationships and sex education
- Living in the wider world

8.2. Class teachers produce medium term plans using the long-term plan. Planning is supported by the EQUALS schemes of work which is stored on the staff shared area of the school network. Planning is also linked to PSHE association programme of study Key Stages 1-5. Pre-formal Curriculum classes also use the Barrs Cout Curriculum. Medium term plans outline the learning activities in more detail and specify the curriculum Intent, implementation and projected learning outcomes/impact.

8.3. Practitioners leading individual sessions determine how the medium-term plans will be delivered on a daily basis considering, in more detail, elements such as differentiation and personalisation for individual pupils.

8.4. All planning considers Individual Education Plan targets and EHC Plan outcomes (where appropriate) as these are an integral part of the learning experiences offered to pupils.

8.5. Practitioners decide which of the 3 core themes will be delivered over the Autumn, Spring or Summer terms dependent upon where the best impact can be achieved and using a cross curricular approach.

8.6. The long-term plan is split into topics for pupils with moderate, severe or profound and multiple learning difficulties. Practitioners are advised to look carefully at the topics within each section and choose those most appropriate for the needs of the pupils that they are teaching.

9. IMPLEMENTATION & ORGANISATION

9.1. PSHCE is taught largely through a cross curricular approach throughout the school day as well as in designated lessons.

- Early Years, Key Stage One and classes for pupils with profound and multiple learning difficulties implement PSHCE across the school day with particular emphasis at break and lunch times, as well as an additional designated 30 minutes once a week
- Classes for pupils with moderate to severe learning difficulties in Key Stages Two, Three, Four and Five all have PSHCE and Relationships Education as a weekly timetabled session as well as during break and lunch times each day

9.2. PSHCE is reflected in the values and ethos of the whole school. It is reflected in the daily practices and organisation of the school and by the participation and involvement of pupils in daily school life:

- At snack and meal times pupils develop independence, communication and self-help skills, eating, drinking, using cutlery and making choices. They participate in 'Grace' as part of the lunchtime routine, sit around tables to encourage table manners and social opportunities and develop fine motor skills opening packets and using cutlery
- Chadsgrove School uses a house merit system where pupils are part of a group/community other than their own class
- Mock elections are held each year so that all students can decide who will be Head Boy and Head Girl as well as house captains and deputy house captains for sporting events
- Chadsgrove school has regular meetings for school council reps. Every pupil in the school has a voice and can express their views through their class representative
- Personal care routines provide essential time to work on developing independent life skills as well as the ability to accept or ask for help when required
- Residential trips provide the opportunities for pupils to generalise their learning whilst spending an extended period of time away from home.
- Assemblies cover a wide range of topics within the PSHCE curriculum. They encourage whole school community participation as well as celebrating success in achievement assemblies held once a term.

9.3. Opportunities for the delivery of PSHCE also arise in other subjects, for example:

- Media and social issues in English
- Political, social and legal issues in History
- Global and economic issues in Geography
- Health and environment issues in Science
- Culture, religion and ethnicity in RE, Music and The Arts
- Money and finance in Mathematics
- World of Work and economy in Careers Education
- Health and wellbeing in therapies and PE

9.4. PSHCE has a strong focus within our curriculum days and special events, for example:

- Positive Mental Health Days
- Multicultural days
- Relationships and Sex education days
- Charity events such as children in need and comic relief
- Enterprise days
- Sports days, clubs and competitions
- Mock elections
- Links with the local wider community, school trips and visitors to school

9.5. PSHCE is also built into other courses such as Skills Builder, OCR Life and Living, Duke of Edinburgh Award, OCR Entry level science, BTEC IT, WJEC Entry Level Humanities, ASDAN Sports short course and Routes for Learning.

10. TRAINING/CPD

Training needs are identified through the monitoring process. If there have been any significant statutory changes then subsequent training needs will be addressed as necessary. If practitioners have requested any training needs then this will be considered by the Senior Leadership Team in line with the priorities of the school as a whole.

11. EQUAL OPPORTUNITIES

An equal opportunities policy (Policy number 38) is in place at Chadsgrove School. There is no discrimination as a result of race, gender, disability or home circumstances. All children within Chadsgrove School are given the same opportunity to develop and reach their full potential.

12. HEALTH & SAFETY

A Health and Safety policy (Policy Number 44) and an Educational Trips and Residential Visits policy (Policy Number 53) are both in place at Chadsgrove School. All staff must adhere to these school policies at all times.

13. INCLUDING PARENT CARERS

13.1. Staff at Chadsgrove believe that it is important to work in partnership with parents and carers and value the knowledge that they have of their child. The partnership with carers is based on shared responsibility, understanding, mutual respect and dialogue.

13.2. Parent Carers are encouraged to become actively involved in helping to develop their child's educational programme, for example by contributing to it or carrying on work at home.

13.3. Parental consent is required to teach elements of the RSE topics within the long-term plan. Every effort is made to make Parent Carers aware of the content to be taught and reassure them it will be age appropriate and delivered at the right level depending upon each individual pupil's stage of development. Letters are sent home at the start of each Key Stage to gain consent on the topics that may be taught. These can be seen in Appendix 14.4.

14. RESOURCES

A photo list of resources is stored on the shared area of the school network (Staff Share, positive mental health, resources). PMH Resources are kept in the resources room and PSHCE resources are located in the cupboard outside of 13US. Resources used are inclusive, age appropriate, accurate and up to date.

15. ASSESSMENT & MODERATION

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.

16. MONITORING & EVALUATION

The progress of pupils within PSHCE is monitored through:

- Staff observation and discussion
- The moderation of pupil's work – this may include the analysis of teacher observations and video evidence
- The tracking of termly pupil targets

17. LINKED POLICIES

The PSHCE policy should be read in conjunction with our policies for Behaviour (Policy Number 56), Careers Education and Guidance (Policy Number 16), Religious Education (Policy Number 18), Safeguarding and Child Protection (Policy Number 73) and Spiritual, Moral, Social and Cultural (SMSC) (Policy Number 14)

18. MONITORING & REVIEW

18.1. The Governor with responsibility for PSHCE is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The governor will report on this to the curriculum committee annually.

18.2. The work of the subject leader will also be subject to review by the Headteacher as part of the school's performance management arrangements.

19. APPENDICES

19.1 RSE POLICY STATEMENT

Introduction

The DfE Guidance 6/2019 (updated on 13th Sept 2021) places a statutory responsibility on the Governors to prepare and make available a school policy statement on Relationship and Sex Education (RSE). The document specifically refers to Special Schools in this respect. It points out that, 'children with special educational needs disabilities (SEND)' (pg 15) are properly included in Relationship and Sex Education. RSE should help all pupils to understand their physical and emotional development and enable them to make positive decisions. It acknowledges that children with learning difficulties may need more help in understanding what is socially accepted behaviour, and their need to be warned and prepared against unacceptable behaviour by adults in this area. Reference is also made to the difficulties some parents may experience in coming to terms with their children's developing sexuality. This subject could be a particularly difficult one to teach given the wide age range, variety of physical and learning abilities of the children and young people at Chadsgrove School. The level of maturity of the class group concerned and the particular situation of each individual must be considered.

As Governors we advocate a sensitive, tactful and informal approach to the teaching of RSE at Chadsgrove School. We recognise that engagement with parents and carers is essential to make them aware of the aims, content and organisation of the subject. The guidance states that parents and carers are key people in teaching their children about sexual relationships and growing up. Parents and carers may withdraw their children from all or part of the Sex Education programme of study other than those elements which are included in the statutory National Curriculum. Parents and carers may not withdraw pupils from relationships or health education. If a parent or carer wishes to discuss this further or begin the withdrawal process, a request must be sent to the Headteacher.

Sex education at school aims to support Parent Carers in helping their children to prepare for the responsibilities which sexual maturity brings. Parent Carers are asked to contact the Headteacher if there are any matters of particular concern to them.

Policy Development and Discussion Process

This policy is available on the school website. The finalised policy was ratified by the School Governing Body.

Definition Relationship and Sex Education (RSE)

The PSHCE Association, Sex Education Forum and National Children's Bureau define Sex and relationships education as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.'

'The statutory Government guidance 'Relationships education, relationships and sex education (RSE) and health education' (2019) (updated 13th Sept 2021) sets out what pupils should know by the end of primary school and by the end of secondary school. It also emphasises that high quality teaching that is differentiated and personalised is key to accessibility of RSE for pupils with SEND.' RSE for disabled pupils and pupils with SEN (2020)

Aims

- To develop and increase a pupil's self esteem
- To enable pupils to realise that everyone is in charge of, and responsible for, their own body
- To support pupils through their physical, emotional and moral development
- To enable pupils to have some appreciation of the importance of values, individual conscience and moral considerations
- To provide knowledge and understanding about loving relationships, human reproduction, sexual health, emotions and relationships
- To work with pupils to help them to learn the reasons for delaying sexual activity and the avoidance of an unplanned pregnancy
- To help pupils learn how to recognise and avoid exploitation or abuse
- To teach with due regard for the family background and current understanding of each pupil

Content

RSE is delivered through National Curriculum Science, the Personal, Social, Health and Emotional Education and Citizenship (PSHCE) Curriculum and the Statutory Guidance for Relationships, Sex and Relationships and Health Education. The Science and PSHCE co-ordinators develop the curriculum together to meet the statutory guidelines to ensure continuity and progression throughout the key stages. The issue of exploitation is also covered through e-safety, in ICT. A phased introduction of this subject is followed at

Chadsgrove School, although not necessarily at the age designated. Books, pamphlets, DVDs, websites and practical resources are used in the delivery of this subject. Children are given general information, either by a teacher and/or the school nurse. Alternatively, if it is felt more specialised advice is necessary, an appointment with a paediatrician could be considered, after consultation with parent carers. Parent carers are informed in advance, by the PSHCE coordinator, when RSE lessons are taking place.

Organisation

Class teachers in the Lower School have responsibility for delivering aspects of RSE appropriate to the age and understanding of their pupils. In Upper School, aspects are delivered through both the Science and PSHCE Curriculum. Trained staff can be swapped in where necessary in Upper School to deliver the RSE sessions and content to pupils where possible.

Monitoring

The monitoring and evaluation of the RSE programme is achieved through sampling of lesson plans, observations of lessons and obtaining feedback from teachers and pupils. This process will identify any required changes to the programme and also any staff induction or continuing professional development.

Staff Training

All staff receive safeguarding training, delivered face to face and/or through an online resource.

The School Nurse may deliver RSE training and outside agencies may also provide appropriate training. Relevant courses may be attended by teaching staff in different key stages. Training provided by The PSHE Association, Future Learn and other bodies are also used.

Parent Carers

The Department for Education (DfE) recognises the key role of parents and carers in talking to their children about RSE guidance. Parent Carers have the right to withdraw their children from all or part of the sex education programme provided at the school, apart from those parts included in the National Curriculum. However, pupils are not allowed to withdraw from relationships or health education. Before a series of RSE lessons begins, Chadsgrove sends a letter home to Parent Carers informing them of their right to withdraw a child. This letter will outline the content of the RSE to be taught. Parents/carers who opt to withdraw their child from the Chadsgrove RSE lessons will be invited to discuss any concerns with the RSE coordinator, and offered support to help them discuss the RSE content with their child themselves if they wish. Any complaints

about the content or delivery of RSE should be submitted via the school's complaints procedure.

Equal Opportunities

RSE is an entitlement to all pupils, regardless of race, religion, gender or ability. The RSE programme at Chadsgrove is differentiated to meet the age and physical development of each pupil. RSE may include discussion of issues relating to sexual preference, in order to discourage prejudice. LGBT Youth Scotland state that 'Isolation and fears about coming out as LGB or T to friends and family can impact on how young people feel about themselves and affect their school experiences and attainment.' LGBT Youth Scotland (2011 – 2017). Chadsgrove School understands the importance of equal opportunities and will support pupils with regards to LGBTQIA+ concerns.

Pupil Support

Where necessary Chadsgrove School will offer a bespoke programme to support pupils with any problems with regards to RSE. Trained staff will consult on such issues with SLT to ensure the appropriate action is taken. If required, sessions may be arranged with our school youth worker and further guidance and support may be requested from outside agencies.

Confidentiality

Teachers will ensure that ground rules are agreed within RSE lessons to ensure a safe environment for group discussion. Information given, and views expressed by pupils, should be treated in confidence wherever possible. It is recognised that RSE may, through use of visual resources/discussion of appropriate and inappropriate behaviour, lead to disclosure of a safeguarding issue. In such instances the staff member will inform the Designated Safeguarding Lead in accordance with Chadsgrove's Safeguarding Policy and Guidelines. A member of staff must not promise confidentiality to a pupil if safeguarding concerns exist.

Review of Policy Statement

The content in which the policy operates and/or the area of the curriculum to which it applies, demand that the policy is reviewed at intervals of not more than two years.

Resources

- Relationships, Sex & Relationships and Health Education: DfE (2020) Updated 13th Sept 2021
- Making relationships and sex education work for children with SEND: National Children's Bureau (2020)

- Relationship and Sex Education (RSE) for the 21st century, PSHE Association
- LGBT Youth Scotland (2011 – 2017)
- Sex and Sexuality for Very Special People Longhorn, F (1997)
- Talking Together series of books Kerr-Edwards, L & Scott, L

Other Resources;

Adult male and female anatomy models, a Skeleton, loving each other safely picture book, Fake blood, Sanitary pads, Contraceptive display kit, Alcohol awareness glasses, O cube female condom demonstrator, Mylex cervix for cap demonstration, STI matching pics and title activity, model testicles for cancer checks, model breasts for cancer checks.

(These are currently stored in the Science Room and SLT offices)

19.2 THE MIDDAY MEAL POLICY STATEMENT

Many of the children and young people at Chadsgrove School have a cooked lunch at school each day. Some of the children and young people may opt for a sandwich lunch whilst a few may be fed through a nasal-gastro tube or gastrostomy for medical reasons.

All pupils are supervised and assisted as required by a designated member of staff during lunch in a 'family table' arrangement.

The advice and support of Speech and Language Therapists, Occupational Therapists, Physiotherapists and Nursing staff is sought routinely to promote successful eating and drinking, good seating positions, suitable cutlery, plates, cups, and sensible diets.

School catering staff, lunchtime supervisors, support staff and teachers will be involved in decision making as appropriate in these matters.

The midday meal is regarded as an essential component of the school curriculum for all pupils. It is treated as part of the school timetable for an average of 45 minutes daily for younger children and 35 minutes daily for older pupils.

Lunch times are a cross curricular event, under the general title of Personal, Social and Health Education (PSHCE). Opportunities are provided for;

- English: Speaking and listening, saying 'Grace', communication, sign-a-long, objects of reference and picture symbols etc.
- Maths: Shape, early number work, time.
- Science: Sensory opportunities through taste, smell and vision, hot and cold, etc.
- Food Technology: Recognition of types of food, varieties of food preparation, vegetarianism.
- Health Education: Healthy diets, etc.
- Art: Colour recognition, textures, etc.
- Geography: International cuisine, etc.
- Physical Skills: Fine motor skills.
- RE: Saying Grace, cultures and celebrations, etc.

Personal, Social, Health Education (PSHCE) is a constituent part of 'Desirable Outcomes' at Nursery Level and is regarded in this Policy Document as part of Chadsgrove's PSHCE programme.

Within PSHCE, meal times are an excellent opportunity to encourage personal independence and the acquisition of the self-help skills involved in eating and drinking, making choices, table manners, and assisting others with serving food if appropriate. The 'family table' arrangements for meals positively encourage the formation of social skills. The

development of fine motor skills implicit in handling cutlery, holding a cup, serving food and pouring a drink are essential skills towards personal independence, particularly given the pupils' physical disabilities and needs.

Each pupil, whatever their degree of physical sensory or learning ability will have their own checklist with targets for future progression and review.

This policy statement will also cover eating and drinking at other times of the school day.

Progress will be reported to parents informally and through the annual school report.

Parents will be involved in setting of suitable targets as appropriate.

Guidelines

Bearing in mind the wide range and abilities of the pupils, staff should;

- Encourage each child to be as independent as possible at mealtimes
- Record significant progress on each child's checklist, discuss this with the child's class teacher at least termly and set targets for the future
- Allow sufficient time for children to take turns in pouring drinks and serving food for others on the table
- Assist with the cutting up of food for children when necessary, again encouraging independence
- Work co-actively with the child when feeding is necessary, giving the child adequate time to choose and eat as appropriate
- Help pupils to identify names of food items, recognise flavours, types of puddings, etc
- Encourage children to try food they may be unsure about, and make choices about size of portions etc. as appropriate
- Facilitate the use of alternative forms of communication, eg. Sign-a-long, etc. where appropriate
- Promote social conversation with pupils and staff at the table
- Train pupils to be considerate, polite and well-mannered while waiting for food, making choices, eating and participating in conversations
- Encourage pupils to have the confidence to 'say Grace' if possible or use augmentative communication systems
- Allow pupils to stack plates and cups at the end of the meal
- Reward progress positively through verbal encouragement (and correction where necessary!)
- Whenever possible, children who need to be fed with soft, mashed food, tastes should be kept separate if possible.

Evaluation

The context within which the above policy operates and/or the area of the curriculum to which it applies demand that the policy is reviewed at suitable intervals.

19.3 PSHCE AND RSE LONG TERM PLANS

The following 3 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
- The wider world

Key stage 3, 4 and 5:

- Physical health and mental wellbeing
- Relationships and sex education
- Living in the wider world

Each year consists of 3 blocks (rather than terms), each block covering one of the 3 core themes. You can decide which of the 3 core themes will be delivered over the autumn, spring and summer terms dependent on where the best impact can be achieved, using a cross curricular approach with other topics you are doing over the year. It is important to liaise with the respective pathways to ensure all 3 core themes are delivered by the end of the academic year.

The long-term plan is split into MLD, SLD and PMLD. You are advised to look carefully at the topics within each area and choose those most appropriate for the needs of the pupils and not necessarily from the class cohort they are based in.

The EQUALS PSHCE schemes of work saved on the shared staff drive (Staff shared, PSHCE RSE & Citizenships, PSHCE, Equals PSHCE schemes of work) have been added to the LTP to offer some guidance, but are not mandatory. Pre-Formal Pathway may also use the Barrs Court Curriculum

Pupils in Early Years follow their own Cycle of Themes that address PSHCE issues through a cross-curricular approach. This can be found in the Early Years Policy (Policy Number 27).

PSHCE, PMH & Relationships - Key Stage 1 Long Term Plan (6 term cycle)

Term	MLD	SLD	PMLD
Key Stage 1 Autumn one 2022 Block 1.1	<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 Assoc:</i> <i>H1-9,H11,H12,13,14,15,16,18,19,20,21,24,25,26,27</i>	<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 Assoc: H1,2,3,4,7,9,10,12,14,17,19,20,21,23,26,27</i>	<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>PSE Assoc: H1,6,10,21,27</i> <i>Barrs court curriculum</i>
Key Stage 1 Spring one 2023 Block 1.2	<u>Relationships</u> Families and people who care for me – <i>Equals unit 1.4b The people around me</i> <i>PSE Assoc: R1,2,3,4</i> Respectful Relationships – <i>Equals unit 1.2a Belonging to groups</i> <i>PSHE Assoc:R5,6,8</i>	<u>Relationships</u> Families and people who care for me – <i>Equals unit 1.4b The people around me</i> <i>PSHE Assoc:R1,2,3,4</i> Respectful Relationships – <i>Equals unit 1.2a Belonging to groups</i> <i>PSE Assoc:R5</i>	<u>Relationships</u> Families and people who care for me – <i>Equals unit 1.4b The people around me</i> <i>PSHE Assoc:R2,4</i> Respectful Relationships – <i>Equals unit 1.2a Belonging to groups</i> <i>PSHE Assoc:R5</i> <i>Barrs court curriculum</i>
Key Stage 1 Summer one 2023 Block 1.3	<u>The Wider World</u> Different Groups and communities – <i>Equals unit 1.1b Being aware in the community</i> <i>PSE Assoc: L4,5.6.13</i> Money - <i>Understanding where money comes from, different jobs and people who help us</i> <i>PSHE Assoc::L10.11.12,13,15,16,17</i>	<u>The Wider World</u> Different Groups and communities – <i>Equals unit 1.1b Being aware in the community</i> <i>PSHE Assoc: L1,4,5</i> Money - <i>Understanding where money comes from, parental/guardian jobs and people who help us</i> <i>PSHE Assoc:L10.11.12.16</i>	<u>The Wider World</u> Different Groups and communities – <i>Equals unit 1.1b Being aware in the community</i> <i>PSHE Assoc:L4</i> Money – <i>Money exploration, parental/guardian jobs and people who help us</i> <i>PSHE Assoc:L10,13</i> <i>Barrs court curriculum</i>
Key Stage 1 Autumn two 2023 Block 2.1	<u>Physical Health and Mental Wellbeing</u> Health & Prevention – <i>Equals unit 1.3a Ourselves</i> <i>PSHE Assoc:H1.5.7.8.</i> Healthy Eating – <i>Developing an understanding of healthy and unhealthy foods</i>	<u>Physical Health and Mental Wellbeing</u> Health & Prevention – <i>Equals unit 1.3a Ourselves</i> <i>PSHE Assoc:H1..8</i> Healthy Eating – <i>Exploring and sorting foods</i> <i>PSHE Assoc:H2</i>	<u>Physical Health and Mental Wellbeing</u> Health & Prevention – <i>Equals unit 1.3a Ourselves</i> <i>PSHE Assoc:H1.</i> Healthy Eating – <i>Exploring Food</i> <i>PSHE Assoc:H2</i> <i>Barrs court curriculum</i>

	PSHE Assoc:H1.2.		
Key Stage 1	<u>Relationships and Health Education</u>	<u>Relationships and Health Education</u>	<u>Relationships and Health Education</u>
Spring two	Caring Friendships – <i>Equals unit 1.4a Caring</i>	Caring Friendships – <i>Equals unit 1.4a Caring</i>	Caring Friendships – <i>Equals unit 1.4a Caring</i>
2024	PSHE Assoc:R1...2.3.4.6.	PSHE Assoc:R1.2	PSHE AssocR1
Block 2.2	Being Safe – <i>Equals unit 1.5b Personal responsibility</i>	Being Safe – <i>Equals unit 1.5b Personal responsibility</i>	Being Safe – <i>Equals unit 1.5b Personal responsibility</i>
	PSHE Assoc:R5	PSHE Assoc:	PSHE Assoc:R5 <i>Barrs court curriculum</i>
Key Stage 1	<u>The Wider World</u>	<u>The Wider World</u>	<u>The Wider World</u>
Summer two	Respecting yourself and others – <i>Equals unit 1.5a Making personal choices</i>	Respecting yourself and others – <i>Equals unit 1.5a Making personal choices</i>	Respecting yourself and others – <i>Equals unit 1.5a Making personal choices</i>
2024	PSHE Assoc:L14	PSHE AssocL14	PSHE AssocL14
Block 2.3	Respecting and protecting the environment – <i>Equals unit 1.2b Looking after our environment</i>	Respecting and protecting the environment – <i>Equals unit 1.2b Looking after our environment</i>	Respecting and protecting the environment – <i>Equals unit 1.2b Looking after our environment</i>
	PSHE Assoc:L3	PSHE AssocL3	PSHE Assoc:L3 <i>Barrs court curriculum</i>

PSHCE, PMH & RSE - Key Stage 2 Long Term Plan (12 term cycle)

Term	MLD	SLD	PMLD
Key Stage 2	<u>Physical Health and Mental Wellbeing</u>	<u>Physical Health and Mental Wellbeing</u>	<u>Physical Health and Mental Wellbeing</u>
Autumn one	Harm and Internet safety – <i>Equals unit 2.1b Choosing</i>	Harm and Internet safety – <i>Equals unit 2.1b Choosing</i>	Harm and Internet safety – <i>Equals unit 2.1b Choosing</i>
2022	PSHE Assoc: H13,37,41,42	PSE Assoc:H13,41	PSHE Assoc:H13
Block 1.1	Basic first aid – <i>Equals unit 2.5c Safety in the community</i>	Basic first aid – <i>Equals unit 2.5c Safety in the community</i>	Basic first aid – <i>Equals unit 2.5c Safety in the community</i>
	PSHE Assoc: H1,7,10,40,43,44	PSHE Assoc: H5,10,43	PSE Assoc:H5,43 <i>Barrs court curriculum</i>

Key Stage 2	<u>Relationships and Health Education</u>	<u>Relationships and Health Education</u>	<u>Relationships and Health Education</u>
Spring one 2023	Families and people who care for me – <i>Equals unit 2.4b My family</i> <i>PSHE Assoc:R1,5,6,7,8,</i>	Families and people who care for me – <i>Equals unit 2.4b My family</i> <i>PSHE Assoc:R1,7,8</i>	Families and people who care for me – <i>Equals unit 2.4b My family</i> <i>PSHE Assoc:R1,7</i>
Block 1.2	Respectful Relationships – <i>Equals unit 2.4c Playing and learning together</i> <i>PSHE Assoc:R10,11,14,16,17,31,33,34</i>	Respectful Relationships – <i>Equals unit 2.4c Playing and learning together</i> <i>PSHE Assoc:R10, 14</i>	Respectful Relationships – <i>Equals unit 2.4c Playing and learning together.</i> <i>PSHE Assoc:R10</i> <i>Barrs court curriculum</i>
Key Stage 2	<u>The Wider World</u>	<u>The Wider World</u>	<u>The Wider World</u>
Summer one 2023	Rights and responsibilities – <i>Equals unit 2.1d Taking responsibility towards others</i> <i>PSHE Assoc:L4.</i>	Rights and responsibilities – <i>Equals unit 2.1d Taking responsibility towards others</i> <i>PSHE Assoc:L4</i>	Rights and responsibilities – <i>Equals unit 2.1d Taking responsibility towards others</i> <i>PSHE Assoc:L4</i>
Block 1.3	Being a respectful, productive member of a group – <i>My school</i> <i>PSHE Assoc:L5.</i>	Being a respectful, productive member of a group – <i>My school</i> <i>PSHE Assoc:L5</i>	Being a respectful, productive member of a group – <i>My school</i> <i>PSHE AssocL5</i> <i>Barrs court curriculum</i>
Key Stage 2	<u>Physical Health and Mental Wellbeing</u>	<u>Physical Health and Mental Wellbeing</u>	<u>Physical Health and Mental Wellbeing</u>
Autumn two 2023	Mental Well-being – <i>Equals unit 2.1a Being aware of my ability</i> <i>PSHE Assoc:H25.27.28.35</i>	Mental Well-being – <i>Equals unit 2.1a Being aware of my ability</i> <i>PSHE Assoc:H27.28</i>	Mental Well-being – <i>Equals unit 2.1a Being aware of my ability</i> <i>PSHE Assoc:H28</i>
Block 2.1	Physical Health & Fitness – <i>Equals unit 2.3b Healthy Exercise</i> <i>PSHE Assoc:H7.</i>	Physical Health & Fitness – <i>Equals unit 2.3b Healthy Exercise</i> <i>PSHE Assoc:H7</i>	Physical Health & Fitness – <i>Equals unit 2.3b Healthy Exercise</i> <i>PSHE Assoc:H7</i> <i>Barrs court curriculum</i>
Key Stage 2	<u>Relationships and Health Education</u>	<u>Relationships and Health Education</u>	<u>Relationships and Health Education</u>
Spring two 2024	Caring Friendships – <i>Equals unit 2.4a Friends</i> <i>PSHE Assoc:R1.8.10.11.14.15.16.17</i>	Caring Friendships – <i>Equals unit 2.4a Friends</i> <i>PSHE Assoc:R1.8.10.11</i>	Caring Friendships – <i>Equals unit 2.4a Friends</i> <i>PSHE Assoc:R1.8</i>
Block 2.2	Being Safe – <i>Equals unit 2.3c Keeping Safe</i> <i>PSHE Assoc:R9.11.12.15.17.24.27.28.29</i>	Being Safe – <i>Equals unit 2.3c Keeping Safe</i> <i>PSHE Assoc:9.11.12,22</i>	Being Safe – <i>Equals unit 2.3c Keeping Safe</i> <i>PSE Assoc:10</i> <i>Barrs court curriculum</i>
Key Stage 2	<u>The Wider World</u>	<u>The Wider World</u>	<u>The Wider World</u>
Summer two 2024	Different Groups and communities – <i>Equals unit 2.2c Topical Issues</i> <i>PSHE Assoc:L2.8..26.32</i>	Different Groups and communities – <i>Equals unit 2.2c Topical Issues</i> <i>PSHE Assoc:L2..8.26</i>	Different Groups and communities – <i>Equals unit 2.2c Topical Issues</i> <i>PSHE Assoc:L2..26</i>
Block 2.3	Money – <i>Equals unit 2.1c Communities</i>	Money – <i>Equals unit 2.1c Communities</i>	Money – <i>Equals unit 2.1c Communities</i>

	PSE Assoc:L17.18.19.20.21.22	PSE Assoc:L17.18	PSHE Assoc:L17 Barrs court curriculum
Key Stage 2 Autumn three 2024 Block 3.1	Physical Health and Mental Wellbeing Changing adolescent body – <i>Equals Unit 2.3d Growing and changing</i> PSHE Assoc:H30.31.32,33,34, Healthy Eating – <i>Developing an understanding of the healthy eat well plate</i> PSHE Assoc:H6	Physical Health and Mental Wellbeing Changing adolescent body – <i>Equals Unit 2.3d Growing and changing</i> PSHE Assoc:H31.32 Healthy Eating – <i>Developing an understanding of healthy and unhealthy foods</i> PSHE Assoc:H6	Physical Health and Mental Wellbeing Changing adolescent body – <i>Equals Unit 2.3d Growing and changing</i> PSE Assoc:H32 Healthy Eating – <i>Exploring and sorting foods</i> PSHE Assoc:H6 Barrs court curriculum
Key Stage 2 Spring three 2024 Block 3.2	Relationships and Health Education Families and people who care for me – <i>Equals unit 2.5d Respecting privacy. Private body parts.</i> PSHE Assoc:R25 Respectful Relationships – <i>Equals unit 2.4d – Special days. Relationships, love and care</i> PSHE Assoc:R3,5,6,30.31,33	Relationships and Health Education Families and people who care for me – <i>Equals unit 2.5d Respecting privacy. Private body parts</i> PSHE Assoc:R25 Respectful Relationships – <i>Equals unit 2.4d – Special days. Relationships, love and care</i> PSHE Assoc:R3,5,6,30	Relationships and Health Education Families and people who care for me – <i>Equals unit 2.5d Respecting privacy. Private body parts</i> PSHE Assoc:R25 Respectful Relationships – <i>Equals unit 2.4d – Special days. Relationships, love and care</i> PSHE Assoc:R3,33 Barrs court curriculum
Key Stage 2 Summer Three 2024 Block 3.3	The Wider World Being a respectful, productive member of a group – <i>Enterprise</i> PSHE Assoc:L5,7, Money – <i>Equals units 2.2d Valuing Money</i> PSHE Assoc:L17,18,20,23,24	The Wider World Being a respectful, productive member of a group – <i>Enterprise</i> PSHE Assoc:L5,7 Money – <i>Equals units 2.2d Valuing Money</i> PSHE Assoc:L17,18,20	The Wider World Being a respectful, productive member of a group – <i>Enterprise</i> PSHE Assoc:L7 Money – <i>Equals units 2.2d Valuing Money</i> PSHE Assoc:L17 Barrs court curriculum
Key Stage 2 Autumn four 2024 Block 4.1	Physical Health and Mental Wellbeing Drugs, alcohol and tobacco - <i>Equals unit 2.3a Medicine and drugs</i> PSE Assoc:H46,47,48,49,50 Changing adolescent body – <i>Equals unit 2.5a Knowing how I am changing. Puberty and changes.</i> PSHE Assoc:H31,32	Physical Health and Mental Wellbeing Drugs, alcohol and tobacco - <i>Equals unit 2.3a Medicine and drugs</i> PSHE Assoc:H46,47,48 Changing adolescent body – <i>Equals unit 2.5a Knowing how I am changing. Puberty and changes.</i> PSHE Assoc:H32	Physical Health and Mental Wellbeing Drugs, alcohol and tobacco - <i>Equals unit 2.3a Medicine and drugs</i> PSHE Assoc:H46 Changing adolescent body – <i>Equals unit 2.5a Knowing how I am changing. Puberty and changes.</i> PSHE Assoc:H32

			<i>Barrs court curriculum</i>
Key Stage 2	<u>Relationships and Health Education</u>	<u>Relationships and Health Education</u>	<u>Relationships and Health Education</u>
Spring four 2025	Being safe – <i>Equals unit 2.5b Rights and choices. Recognising risk and protecting their bodies.</i>	Being safe – <i>Equals unit 2.5b Rights and choices. Recognising risk and protecting their bodies.</i>	Being safe – <i>Equals unit 2.5b Rights and choices</i>
Block 4.2	<i>PSHE Assoc:R1,24,25</i> Caring Friendships and online relationships – <i>Exploring the different friendships and types of communication.</i> <i>PSHE Assoc:R1.8,14,31</i>	<i>PSHE Assoc:R1.25</i> Caring friendships – <i>Coping with healthy and unhealthy relationships. Resolving conflict.</i> <i>PSHE Assoc:R1.8,17</i>	<i>PSHE Assoc:R1</i> Caring friendships – <i>Having and interacting with friends</i> <i>PSHE Assoc:R1,10</i> <i>Barrs court curriculum</i>
Key Stage 2	<u>The Wider World</u>	<u>The Wider World</u>	<u>The Wider World</u>
Summer four 2025	Respecting and protecting the environment – <i>Equals unit 2.2a Recycling</i>	Respecting and protecting the environment – <i>Equals unit 2.2a Recycling</i>	Respecting and protecting the environment – <i>Equals unit 2.2a Recycling</i>
Block 4.3	<i>PHSE Assoc:L5</i> Rights and responsibilities – <i>Equals unit 2.2b Rules</i> <i>PHSE Assoc:L1</i>	<i>PHSE Assoc:L5</i> Rights and responsibilities – <i>Equals unit 2.2b Rules</i> <i>PHSE Assoc:L1</i>	<i>PHSE Assoc:L5</i> Rights and responsibilities – <i>Equals unit 2.2b Rules</i> <i>PHSE Assoc:L1</i> <i>Barrs court curriculum</i>

PSHCE, PMH & RSE - Key Stage 3 Long Term Plan (9 term cycle)

Term	MLD	SLD	PMLD
Key Stage 3	<u>Physical Health and Mental Wellbeing</u>	<u>Physical Health and Mental Wellbeing</u>	<u>Physical Health and Mental Wellbeing</u>
Autumn one 2022	Mental Wellbeing – <i>Equals unit 3.1a Recognising my needs</i>	Mental Wellbeing – <i>Equals unit 3.1a Recognising my needs</i>	Mental Wellbeing – <i>Equals unit 3.1a Recognising my needs</i>
Block 1.1	<i>PSHE Assoc:H1,2,3,4,5</i> Physical Health and fitness – <i>Equals unit 3.3a Health and exercise</i> <i>PSHE Assoc:H14,17,18</i>	<i>PSHE Assoc:H12,,3,</i> Physical Health and fitness – <i>Equals unit 3.3a Health and exercise</i> <i>PSHE Assoc:H14,17</i>	<i>PSHE Assoc:H1</i> Physical Health and fitness – <i>Equals unit 3.3a Health and exercise</i> <i>PSHE Assoc:H17</i> <i>Barrs court curriculum</i>

Key Stage 3	<u>Relationships and Health Education</u>	<u>Relationships and Health Education</u>	<u>Relationships and Health Education</u>
Spring one			
2023	Families – <i>Equals unit 3.4a Changing relationships. Human reproduction and pregnancy.</i>	Families – <i>Equals unit 3.4a Changing relationships. Human reproduction and pregnancy.</i>	Families – <i>Equals unit 3.4a Changing relationships</i>
Block 1.2	<i>PSHE Assoc:R32,33,34</i> Respectful relationships including friendships – <i>Equals unit 3.4c Respecting others</i> <i>PSHE Assoc:R13,14,</i>	<i>PSHE Assoc:R34</i> Respectful relationships including friendships – <i>Equals unit 3.4c Respecting others</i> <i>PSHE Assoc:R13,14</i>	<i>PSHE Assoc:R34</i> Respectful relationships including friendships – <i>Equals unit 3.4c Respecting others</i> <i>PSHE Assoc:R13</i> <i>Barrs court curriculum</i>
Key Stage 3	<u>Living in the Wider World</u>	<u>Living in the Wider World</u>	<u>Living in the Wider World</u>
Summer one			
2023	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>	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>	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>
Block 1.3	<i>PSHE Assoc:L13,14</i> Develop employability, team work and leadership skills, developing flexibility and resilience – <i>Equals unit 3.2a Everyday choices</i> <i>PSHE Assoc:L11,12</i>	<i>PSHE Assoc:L13</i> Develop employability, team work and leadership skills, developing flexibility and resilience – <i>Equals unit 3.2a Everyday choices</i> <i>PSHE Assoc:L12</i>	<i>PSHE Assoc:L13</i> Develop employability, team work and leadership skills, developing flexibility and resilience – <i>Equals unit 3.2a Everyday choices</i> <i>PSHE Assoc:L12</i> <i>Barrs court curriculum</i>
Key Stage 3	<u>Physical Health and Mental Wellbeing</u>	<u>Physical Health and Mental Wellbeing</u>	<u>Physical Health and Mental Wellbeing</u>
Autumn two			
2023	Changing adolescent body and Personal Hygiene – <i>Equals unit 3.5a My Changing body. Equals unit 3.3e Personal Hygiene</i>	Changing adolescent body and Personal Hygiene – <i>Equals unit 3.5a My Changing body. Equals unit 3.3e Personal Hygiene</i>	Personal Care– <i>Equals unit 3.3e Personal Hygiene</i>
Block 2.1	<i>PSHE Assoc:H19</i> Healthy Eating – <i>Equals unit 3.3c Health Lifestyles</i> <i>PHSE Assoc:H17</i>	<i>PSHE Assoc:H19</i> Healthy Eating – <i>Equals unit 3.3c Health Lifestyles</i> <i>PHSE Assoc:H17</i>	<i>PSHE Assoc:H19</i> Healthy Eating and adolescent changes – <i>Equals unit 3.3c Health Lifestyles</i> <i>PHSE Assoc:H17</i> <i>Barrs court curriculum</i>

Key Stage 3 Spring two 2024 Block 2.2	<u>Relationships and Health Education</u> Being Safe – <i>Equals unit 3.4e Peer Pressure. Masturbation.</i> <i>PSHE Assoc:R2443,44,46</i> Online and Media – <i>Equals unit 3.1c Media and advertising</i>	<u>Relationships and Health Education</u> Being Safe – <i>Equals unit 3.4e Peer Pressure. Masturbation.</i> <i>PSHE AssocR24,44</i> Online and Media – <i>Equals unit 3.1c Media and advertising</i>	<u>Relationships and Health Education</u> Being Safe – <i>Equals unit 3.4e Peer Pressure</i> <i>PSHE AssocR24</i> Rights and responsibilities as members of diverse communities – <i>Equals unit 3.2e Looking after our school</i> <i>Barrs court curriculum</i>
Key Stage 3 Summer two 2024 Block 2.3	<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 Assoc:L15,16,17,18</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 Assoc:L15,16</i>	<u>Living in the Wider World</u> Making informed choices- <i>Communication and interaction</i> Being ambitious – <i>Success and celebration</i> <i>PSHE Assoc:L15</i> <i>Barrs court curriculum</i>
Key Stage 3 Autumn three 2024 Block 3.1	<u>Physical Health and Mental Wellbeing</u> Health and prevention and basic first aid – <i>Equals unit 3.1b Risk Assessment</i> <i>PSHE Assoc:H33</i> Internet safety and harms – <i>Equals unit 3.5e Personal sensitivity</i> <i>PSHE AssocH30,31</i>	<u>Physical Health and Mental Wellbeing</u> Health and prevention and basic first aid – <i>Equals unit 3.1b Risk Assessment</i> <i>PSHE Assoc:H33</i> Internet safety and harms – <i>Equals unit 3.5e Personal sensitivity</i> <i>PSHE Assoc:H30</i>	<u>Physical Health and Mental Wellbeing</u> Health and prevention – <i>Equals unit 3.1b Risk Assessment</i> <i>PSHE Assoc:H33</i> Safety and harm – <i>Equals unit 3.5e Personal sensitivity</i> <i>PSHE Assoc:H30</i> <i>Barrs court curriculum</i>
Key Stage 3 Spring three 2025 Block 3.2	<u>Relationships and Health Education</u> Intimate Relationships- <i>Equals unit 3.5b Awareness and coping</i> <i>PSHE Assoc:R9,10,11,13</i> Sexual relationships including sexual health – <i>Equals unit 3.5c being myself. Contraception and safe sex, Responsibilities of parenthood.</i> <i>PSHE Assoc:R32,33,34,35,36</i>	<u>Relationships and Health Education</u> Intimate Relationships- <i>Equals unit 3.5b Awareness and coping</i> <i>PSHE Assoc:R9,13</i> Sexual relationships including sexual health – <i>Equals unit 3.5c being myself.</i> <i>PSHE Assoc:R32,33,34</i>	<u>Relationships and Health Education</u> Intimate Relationships- <i>Equals unit 3.5b Awareness and coping</i> <i>PSHE Assoc:R9,13</i> Positive Relationships – <i>Interacting with others</i> <i>PSHE Assoc:R35</i> <i>Barrs court curriculum</i>

Key Stage 3	<u>Living in the Wider World</u>	<u>Living in the Wider World</u>	<u>Living in the Wider World</u>
Summer three	Economic and business environments. Rights and responsibilities as consumers – <i>Equals unit 3.2d Helping others</i>	Economic and business environments. Rights and responsibilities as consumers – <i>Equals unit 3.2d Helping others</i>	Economic and business environments. Rights and responsibilities as consumers – <i>Equals unit 3.2d Helping others</i>
2025			
Block 3.3	Living Safely in a 'connected' world – <i>Equals unit 3.1f Feelings</i> <i>PSHE Assoc:L11</i>	Living Safely in a 'connected' world – <i>Equals unit 3.1f Feelings</i> <i>PSHE Assoc:L11</i>	Living Safely – <i>Equals unit 3.1f Feelings</i> <i>PSHE Assoc:L11</i> <i>Barrs court curriculum</i>

PSHCE, PMH & RSE - Key Stage 4 Long Term Plan (6 term cycle)

Term	MLD	SLD	PMLD
Key Stage 4	<u>Physical Health and Mental Wellbeing</u>	<u>Physical Health and Mental Wellbeing</u>	<u>Physical Health and Mental Wellbeing</u>
Autumn one	Mental Wellbeing – <i>Equals unit 4.4f Crisis and response</i>	Mental Wellbeing – <i>Equals unit 4.4f Crisis and response</i>	Mental Wellbeing – <i>Equals unit 4.4f Crisis and response</i>
2022			<i>PSHE Assoc:H8</i>
Block 1.1	<i>PSHE Assoc:H8.9.10</i> Physical Health and fitness – <i>Equals unit 3.3f Exercise of fun</i> <i>PSHE Assoc:H 11.12</i>	<i>PSHE Assoc:H8.9</i> Physical Health and fitness – <i>Equals unit 3.3f Exercise of fun</i> <i>PSHE Assoc:H11</i>	Physical Health and fitness – <i>Equals unit 3.3f Exercise of fun</i> <i>PSHE Assoc:H11</i> <i>Barrs court curriculum</i>
Key Stage 4	<u>Relationships and Health Education</u>	<u>Relationships and Health Education</u>	<u>Relationships and Health Education</u>
Spring one	Intimate Relationships – <i>Equals unit 4.4e Communicating about feelings and relationships</i>	Families – <i>Equals unit 4.4e Communicating about feelings and relationships</i>	Families – <i>Equals unit 4.4e Communicating about feelings and relationships</i>
2023			<i>PSHE Assoc:R4</i>
Block 1.2	<i>PSHE Assoc:R</i> Sexual relationships including sexual health – <i>Equals unit 4.3a Safe relationships and lifestyle</i>	<i>PSHE Assoc:R4</i> Respectful relationships including friendships – <i>Equals unit 4.3a Safe relationships and lifestyle</i>	Respectful relationships including friendships – <i>Equals unit 4.3a Safe relationships and lifestyle</i> <i>Barrs court curriculum</i>

Key Stage 4	<u>Living in the Wider World</u>	<u>Living in the Wider World</u>	<u>Living in the Wider World</u>
Summer one 2024	Develop employability, team work and leadership skills, developing flexibility and resilience – <i>Equals unit 3.4b Self evaluation</i>	Develop employability, team work and leadership skills, developing flexibility and resilience – <i>Equals unit 3.4b Self evaluation</i>	Team work – <i>Equals unit 3.4b Self evaluation</i>
Block 1.3	<i>PSHE Assoc:L10</i> Rights and responsibilities– <i>Equals unit 4.1d Rights in the community</i> <i>PSHE Assoc:L13</i>	<i>PSHE Assoc:L10</i> Rights and responsibilities– <i>Equals unit 4.1d Rights in the community</i> <i>PSHE Assoc:L13</i>	<i>PSHE Assoc:L10</i> Rights and responsibilities – <i>Equals unit 4.1d Rights in the community</i> <i>Barrs court curriculum</i>
Key Stage 4	<u>Physical Health and Mental Wellbeing</u>	<u>Physical Health and Mental Wellbeing</u>	<u>Physical Health and Mental Wellbeing</u>
Autumn two 2024	Physical Health – <i>Equals unit 3.3b Leisure Awareness</i>	Physical Health – <i>Equals unit 3.3b Leisure Awareness</i>	Physical Health – <i>Equals unit 3.3b Leisure Awareness</i>
Block 2.1	Mental Health and prevention and basic first aid – <i>Equals unit 3.4d Lifestyle</i>	Mental Health and Health Eating – <i>Equals unit 3.4d Lifestyle</i>	Mental Health – <i>Equals unit 3.4d Lifestyle</i> <i>Barrs court curriculum</i>
Key Stage 4	<u>Relationships and Health Education</u>	<u>Relationships and Health Education</u>	<u>Relationships and Health Education</u>
Spring two 2025	Being Safe – <i>Equals unit 4.5b Teenage pregnancy. Responsibilities of parenthood.</i>	Being Safe – <i>Equals unit 4.5b Teenage pregnancy. Responsibilities of parenthood.</i>	Families – <i>Equals unit 3.5d Community Belonging. Responsibilities of parenthood.</i>
Block 2.2	<i>PSHEAssoc:R24.25</i> <i>Online and Media – Equals unit 4.4a Stereotypes. Explicit images, pornography and the law.</i>	<i>PSHE Assoc:R24</i> <i>Online and Media – Equals unit 4.4a Stereotypes</i>	Rights and responsibilities as members of diverse communities – <i>Equals unit 3.2c Groups I belong to</i> <i>Barrs court curriculum</i>
Key Stage 4	<u>Living in the Wider World</u>	<u>Living in the Wider World</u>	<u>Living in the Wider World</u>
Summer two 2025	Making informed choices and being enterprising and ambitious – <i>Equals unit 4.1f Taking responsibility for employment</i>	Making informed choices and being enterprising and ambitious – <i>Equals unit 4.1f Taking responsibility for employment</i>	Making informed choices- <i>Equals unit 4.1e Co-operating</i>
Block 2.3	<i>PSHE Assoc:L1</i> Budgeting, salaries and bank accounts and how financial choices affect yourself and others – <i>Equals unit 4.1e Co-operating</i>	<i>PSHE Assoc:L1</i> Budgeting, salaries and bank accounts and how financial choices affect yourself and others – <i>Equals unit 4.1e Co-operating</i>	<i>PSHE Assoc:L1</i> Being ambitious – <i>Equals unit 4.2a Accessing the community</i> <i>PSHE Assoc:L16</i> <i>Barrs court curriculum</i>

	PHSE Assoc:L16	PHSE Assoc:L16	
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PSHCE, PMH & RSE - Key Stage 5 Long Term Plan (9 term cycle)

Term	MLD	SLD	PMLD
Key Stage 5 Autumn one 2022 Block 1.1	<u>Physical Health and Mental Wellbeing</u> Mental Wellbeing – <i>Equals unit 4.1a Self esteem</i> <i>PSHE Assoc.2,3:H1</i> Physical Health and fitness – <i>Equals unit 4.3b Leisure and relaxation</i> <i>PSHE Assoc:H8.12</i>	<u>Physical Health and Mental Wellbeing</u> Mental Wellbeing – <i>Equals unit 4.1a Self esteem</i> <i>PSHE Assoc:H1,2</i> Physical Health and fitness – <i>Equals unit 4.3b Leisure and relaxation</i> <i>PSHE Assoc:H8.12</i>	<u>Physical Health and Mental Wellbeing</u> Mental Wellbeing – <i>Equals unit 4.1a Self esteem</i> <i>PSHE Assoc:H1</i> Physical Health and fitness – <i>Equals unit 4.3b Leisure and relaxation</i> <i>PSHE Assoc:H8</i> <i>Barrs court curriculum</i>
Key Stage 5 Spring one 2023 Block 1.2	<u>Relationships and Health Education</u> Healthy and unhealthy relationships – <i>Equals unit 4.5d Relationships and divorce. Sexuality. LGBT.</i> Sexual relationships including sexual health – <i>Equals unit 4.5e Pregnancy and birth. Responsibilities of parenthood.</i>	<u>Relationships and Health Education</u> Families – <i>Equals unit 4.5e Pregnancy and birth. Responsibilities of parenthood.</i> Healthy and unhealthy relationships – <i>Equals unit 4.5d Relationships and divorce</i>	<u>Relationships and Health Education</u> Families – <i>Equals unit 4.5e Pregnancy and birth</i> Healthy and unhealthy relationships – <i>Equals unit 4.5d Relationships and divorce</i> <i>Barrs court curriculum</i>
Key Stage 5 Summer one 2023 Block 1.3	<u>Living in the Wider World</u> Develop employability, team work and leadership skills, developing flexibility and resilience – <i>Equals unit 4.4c Working relationships</i> <i>PSHE AssocL8</i> Economic and business environments. Rights and responsibilities as consumers – <i>Equals unit 4.2e Raise money for charity</i>	<u>Living in the Wider World</u> Develop employability, team work and leadership skills, developing flexibility and resilience – <i>Equals unit 4.4c Working relationships</i> <i>PSHE Assoc:L8</i> Economic and business environments. Rights and responsibilities as consumers - <i>Equals unit 4.2e Raise money for charit</i>	<u>Living in the Wider World</u> Team work – <i>Equals unit 4.4c Working relationships</i> <i>PSHE Assoc:L8</i> Rights and responsibilities - <i>Equals unit 4.2e Raise money for charity</i> <i>Barrs court curriculum</i>

Key Stage 5 Autumn two 2023 Block 2.1	Physical Health and Mental Wellbeing Personal Hygiene – <i>Equals unit 4.3c Personal care and hygiene</i> Health and prevention and basic first aid – <i>Equals unit 4.3e Healthy eating</i>	Physical Health and Mental Wellbeing Personal Hygiene – <i>Equals unit 4.3c Personal care and hygiene</i> Healthy Eating – <i>Equals unit 4.3e Healthy eating</i>	Physical Health and Mental Wellbeing Personal Care– <i>Equals unit 4.3c Personal care and hygiene</i> Healthy Eating – <i>Equals unit 4.3e Healthy eating</i> <i>Barrs court curriculum</i>
Key Stage 5 Spring two 2024 Block 2.2	Relationships and Health Education Being Safe – <i>Equals unit 4.5a Understanding my bodily needs. Delaying sexual activity.</i> <i>PSHE AssocR13</i> Online and Media – <i>Equals unit 4.2f The media</i> Internet safety. Living Safely in a ‘connected’ world – <i>Equals unit 4.4d Ethnic diversity. Radicalisation.</i> <i>PSHE Assoc:R3</i>	Relationships and Health Education Being Safe – <i>Equals unit 3.5f Human Development</i> <i>PSHE AssocR14</i> Online and Media – <i>Equals unit 4.2f The media</i> Internet safety. Living Safely in a ‘connected’ world – <i>Equals unit 4.4d Ethnic diversity. Radicalisation.</i> <i>PSHE Assoc:R3</i>	Relationships and Health Education Online and Media – <i>Equals unit 4.2f The media</i> <i>PSHE AssocR14</i> Rights and responsibilities as members of diverse communities – <i>Equals unit 4.4d Ethnic diversity.</i> <i>PSHE Assoc:R3</i> <i>Barrs court curriculum</i>
Key Stage 5 Summer two 2024 Block 2.3	Living in the Wider World Making informed choices and being enterprising and ambitious – <i>Equals unit 4.4b Planning for the future</i> <i>PSHE AssocL1</i> Budgeting, salaries and bank accounts and how financial choices affect yourself and others – <i>Equals unit 4.2b Banks and saving</i> <i>PSHE AssocL13.14</i>	Living in the Wider World Making informed choices and being enterprising and ambitious – <i>Equals unit 4.4b Planning for the future</i> <i>PSHE AssocL1</i> Budgeting, salaries and bank accounts and how financial choices affect yourself and others – <i>Equals unit 4.2b Banks and saving</i>	Living in the Wider World Making informed choices- <i>Life beyond School</i> <i>PSHE AssocL1</i> Being ambitious – <i>Equals unit 4.4b Planning for the future</i> <i>Barrs court curriculum</i>
Key Stage 5 Autumn three 2024 Block 3.1	Physical Health and Mental Wellbeing Mental Wellbeing – <i>Equals unit 4.3d Drug awareness</i> <i>PSHE Assoc:H21.</i> Physical Health and fitness – <i>Equals unit 4.3f Exercise is for life</i> <i>PSHE AssocH8.12</i>	Physical Health and Mental Wellbeing Mental Wellbeing – <i>Equals unit 4.3d Drug awareness</i> <i>PSHE AssocH21</i> Physical Health and fitness – <i>Equals unit 4.3f Exercise is for life</i> <i>PSHE AssocH8.12</i>	Physical Health and Mental Wellbeing Mental Wellbeing – <i>Equal unit 4.2d Looking after your environment</i> <i>PSHE Assoc:H21</i> Physical Health – <i>My personal health needs. Equals unit 3.3d Medicines and medications</i> <i>PSHE Assoc:H8</i> <i>Barrs court curriculum</i>

Key Stage 5	<u>Relationships and Health Education</u>	<u>Relationships and Health Education</u>	<u>Relationships and Health Education</u>
Spring three			
2025	Intimate and sexual relationships – <i>Equals unit 4.5f Sexuality and enjoyment. Sexually transmitted infections.</i>	Respectful relationships – <i>Equals unit 3.4f Making compromise, goodwill and conflict resolution</i>	Respectful relationships – <i>Equals unit 3.4f Making compromise, goodwill and conflict resolution</i>
Block 3.2	Being safe and sexual Health – <i>Equals unit 4.5c Sexual Health. Contraception and safe sex for LGBT.</i>	Families – <i>Equals unit 3.5d Community belonging</i>	Having your say – <i>Equals unit 4.2c Decisions Making Voting</i>
	<i>PSHE AssocR14</i>	<i>PSHE AssocR14</i>	<i>PSHE AssocR14</i>
			<i>Barrs court curriculum</i>
Key Stage 5	<u>The Wider World</u>	<u>The Wider World</u>	<u>The Wider World</u>
Summer three			
2025	Rights and Responsibilities – <i>Equals unit 4.1b Democracy and human rights. Sex and the law.</i>	Rights and Responsibilities – <i>Equals unit 4.1b Democracy and human rights</i>	Rights and Responsibilities – <i>Equals unit 4.1b Democracy and human rights</i>
Block 3.3	Developing flexibility and resilience – <i>Equals unit 4.1c Change in the community</i>	Developing flexibility and resilience – <i>Equals unit 4.1c Change in the community</i>	Developing flexibility and resilience – <i>Equals unit 4.1c Change in the community</i>
			<i>Barrs court curriculum</i>

19.4 PARENTAL LETTER OF CONSENT

Chadsgrove School



Dear Parent Carers,

As part of our PHSE Curriculum at Chadsgrove School, pupils in Key Stage 2 should have the opportunity to learn about Relationship and Sex Education (RSE) at a level appropriate to their developmental needs. The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme can help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Young adults with additional needs are often more vulnerable and we want to support them to develop an understanding of both socially acceptable and unacceptable behaviour from themselves and others.

Through the delivery of RSE at Chadsgrove, we are providing secure conditions, in familiar surroundings, with well-known friends and adults to make it easier to learn about these sensitive issues. When teaching RSE, staff will consider the level of maturity of each individual and ensure the lesson content is suitable to meet their needs.

There are some of the key areas that may be taught to your son/daughter this year. Please indicate with a tick the areas you consent to your child being taught. If you feel a certain area is not suitable for your son/daughter and would prefer them not to take part in these lessons, please indicate with a cross.

	Yes/No
Private body parts	
Puberty and changes	
How to deal with anxiety from puberty and body changes	
Recognising risks and protecting their bodies	
Human reproduction and pregnancy	

It is your right as a parent carer to withdraw your child from the sex education elements of the curriculum, however, the relationships education has now been made compulsory in schools from September 2020. If you would like some additional information before you make this decision, please do not hesitate to contact myself to discuss further.

Yours sincerely

PSHCE Co-ordinator

Pupil Name: _____ Class: _____

I consent to my son/daughter taking part in the RSE lessons indicated above

☐

I am withdrawing my son/daughter from all sex education lessons

☐

Parent Carer/Guardian Name: _____

Parent Carer/Guardian Signature: _____ Date: _____

Please return completed form to PSHCE Co-ordinator