**Curriculum Areas at St Giles**

**Personal and Emotional Wellbeing**

**Personal and Emotional Wellbeing**

**Formal Curriculum**

The Personal and Emotional Semi-Formal curriculum recognises that learners with moderate learning difficulties (MLD) require specialised approaches to teaching. It is informed by the DfE Guidance on Relationships education (Primary), the DfE Guidance on Relationships and Sex Education (RSE) (Secondary), the PSHE Education Planning Framework for Learners with SEND, Key Stages 1-4 and the EQUALS Semi-Formal Curriculum.

**Intent - What are we trying to achieve through our curriculum?**

The Personal and Emotional Formal Pathway curriculum presents opportunities (where appropriate and possible) for pupils to:

* Carry out or take part in daily personal living routines.
* Experience taking and sharing responsibility.
* Feel positive about themselves and others.
* Reflect on their perceptions and experiences.
* Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
* Make real decisions (with support where necessary so that they can act upon them).
* Take part in group activities and make contributions.
* Develop and maintain positive relationships and interactions with others.
* Recognise and celebrate their achievements and successes.

The complex needs of learners at St Giles means that the curriculum:

* May need to be personalised to support learners complex needs e.g. through access to ELSA (Emotional Literacy) or Drama-therapy Sessions.
* May need to be taught individually to recognise and take account of a learner’s complex physical and / or medical needs.
* Recognises some learners will require access to Total Communication strategies e.g. Makaton signs, symbols, language etc. to maximise their capacity to communicate socially and express their emotions.
* Acknowledges that some MLD learners may have challenging behaviours that impact on their personal and emotional wellbeing and that these need to be addressed, responded and listened to as communications.
* Acknowledges the continuing need for some MLD learners to use strategies and content from the Semi-Formal Curriculum for Personal and Emotional Well-being e.g. the use of Intensive interaction as a means of supporting engagement and strategies to support behaviour.
* Acknowledges that teenage learners with MLD are likely to have sexual needs that they may want to express, but may lack social maturity and that this may lead to inappropriate behaviours that need to be discussed with parents, addressed and responded to.
* Acknowledge that a teenage learner’s sexuality may not always be recognised by the adults around them.
* Acknowledges the importance of continuing to teach MLD learners to understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried – revisiting this at regular intervals to ensure understanding is maintained and generalised.
* Accepts that young people with disabilities and or intellectual impairments are more vulnerable to abuse of all kinds than their mainstream peers
* Acknowledges the importance of supporting MLD learners to develop an understanding of consent by first establishing an awareness of personal space and boundaries, the need to show respect and an understanding the differences between appropriate and inappropriate or unsafe physical.
* Recognises the importance of MLD learners having access to activities that encourage inclusive community participation e.g. opportunities for curriculum time outside the school, regular relationships with people and places around us, visits from volunteers.
* Acknowledges that some learners with MLD, especially if they have an additional ASC, may sometimes choose to absent themselves from those communities and that this position should be respected.
* Acknowledges that some MLD learners may need to be supported through the use of approaches that develop learners’ levels of engagement by finding out what motivates and engages them.
* Acknowledges that the British values of democracy, the rule of law, individual liberty and tolerance should be promoted, but recognises that for MLD learners this will be rooted in the school’s offer of real choices and inclusive experiences, but will move beyond this.

**Implementation – How is the curriculum taught and assessed?**

Like other Formal curriculum areas, the Personal and Emotional Formal curriculum is delivered both holistically and also as a series of separate subject areas.

The curriculum is taught through:

* some subject specific lessons,
* themed topics delivered through termly cross curricular topics organised in cycles by the Lower, Middle and Upper Schools,
* everyday activities that are part of the classroom routine.

**Curriculum Design;**

For learners in the Middle School onwards the curriculum is organised into 3 areas;

* 1. **Healthy Lifestyles** - Being and keeping healthy, physically and mentally
  2. **Relationships Education KS2 / Relationships and Sex Education KS3 and 4**
* **Self-care, Support and Safety** (Looking after myself and keeping safe)
* **Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour)
* **Changing and Growing** (How I and others are changing; new opportunities and responsibilities)
  1. **Living in the Wider World**
* **Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
* **The World I Live in** (Living confidently in the wider world)

The curriculum is organised into progressive stages based upon the school’s Personal, Social and Emotional Development assessment system. It is intended to be used as a spiral curriculum with topics revisited by learners throughout their time at St Giles and new skills and ideas introduced that clearly relate to previous learning.

The curriculum takes account of the chronological age of learners at St Giles. The KS2 Relationships education is colour coded in red focuses on supporting learners’ understanding of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It includes information about puberty and related areas, such as the main external body parts, the human body as it grows from birth to old age and, where appropriate, an understanding of the human life cycle. It links to the Cognition and Challenge Curriculum Science content. The content is tailored to learners’ understanding, physical and emotional maturity, to support them to prepare for the changes that adolescence brings.

The secondary relationships and sex education is colour coded in green. It focuses on supporting learners to develop healthy, nurturing relationships of all kinds. It therefore supports learners’ awareness of healthy intimate relationships in a way that is appropriate to their understanding and physical and emotional maturity. Teaching will take account of the developmental differences of learners with MLD. Some work related aspects of the Living in the Wider World section of the curriculum are also for secondary pupils only.

St Giles is committed to working in partnership with parents and carers. If a learner with MLD asks an adult a question about sex or sexuality which goes beyond what is set out in the Personal and Social Curriculum, the school will first discuss the appropriate approach to the question with parents before answering in a way appropriate to that leaner’s developmental needs. Parents will be consulted generally about the school’s overall policy to Relationships, health and sex education and there will be regular opportunities for parents of pupils from year 6 upwards to discuss and receive support in talking to their children about sex education and how to link this with what is being taught in school. Parents with any concerns about the curriculum are encouraged to contact the Headteacher to discuss these concerns. They cannot withdraw their children from Health Education or the Relationships Education element of Relationships and Sex Education, but can request that their child does not take part in sex education.

St Giles school takes seriously the government guidance on sexual harassment in schools. With this in mind, MLD learners will be given the opportunity to learn about the importance of consent in all relationships. Regular opportunities will also be given for learners to discuss and understand the ideas of good touch and bad touch. Learners will be supported to understand practice saying no when someone wants them to do something they do not want to do. Learns at St Giles will be give opportunities to make choices for themselves across the curriculum. Learners will also be supported to understand the language of sexual harassment and to know which behaviours constitute actions of this nature.

**Curriculum Coverage**

Learners from the Middle School onwards are supported to develop their personal and emotional well-being through the following objectives;

**Healthy Lifestyles**

| **Assessment Framework Level** | **Curriculum Content**  **The learner is learning to;** | **What the adult working with the learner does** | **Enabling Responsive Environment**  **Learning Opportunities / What is provided?** | **Cross Curricular Themes / links** |
| --- | --- | --- | --- | --- |
| **Consolidation and Application Stage 6 PSHE Assessment Level** | **Healthy Eating**  Identify some examples of  healthy foods.  Identify some examples of  foods that should only be  eaten once in a while. | Identify examples of healthy / unhealthy foods on menus, in the shops, in pictures, during cooking activities.  Support the learner to plan a snack / meal / shopping list with healthy food. Do not be too complicated with this list - make it as simple to follow as possible – e.g. a ‘treat rule’ covering:   * Sweets * Chocolate * Cakes * Crisps * Burgers   It is likely that this may have to be personalised to meet the complex health needs of pupils e.g. pupils who are on high calorie / high fats diets. Careful thought will need to be given to these learners and also learners who are not fed orally.  Consider use of a traffic light system identifying how healthy a choice is, registers  **Red** – high in fats, sugars and/or salt (fine as a treat, once a day at most)  **Amber** – medium (OK choice)  **Green** – low (healthier choice)  Talk with learner about why you encourage them to eat certain foods.  Talk with learner about the importance of eating some foods only once in a while.  Look at what we might eat at different mealtimes – take photos of our meals or make a list of what we eat at different times of the day: breakfast, lunch, dinner, snacks, packed lunches, treats. Recognise that there might well be cultural differences in this list.  Set up a healthy sandwich challenge.  Explore the importance of eating regular meals, starting the day with breakfast. | EQUALS - My Independence: My Cooking/Food Technology (Teacher Drive)  EQUALS – Teacher Drive: Semi-formal Curriculum\My-Physical-Well-being.zip\My-Physical-Well-being\Healthy Eating and Healthy Living  Personalised menus for pupils in response to their complex medical needs.  [www.nhs.uk/Healthy/](http://www.nhs.uk/Healthy/) Snacking  There are quite a number of websites which have free on-line games which can be used with a little adaptation and support. For example  [www.foodafactoflife.org](http://www.foodafactoflife.org)  [www.healthyactivekids.com](http://www.healthyactivekids.com) | Self Determination and Independence Curriculum   * Personal Care Routines |
| **Taking care of physical health**  To initiate and follow through the order to follow a routine activity to keep the learner healthy   * Physical activity * Simple hygiene routines * Dental care * Sun safety   To participate healthy activities for rest and relaxation, beginning to show an awareness about the impact on the learner. | Support the learner to initiate and follow through tasks and routines to keep healthy e.g.   * Washing and tidying up after snack time, * Collecting personal hygiene equipment before going to the toilet and replacing it afterwards. * Discuss with learners why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler.   Discuss learner independence and what they need support with.  Support the learner to join in a range of physical activities – choosing, initiating and following through new healthy physical activities.  Promote health awareness sensitively by talking with learners about exercise, its effect on their bodies and the positive contribution it can make to their health. | Classroom tasks e.g. who is pouring the drinks today? What do they need to do?  Access to activities / aims of EQUALS My Independence: My Dressing and Undressing: My Shopping: My Travel Training: My Cooking/Food Technology (Teacher Drive)  Learner voice in Home-school communication, EHCP reviews, Transition  Plan opportunities, particularly after exercise, for learners to talk about how their bodies feel.  Find ways to involve learners so that they are all able to be active in ways that interest them and match their health and ability. | Physical and Sensory Wellbeing Curriculum  Middle School Topic Theme - Long, Long Ago: Nurses |
| **Keeping well**  Identify useful phrases or  vocabulary to use in order  to let somebody, know that  we or someone else feels unwell.  Explain why it is a good  idea to ask for help quickly  if we feel unwell.  To recognise the main parts of the body including external genitalia  Recognise people  sometimes need to take  medicines in different  forms, including tablets,  injections, inhalers.  Explain why it is important  not to touch, taste or  take medicines without a  trusted adult.  To understand the genitalia are private areas | Support the learner to communicate symptoms that they or someone else might have if they were feeling ill, uncomfortable, or are in pain.  Model use of communication method used by learner / class e.g. Makaton, communication book, communication board etc.  Encourage accurate use of body part vocabulary.  Continue to support the learner with personal care if appropriate providing them with an appropriate commentary as you are doing so using accurate language – e.g. ‘I am closing the curtain to make this space private. I am cleaning your vulva/penis in private’ so topics such as public/private, accurate naming of body parts and safeguarding are all experienced by the pupil, contextualised and repeated daily.  Bring a variety of medicines, medications and everyday non-medical domestic products to classify the products into different groups - use pictures/photographs to produce a wall chart  Classify medicinal from non-medicinal:  sun tan cream toothpaste  tablets sweets  mouth wash fizzy drinks  muscle pain relief cream hand cream  muscle pain relief spray deodorant  Discuss importance of seeking help to select appropriate medicines and medication.  Visit a pharmacy or chemist, show and list various medications and medicines  To support learners to understand that only those people whom they allow are allowed to see or touch their genitalia. This could be for toileting in school, but not for any other purpose in school. | School nursing service / class team to support learners to understand what medication they are taking and involve them in the process  Classroom tasks e.g. who is pouring the drinks today? What do they need to do?  Plan opportunities, particularly after exercise, for learners to talk about how their bodies feel.  Learner voice in Home-school communication, EHCP reviews, Transition  Find ways to involve learners so that they are all able to be active in ways that interest them and match their health and ability.  Visits to pharmacy | Self Determination and Independence Curriculum   * Personal Care Routines   Middle School Topic Theme - Long, Long Ago: Nurses |
| **Mental wellbeing**  To respond to the feelings to others, communicating about the different feelings others experience.  Develop vocabulary to enable the learner to rrecognise if they, or someone they know, needs help with mental health or emotional wellbeing and identify who they can speak to. | Support the learner to join in a range of physical activities – choosing, initiating and following through new healthy physical activities.  Promote health awareness sensitively by talking with learners about exercise, its effect on their bodies and the positive contribution it can make to their health.  Support the learner to be sensitive to the needs of others e.g. identify that a peer is feeling stressed. How can we help them?  **Use drama and role play to focus on not only** what emotions look like, but also the context for them e.g. he is happy because…. she is frightened because……..  Support the learner to show concern for others e.g. offer comfort to another pupil.  Identify who the learner can talk to if they are feeling sad.  Role play can also be used to discuss consent and what to do if some touches them without their consent | Teacher Drive: Equals Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing  Makaton signs / communication symbols specific to learners’ self-regulation needs  Emotion cushions  Mirrors  Persona dolls - https://personadoll.uk  Emotions collage  Role play  Talking mat activities  Access to appropriate yoga, mindfulness, massage, sensory motor integration, sensory diet and sensory circuit activities. | Physical and Sensory Wellbeing Curriculum   * Sensory circuits * Sensory motor integration * massage * Mindfulness, yoga |
| **Stage 7 PSHE Assessment Level** | **Healthy Eating**  Identify some examples of  healthy foods and foods that should only be  eaten once in a while.  Explain why we might  need to eat foods we  might not like very much. | Identify examples of healthy / unhealthy foods on menus, in the shops, in pictures, during cooking activities.  Look at what we might eat at different mealtimes – take photos of our meals or make a list of what we eat at different times of the day: breakfast, lunch, dinner, snacks, packed lunches, treats. Recognise that there might well be cultural differences in this list.  Set up a healthy sandwich challenge.  Continue to support the learner to plan a snack / meal / shopping list with healthy food. Do not be too complicated with this list - make it as simple to follow as possible – e.g. a ‘treat rule’ covering:   * Sweets * Chocolate * Cakes * Crisps * Burgers   It is likely that this may have to be personalised to meet the complex health needs of pupils e.g. pupils who are on high calorie / high fats diets. Careful thought will need to be given to these learners and also learners who are not fed orally.  Consider use of a traffic light system identifying how healthy a choice is, registers  **Red** – high in fats, sugars and/or salt (fine as a treat, once a day at most)  **Amber** – medium (OK choice)  **Green** – low (healthier choice)  Talk with learner about why you encourage them to eat certain foods. | EQUALS - My Independence: My Cooking/Food Technology (Teacher Drive)  EQUALS – Teacher Drive: Semi-formal Curriculum\My-Physical-Well-being.zip\My-Physical-Well-being\Healthy Eating and Healthy Living  Personalised menus for pupils in response to their complex medical needs.  [www.nhs.uk/Healthy/](http://www.nhs.uk/Healthy/) Snacking  There are quite a number of websites which have free on-line games which can be used with a little adaptation and support. For example  [www.foodafactoflife.org](http://www.foodafactoflife.org)  [www.healthyactivekids.com](http://www.healthyactivekids.com) | Self Determination and Independence Curriculum   * Personal Care Routines |
| **Taking care of physical health**  Explain what a healthy  lifestyle means, including  the importance of healthy  eating, sleep, personal  hygiene, dental health,  physical exercise and  emotional wellbeing.  Describe how we may feel  if we don’t get enough  sleep, and strategies for  maintaining good sleep  patterns. | Continue to support the learner to initiate and follow through tasks and routines to keep healthy e.g.   * Washing and tidying up after snack time, * Collecting personal hygiene equipment before going to the toilet and replacing it afterwards. * Discuss with learners why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler.   Discuss learner independence and what they need support with.  Introduce the four areas of Health that are applicable to us all:  **MOVE EAT SLEEP RELAX**  Create logos with a health checklist to tick off as they achieve them throughout the day.  Support the learner to understand the concept of balance between diet and exercise. | Classroom tasks e.g. who is pouring the drinks today? What do they need to do?  Access to activities / aims of EQUALS My Independence: My Dressing and Undressing: My Shopping: My Travel Training: My Cooking/Food Technology (Teacher Drive)  EQUALS – Teacher Drive: Semi-formal Curriculum\My-Physical-Well-being.zip  Learner voice in Home-school communication, EHCP reviews, Transition  Plan opportunities, particularly after exercise, for learners to talk about how their bodies feel.  Find ways to involve learners so that they are all able to be active in ways that interest them and match their health and ability. | Physical and Sensory Wellbeing Curriculum  Middle School Topic Theme - Long, Long Ago: Nurses |
| **Keeping well**  Explain why it is important  not to touch, taste or  take medicines without a  trusted adult.  Explain why we should  never take someone else’s  medication. | Identify medicines, medications and everyday non-medical domestic products to classify the products into different groups - use pictures/photographs to produce a wall chart  Classify medicinal from non-medicinal:  sun tan cream toothpaste  tablets sweets  mouth wash fizzy drinks  muscle pain relief cream hand cream  muscle pain relief spray deodorant  Discuss importance of seeking help to select appropriate medicines and medication. Teach learner individually about the medication that they are taking and why only they can take it. Look at the labels on medication to see that each one is labelled with the person’s name.  Visit a pharmacy or chemist, show and list various medications and medicines | School nursing service / class team to support learners to understand what medication they are taking and involve them in the process  [Why do we take medicine? - KS1 Science - BBC Bitesize](https://www.bbc.co.uk/bitesize/clips/zrfnvcw)  [KS1 - Medicine Safety for Children (twinkl.co.uk)](https://www.twinkl.co.uk/resource/t-p-281-ks1-being-safe-around-medicines-powerpoint).  [Safety with medicines | Teaching Resources (tes.com)](https://www.tes.com/teaching-resource/safety-with-medicines-6054567)  Visits to pharmacy  [As They Grow: Teaching Your Children How To Use Medicines Safely | FDA](https://www.fda.gov/drugs/understanding-over-counter-medicines/they-grow-teaching-your-children-how-use-medicines-safely#5) | Self Determination and Independence Curriculum   * Personal Care Routines   Middle School Topic Theme - Long, Long Ago: Nurses |
| **Mental wellbeing**  To respond to the feelings to others, communicating about the different feelings others experience.  Develop vocabulary to enable the learner to rrecognise if they, or someone they know, needs help with mental health or emotional wellbeing and identify who they can speak to. | Support the learner to join in a range of physical activities – choosing, initiating and following through new healthy physical activities.  Promote health awareness sensitively by talking with learners about exercise, its effect on their bodies and the positive contribution it can make to their health.  Support the learner to be sensitive to the needs of others e.g. identify that a peer is feeling stressed. How can we help them?  **Use drama and role play to focus on not only** what emotions look like, but also the context for them e.g. he is happy because…. she is frightened because……..  Support the learner to show concern for others e.g. offer comfort to another pupil.  Identify who the learner can talk to if they are feeling sad. | Teacher Drive: Equals Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing  Makaton signs / communication symbols specific to learners’ self-regulation needs  Emotion cushions  Mirrors  Persona dolls - https://personadoll.uk  Emotions collage  Role play  Talking mat activities  Access to appropriate yoga, mindfulness, massage, sensory motor integration, sensory diet and sensory circuit activities. | Physical and Sensory Wellbeing Curriculum   * Sensory circuits * Sensory motor integration * massage * Mindfulness, yoga |
| **Stage 8 PSHE Assessment Level** | **Healthy Eating**  Explain why some foods  are healthier than others.  Give examples of  occasions when we can  make choices about the  foods that we like to eat.  Explain what can help us  choose what to eat. | Identify examples of healthy / unhealthy foods on menus, in the shops, in pictures, during cooking activities.  Support the learner to make choices about the foods that they like to eat when selecting from the school lunch menu, items for snack time, food on a school trip or planning a snack / meal / shopping list.  It is likely that this may have to be personalised to meet the complex health needs of pupils e.g. pupils who are on high calorie / high fats diets. Careful thought will need to be given to these learners and also learners who are not fed orally.  Consider use methods to help healthy choices e.g. traffic light system identifying how healthy a choice is:  **Red** – high in fats, sugars and/or salt (fine as a treat, once a day at most)  **Amber** – medium (OK choice)  **Green** – low (healthier choice)  Introduce healthy eating plate. | EQUALS - My Independence: My Cooking/Food Technology (Teacher Drive)  EQUALS – Teacher Drive: Semi-formal Curriculum\My-Physical-Well-being.zip\My-Physical-Well-being\Healthy Eating and Healthy Living  Personalised menus for pupils in response to their complex medical needs.  [www.nhs.uk/Healthy/](http://www.nhs.uk/Healthy/) Snacking  [Healthy Eating Plate for Kids - Divided Plate PowerPoint (twinkl.co.uk)](https://www.twinkl.co.uk/resource/t-t-29213-healthy-eating-divided-plate-sorting-powerpoint)  Websites  [www.foodafactoflife.org](http://www.foodafactoflife.org)  [www.healthyactivekids.com](http://www.healthyactivekids.com) | Self Determination and Independence Curriculum   * Personal Care Routines |
| **Taking care of physical health**  Identify some simple  strategies to help make  positive choices about our  health and wellbeing. | Develop understanding of the four areas of Health that are applicable to us all:  **MOVE EAT SLEEP RELAX**  Create logos with a health checklist to tick off as they achieve them throughout the day.  Support the learner to understand the concept of balance between diet and exercise.  Giving learner opportunities to find activities that they enjoy, building on the motivation.  Give lots of tasters and trials of a range of activities. Give them choices that they can develop into their social life. | EQUALS – Teacher Drive: Semi-formal Curriculum\My-Physical-Well-being.zip  Learner voice in Home-school communication, EHCP reviews, Transition  Plan opportunities to try different healthy activities e.g. visit a bowling alley. | Physical and Sensory Wellbeing Curriculum  Middle School Topic Theme - Long, Long Ago: Nurses |
| **Keeping well**  Identify some common  legal drugs (e.g. nicotine  and alcohol).  Recognise and give  examples of the difference  between someone who  can give us medicines/  drugs (e.g. doctors, nurses,  pharmacists) and someone  who cannot (e.g. our friends).  Describe that sometimes  we may be given an  injection by a doctor or  nurse to help to prevent  us from catching a disease  (vaccination).  Explain why we should  not accept medicines/  drugs from anyone  (unless a responsible/  qualified person has given  it to them for us, e.g. our  parents/carers/trusted  adults).  **Key Stage 3 and 4**  Recognise that there  are special rules (laws)  around the selling and  consumption of nicotine  and alcohol, and why they  exist.  Identify some benefits  of not smoking/vaping  or drinking alcohol.  Recognise that most  young people choose  not to smoke/vape, drink  alcohol or use drugs. | Include some legal drugs when classifying drugs into different groups - use pictures/photographs to produce a wall chart  Classify medicinal from non-medicinal:  Prescribed tablets non- prescribed tablets  mouth wash beer  muscle pain relief cream hand cream  muscle pain relief spray tobacco  Sort pictures of doctors, nurses, parents pharmacists, siblings and friends – sort into who can administer medicine to us. Note in some families adult siblings may do this – good home/school communication will be important to establish this.  Learn about vaccines using simple texts, videos, visit from school nurse or community paediatrician.  Role play – being given medication by others – who can we say yes to? Who must not do this? what should we say?  Look at and discuss the warnings on alcohol and tobacco. | School nursing service / class team to support learners to understand who can administer medication.  [Why do we take medicine? - KS1 Science - BBC Bitesize](https://www.bbc.co.uk/bitesize/clips/zrfnvcw)  [KS1 - Medicine Safety for Children (twinkl.co.uk)](https://www.twinkl.co.uk/resource/t-p-281-ks1-being-safe-around-medicines-powerpoint).  [Safety with medicines | Teaching Resources (tes.com)](https://www.tes.com/teaching-resource/safety-with-medicines-6054567)  [How Vaccines Work - Bing video](https://www.bing.com/videos/search?q=teaching+children+about+how+vaccines+work+uk&ru=%2fvideos%2fsearch%3fq%3dteaching%2bchildren%2babout%2bhow%2bvaccines%2bwork%2buk%26qpvt%3dteaching%2bchildren%2babout%2bhow%2bvaccines%2bwork%2buk%26FORM%3dVDRE&qpvt=teaching+children+about+how+vaccines+work+uk&view=detail&mid=2C693090D0D20877E21B2C693090D0D20877E21B&&FORM=VDRVRV)  [As They Grow: Teaching Your Children How To Use Medicines Safely | FDA](https://www.fda.gov/drugs/understanding-over-counter-medicines/they-grow-teaching-your-children-how-use-medicines-safely#5)  Appropriate texts and videos on smoking and drinking alcohol | Self Determination and Independence Curriculum   * Personal Care Routines   Middle School Topic Theme - Long, Long Ago: Nurses |
| **Mental wellbeing**  Explore and explain the link between physical health and mental wellbeing.  Recognise when we need  help with mental health or  emotional wellbeing and  whom we can speak to.  **Key Stage 3 and 4**  Explain why it is important  to seek help for ourselves  or others if we are worried  about unhealthy coping  behaviours (e.g. self-harm  or disordered eating). | Support the learner to join in a range of physical activities – choosing, initiating and following through new healthy physical activities.  Promote health awareness sensitively by talking with learners about exercise, its effect on their bodies and the positive contribution it can make to their health.  Support the learner to be sensitive to the needs of others e.g. identify that a peer is feeling stressed. How can we help them?  Use drama and role play to focus on seeking help for ourselves and others | Teacher Drive: Equals Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing  Makaton signs / communication symbols specific to learners’ self-regulation needs  Emotion cushions  Mirrors  Persona dolls - https://personadoll.uk  Emotions collage  Role play  Talking mat activities  Access to appropriate yoga, mindfulness, massage, sensory motor integration, sensory diet and sensory circuit activities. | Physical and Sensory Wellbeing Curriculum   * Sensory circuits * Sensory motor integration * massage * Mindfulness, yoga |
| **Stage 9 PSHE Assessment Level** | **Healthy Eating**  Explain what it means to  eat a healthy, balanced  diet.  Explain what can help us  choose what to eat.  Recognise that some  people may not be able to  eat certain foods because  they will make them ill  (allergies). | Identify examples of healthy / unhealthy foods on menus, in the shops, in pictures, during cooking activities.  Support the learner to make choices about the foods that they like to eat when selecting from the school lunch menu, items for snack time, food on a school trip or planning a snack / meal / shopping list.  It is likely that this may have to be personalised to meet the complex health needs of pupils e.g. pupils who are on high calorie / high fats diets. Careful thought will need to be given to these learners and also learners who are not fed orally.  Consider use methods to help healthy choices e.g. traffic light system identifying how healthy a choice is:  **Red** – high in fats, sugars and/or salt (fine as a treat, once a day at most)  **Amber** – medium (OK choice)  **Green** – low (healthier choice)  Introduce healthy eating plate.  Use videos and, if appropriate, personal testimony e.g. an adult at school who has a food allergy.  Make sure that learners in class with allergies are supported to know what their own allergies are. This needs to be done individually and should be done with sensitivity. | EQUALS - My Independence: My Cooking/Food Technology (Teacher Drive)  EQUALS – Teacher Drive: Semi-formal Curriculum\My-Physical-Well-being.zip\My-Physical-Well-being\Healthy Eating and Healthy Living  Personalised menus for pupils in response to their complex medical needs.  [www.nhs.uk/Healthy/](http://www.nhs.uk/Healthy/) Snacking  Websites - [www.foodafactoflife.org](http://www.foodafactoflife.org)  [www.healthyactivekids.com](http://www.healthyactivekids.com)  Access to school nursing service to teach pupils about Epipens  Videos - [Daniel and his mum Zoe: Growing up with a food allergy - Bing video](https://www.bing.com/videos/search?q=learning+about+food+allergies+for+children+uk&qpvt=learning+about+food+allergies+for+children+uk&view=detail&mid=C79802A93F5DF0466A6EC79802A93F5DF0466A6E&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dlearning%2Babout%2Bfood%2Ballergies%2Bfor%2Bchildren%2Buk%26qpvt%3Dlearning%2Babout%2Bfood%2Ballergies%2Bfor%2Bchildren%2Buk%26FORM%3DVDRE)  [Lesson 1: What is a food allergy? Allergy Adventures Workshop for schools - Bing video](https://www.bing.com/videos/search?q=learning+about+food+allergies+for+children+uk&ru=%2fvideos%2fsearch%3fq%3dlearning%2babout%2bfood%2ballergies%2bfor%2bchildren%2buk%26qpvt%3dlearning%2babout%2bfood%2ballergies%2bfor%2bchildren%2buk%26FORM%3dVDRE&qpvt=learning+about+food+allergies+for+children+uk&view=detail&mid=518001E3828163374369518001E3828163374369&&FORM=VDRVRV)  Teaching children about their own allergies - [Helping Children Understand Allergies - Bing video](https://www.bing.com/videos/search?q=learning+about+food+allergies+for+children+uk&qpvt=learning+about+food+allergies+for+children+uk&view=detail&mid=FAB9F9BEADDF49E561E3FAB9F9BEADDF49E561E3&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dlearning%2Babout%2Bfood%2Ballergies%2Bfor%2Bchildren%2Buk%26qpvt%3Dlearning%2Babout%2Bfood%2Ballergies%2Bfor%2Bchildren%2Buk%26FORM%3DVDRE) | Self Determination and Independence Curriculum   * Personal Care Routines |
| **Taking care of physical health**  Describe strategies for  maintaining a healthy  lifestyle, including  balancing time spent on  work, leisure, physical  activity, online activities  and sleep.  Explain why it is important  to have enough sleep. | Communicate how to make choices that improve health and well-being, e.g. “each day is made up of 24 hours” Most adults’ days are divided into three parts, sleep, work and leisure time.  Further develop understanding of the four areas of Health that are applicable to us all:  **MOVE EAT SLEEP RELAX**  Support the learner to explain the concept of balance between diet and exercise.  Giving learner opportunities to find activities that they enjoy, building on the motivation.  Give lots of tasters and trials of a range of activities. Give them choices that they can develop into their social life.  Support learner to keep a health diary - Keeping a health diary - [Food-for-Fuel-Week-Health-Diary.pdf (healthyschoolscp.org.uk)](https://healthyschoolscp.org.uk/wp-content/uploads/2021/02/Food-for-Fuel-Week-Health-Diary.pdf) | EQUALS – Teacher Drive: Semi-formal Curriculum\My-Physical-Well-being.zip  Learner voice in Home-school communication, EHCP reviews, Transition  Consider introducing a classroom ‘Golden time to enable learner to make positive, real healthy choices.  Generalise skills into the community so we must consider taking learners out of school to use local facilities as much as possible, for example using bowling alleys, swimming pool, gyms, local park.  Explore the ideas of relaxing and chilling out, whatever that might mean. | Physical and Sensory Wellbeing Curriculum  Middle School Topic Theme - Long, Long Ago: Nurses |
| **Keeping well**  Describe how smoking and  drinking alcohol can affect  people’s health.  Identify whom we can to  talk to if we are worried  about health.  **Key Stage 3 and 4**  Explain how drugs/alcohol  can affect how people  feel, influence their ability  to make decisions and  can contribute to causing  accidents.  Describe or demonstrate  strategies to resist  pressure to smoke, drink  alcohol or use illegal drugs.  Identify when, why and  how to ask for help in  relation to drugs and  alcohol. | Explore issues such as sometimes the air that we breathe is unhealthy. This is especially the case when people are smoking. Cigarette smoking causes many health problems.  Develop understanding that everyone needs to drink plenty of fluids to stay alive and healthy. However, some drinks contain alcohol. If people drink too much alcohol they can damage their health. Identify drinks that contain alcohol.  Role play – talking to someone about a health worry.  Role play “saying no”.  Role play asking for support. | [Life Skills Education - Drug Misuse Awareness - Life Skills Education Charity](https://lifeskillseducation.co.uk/)  Range of books and videos e.g. [Drugs and alcohol awareness film Bobby gets cool (part 1) - YouTube](https://www.youtube.com/watch?v=uUqeKg0OH0s&t=15s)  EQUALS PSHE curriculum saved in Teacher drive.  [(PDF) Key Stage 3, In Sync: Year 8, Unit 10: Drugs Awareness (nicurriculum.org.uk)](http://www.nicurriculum.org.uk/docs/key_stage_3/insync/yr8/teacher_notes/y8_10.pdf)  [Drugs and alcohol - KS3 PSHE and Citizenship - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/z9982hv/resources/3) | Self Determination and Independence Curriculum   * Personal Care Routines   Middle School Topic Theme - Long, Long Ago: Nurses |
| **Mental wellbeing**  Describe some healthy  coping strategies that can  help if we are struggling  to maintain our emotional  wellbeing.  Describe how we can  help friends or family who  might be feeling stressed  or unhappy.  **Key Stage 3 and 4**  Identify things that can  prevent people from  seeking help with mental  health issues (e.g. stigma). | Support the learner to join in a range of strategies that can help if the learner is stressed – choosing, initiating and following through new healthy activities.  Support the learner to be sensitive to the needs of others e.g. identify that a peer is feeling stressed. How can we help them?  Use drama and role play to focus on seeking help for ourselves and others | Teacher Drive: Equals Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing  Makaton signs / communication symbols specific to learners’ self-regulation needs  Emotion cushions  Mirrors  Persona dolls - https://personadoll.uk  Emotions collage  Role play  Talking mat activities  Access to appropriate yoga, mindfulness, massage, sensory motor integration, sensory diet and sensory circuit activities. | Physical and Sensory Wellbeing Curriculum   * Sensory circuits * Sensory motor integration * massage * Mindfulness, yoga |
| **Stage 10 PSHE Assessment Level** | **Healthy Eating**  Describe which foods  we should only eat  occasionally and explain  why eating too much of them could harm our health.  Identify some influences  on our food choices, and  when these might be  positive or negative. | Encourage learner to use healthy eating plate / traffic light system to plan a healthy meal:  **Red** – high in fats, sugars and/or salt (fine as a treat, once a day at most)  **Amber** – medium (OK choice)  **Green** – low (healthier choice)  Look at food advertising – identify healthy choices / unhealthy choices | Personalised menus for pupils in response to their complex medical needs.  Practical visits / school trips to allow pupils to make healthy choices.  [Healthy snacks toolkit | PHE School Zone](https://campaignresources.phe.gov.uk/schools/resources/healthy-snacks-toolkit)  [www.nhs.uk/Healthy/](http://www.nhs.uk/Healthy/) Snacking  **Website**  [www.foodafactoflife.org](http://www.foodafactoflife.org)  [www.healthyactivekids.com](http://www.healthyactivekids.com) | Self Determination and Independence Curriculum   * Personal Care Routines |
| **Taking care of physical health**  Describe what might affect  choices we make about  our health, e.g. healthy  eating (advertising),  physical activity (playing  on the computer,  restrictions due to health  conditions) sleep (worries,  stress, social media).  Describe strategies for  managing pressures and  influences on healthy  lifestyle choices. | Communicate how to make choices that improve health and well-being, e.g. “each day is made up of 24 hours” Most adults’ days are divided into three parts, sleep, work and leisure time.  Further develop understanding of the four areas of Health that are applicable to us all:  **MOVE EAT SLEEP RELAX**  Look at advertising and identify which adverts promote / don’t promote the 4 areas of heath.  Giving learner opportunities to find activities that they enjoy, building on the motivation.  Give lots of tasters and trials of a range of activities. Give them choices that they can develop into their social life.  Keeping a health diary - [Food-for-Fuel-Week-Health-Diary.pdf (healthyschoolscp.org.uk)](https://healthyschoolscp.org.uk/wp-content/uploads/2021/02/Food-for-Fuel-Week-Health-Diary.pdf) | Access to a range of adverts for healthy / unhealthy products  Generalise skills into the community so we must consider taking learners out of school to use local facilities as much as possible, for example using bowling alleys, swimming pool, gyms, local park.  Explore the ideas of relaxing and chilling out, whatever that might mean.  [Drugs, Alcohol and Smoking - YouTube](https://www.youtube.com/watch?v=0a5OebWu5lM&t=3s)KS3 | Physical and Sensory Wellbeing Curriculum |
| **Keeping well**  Identify some possible  side effects of substances  that are not meant for  children / young people to consume (e.g. alcohol).  Explain that no-one should  ever make us, or try and  persuade us to drink  alcohol, smoke, taste or  swallow anything, we are  not sure is safe or that is  against our wishes, and  that we have a right to say  no.  Identify simple strategies  we can use if we are  offered a cigarette, alcohol  or other type of substance  **Key Stage 3 and 4**  Describe how alcohol/  drugs may influence  choices we or others make  in relationships, including  sexual activity.  Explain long term personal  and social risks of  substance misuse.  Describe what is meant by  someone having a ‘habit’,  or ‘addiction’ in terms of  substance misuse.  Identify reliable sources of  support or advice if we are  worried about ourselves or  someone else in relation  to substance misuse. | Explore issues such as sometimes the air that we breathe is unhealthy. This is especially the case when people are smoking. Cigarette smoking causes many health problems.  Develop understanding that everyone needs to drink plenty of fluids to stay alive and healthy. However, some drinks contain alcohol. If people drink too much alcohol they can damage their health. Identify drinks that contain alcohol.  Role play the strategies / communication we would use if we were offered any substance that could be dangerous.  List behaviours that might happen if someone was under the influence of drugs.  List the risks associated with substance misuse. Make a poster or video to warn others.  Role play how to get support and advice. | [Life Skills Education - Drug Misuse Awareness - Life Skills Education Charity](https://lifeskillseducation.co.uk/)  Range of books and videos e.g [Drugs, Alcohol and Smoking - YouTube](https://www.youtube.com/watch?v=0a5OebWu5lM&t=3s)KS3  EQUALS PSHE curriculum saved in Teacher drive.  [(PDF) Key Stage 3, In Sync: Year 8, Unit 10: Drugs Awareness (nicurriculum.org.uk)](http://www.nicurriculum.org.uk/docs/key_stage_3/insync/yr8/teacher_notes/y8_10.pdf)  [Drugs and alcohol - KS3 PSHE and Citizenship - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/z9982hv/resources/3) | Self Determination and Independence Curriculum   * Personal Care Routines   Communication and Interaction Curriculum  Middle School Topic Theme - Long, Long Ago: Nurses |
| **Mental wellbeing**  **Key Stage 3 and 4**  Identify reliable sources  of advice and support  for mental health and  emotional wellbeing.  Identify some strategies  for challenging stereotypes  and stigma relating to  mental health. | Develop a circle of support for each learner that they can access both at school and at home.  Use drama and role play to focus on seeking help for ourselves and others | Teacher Drive: Equals Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing  Makaton signs / communication symbols specific to learners’ self-regulation needs  Emotion cushions  Mirrors  Role play  Talking mat activities  Access to appropriate yoga, mindfulness, massage, sensory motor integration, sensory diet and sensory circuit activities. | Physical and Sensory Wellbeing Curriculum   * Sensory circuits * Sensory motor integration * massage * Mindfulness, yoga |

**Relationships Education KS2**

**Relationships and Sex Education KS3 and KS4**

| **Assessment Framework Level** | **Curriculum Content**  **The learner is learning to;** | **What the adult working with the learner does** | **Enabling Responsive Environment**  **Learning Opportunities / What is provided?** | **Cross Curricular Themes / links** |
| --- | --- | --- | --- | --- |
| **Consolidation and Application**  **Stage 6 PSHE Assessment Level** | **Keeping Safe**  Name and describe  feelings associated  with not feeling safe  (e.g. worried, scared,  frightened) and identify  trusted adults who can  help us if we feel this way.  Demonstrate ways of  making it clear to others  when we need help.  Describe some simple  rules for keeping safe e.g. near water, roads and  fire. | Support the learner to identify a range of emotions associated with not feeling safe.  Support the learner to develop ability to identify an appropriate person who can help and indicate that they need help using own communication e.g. Makaton, symbols, words.  Model simple rules for the learner about keeping safe e.g. stop at the road kerb, wait for the traffic to stop etc. | Access to activities / aims of EQUALS My Independence: My Travel Training:(Teacher Drive)  Educational visits – involve learners in planning discussion about safety e.g. what will we wear if it is sunny?  Visits to class / school assemblies from people who keep us safe at school and at home e.g. family members, community paediatrician, fire brigade.  Small world play / role play  Communication boards  Communication book pages  Home-school communication  Individual and group ELSA | Middle School Autumn Themes: Yrs3, 4.   * Who Am I? * This Is Me! * I’m amazing. You’re amazing   Me, Myself & I |
| **KS3 and 4 Feeling Frightened / Worried**  To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  Explain what is meant by  ‘personal space’.  Describe ways we can  safely challenge unwanted  physical contact and ask  for help. | Support and model communication for learners to respond appropriately (vocalising, using gestures, symbols or signing) to challenge unwanted physical contact and ask for help.  Define “personal space” with learners. Continue to support the learner with personal care if appropriate providing them with an appropriate commentary as you are doing so using accurate language – e.g. ‘I am closing the curtain to make this space private, so topics such as public/private, and safeguarding are all experienced by the pupil, contextualised and repeated daily.  Adults model ways to indicate to others that they need help using Total Communication and including learner’s own communication system e.g. Makaton, symbols, words. | Worry Monsters / worry boxes  Communication boards  Communication book pages  Emotion cushions  Book “Good Touch, Bad Touch”.  Individual and group ELSA sessions | Self Determination and Independence Curriculum   * Personal Care Routines |
| **Trust**  Explain what is meant by private and what is meant by public.  Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.  Explain that our bodies belong to us and that we have a right to feel safe.  Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it).  Identify occasions when it might be okay for someone to make us feel uncomfortable (injections,  cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment. | Support the learner with personal care if appropriate providing them with an appropriate commentary as you are doing so using accurate language – e.g. ‘I am closing the curtain to make this space private, so topics such as public/private, and safeguarding are all experienced by the pupil, contextualised and repeated daily.  Discuss/ recall the Pants rules:  Privates are private  Always remember your body belongs to you  No means no  Talk about secrets that upset you  Speak up, someone can help  Adults model identifying someone who can help and indicating that they need help using Total Communication and including learner’s own communication system e.g. Makaton, symbols, words. | <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>  <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/20161202_nspcc_pants_mencap-childrens-guide-update_online.pdf>  Specialist Resources for KS3 and KS4  <https://www.bbc.co.uk/bitesize/clips/zgjcd2p>  <https://www.bbc.co.uk/bitesize/clips/zc79jxs>  BBC Bitesize videos on:   * Masturbation and inappropriate public behaviour (female) * Masturbation and inappropriate public behaviour (Male) | Self Determination and Independence Curriculum   * Personal Care Routines |
| **Keeping safe online**  Use Information and Communications Technology (ICT) to communicate with others  Show they understand that information can be stored on a computer  Begin to develop awareness of possible online risks | Support the learner to take photographs of their own work and share them with their friends.  Look at examples of pictures on social media.  Talk to the learner about social media, what it does, what they can do with it and how to use it safely.  Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online. | Examples of social media sites that the learners may be aware of e.g. Whats App, Face book. | Cognition and Challenge Curriculum - Computing |
| **Puberty KS2**  Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty  (when appropriate).  Identify whom we can talk to about growing and changing. | Identify main body parts of models / dolls of males / females.  Look at pictures / 3D models of where our main internal organs are including basic pictures of male and female reproductive organs.  Recall vocabulary for menstruation and develop basic knowledge of the menstrual cycle.  Explore choices of sanitary pads, tampons etc. with learners as appropriate and demonstrate how they are used using coloured water. If appropriate, involve girl in practising use of products. | Dolls/ models / pictures of female and male bodies  Examples of different sanitary products. | Middle School Autumn Themes: Yrs1, 2, 3, 4.   * Who Am I? * This Is Me! * I’m amazing. You’re amazing   Me, Myself and I |
| **KS 2 Different types of relationships**  Identify different types of  family.  Recognise others’ families  in school may be different  from their family. | Explore each child's family unit and compare with others. Use photos, model figures etc. Talk about similarities and differences.  Create and compare learners’ family trees / personal books about their families.  Celebrate everyone's family equally. | Family trees / personal books / photos | Middle School Autumn Themes: Yrs1, 2, 3, 4.   * Who Am I? * This Is Me! * I’m amazing. You’re amazing   Me, Myself and I |
| **KS3 and 4 Long term relationships and parenthood**  Give examples of different types and features of committed, long-term relationships.  Explore what ‘adopted’, ‘fostered’, or ‘looked after’ mean in terms of families.  Explore and begin to recognise that some relationships will end—  meaning that a couple don’t go out together, or live together any more.  Identify whom we can talk to if we’re worried about relationships changing/ ending. | Encourage learners to share about who lives in their house.  Use family photos to identify family members or personal mementos  Develop an understanding of what an extended family is and who might live with them i.e. Grandad or Grandma.  Use books videos to explore a range of committed, long term relationships.  Discuss the similarities and differences between families.  Make topic boards showing who lives in each family – families in class, families from the books / videos we have read / watched  Ensure that learners recognise that there is not just one correct family structure.  Celebrate everyone's family equally while reinforcing the value of stable family relationships.  Discuss what it means to be a member of a family i.e. sometimes we fall out with each other, sometimes people stop living together. | Topic boards/ family photos / range of books about different types of long term relationships. |  |
| **KS3 and 4 Intimate relationships and consent**  Describe the difference between ‘liking’ someone and ‘fancying’ someone.  Identify the similarities and differences between friendships and romantic/ intimate relationships.  Explain what seeking and giving/not giving consent means in relationships, that we have the right to say ‘no’ or ‘please stop’ to anything we feel uncomfortable about, and demonstrate how we  might do this.  Identify similarities and differences between friendships and romantic/ intimate relationships  Develop vocabulary and recognition of what happens during human reproduction | Look at photos of adults – what sort of relationship are they in? Friend? Married?  Identify how it is possible to tell.  Use appropriate pictures and photographs to look at images of adults touching and kissing  Discuss the different kinds of kissing i.e. on the hand, a peck on the cheek  Would you allow someone to kiss you? Who?  What is the difference between being kissed by Grandma / mum?  What part of your body would you allow someone to kiss you on? – usual places for being kissed i.e. on the lip, hand.  Use mutual consent of learners to say whether suggestions are acceptable to all  Who might kiss you in these places? i.e. mum, friend, partner  What if you didn’t want to be kissed?  Emphasise the right to say No  Emphasise the need for consent to any touching. What about kissing in public?  Discuss not causing embarrassment to others.  Share an appropriate text about human reproduction with pupils. Learners may need individual advice about how they might be able to access / experience intimacy . | Specialist Resources for KS3 and KS4  <https://www.bbc.co.uk/bitesize/clips/zgjcd2p>  <https://www.bbc.co.uk/bitesize/clips/zc79jxs>  BBC Bitesize videos on:   * Masturbation and inappropriate public behaviour (female) * Masturbation and inappropriate public behaviour (Male)   Girls’ Club / Boys’ Club  Range of developmentally appropriate books about human reproduction. |  |
| **Stage 7 PSHE Assessment Level** | **Keeping Safe**  Identify some different  responsibilities we  may have to help keep  ourselves and others safe.  Identify when someone  might need first aid  because they are hurt/  injured. | Revise simple rules for the learner about keeping safe e.g. stop at the road kerb, wait for the traffic to stop etc.  Talk to a school first aider about their role.  Set up scenarios in class for role play / small world play. | Access to activities / aims of EQUALS My Independence: My Travel Training:(Teacher Drive)  Educational visits – involve learners in planning discussion about safety e.g. what will we wear if it is sunny?  Visits to class / school assemblies from people who keep us safe at school and at home e.g. family members, community paediatrician, fire brigade.  Small world play / role play  Communication boards  Communication book pages  Home-school communication  Individual and group ELSA  [First Aid Lesson for Special Needs | Teaching Resources (tes.com)](https://www.tes.com/teaching-resource/first-aid-lesson-for-special-needs-11763580)  [First Aid for Schools: Free Teaching Resources - First Aid for Life](https://firstaidforlife.org.uk/first-aid-courses/first-aid-for-children-school/teaching-resources/)  [Teaching children first aid | First aid champions (redcross.org.uk)](https://firstaidchampions.redcross.org.uk/primary/guidance-and-support/) | Middle School Autumn Themes: Yrs3, 4.   * Who Am I? * This Is Me! * I’m amazing. You’re amazing   Me, Myself & I |
| **KS3 and 4 Feeling Frightened / Worried**  Explain why no one has a right to make us feel frightened or  uncomfortable and how  to recognise sexual harassment, including online.  Explain what is meant by personal space’.  Describe ways we can safely challenge unwanted physical contact and ask for help. | Support and model communication for learners to respond appropriately (vocalising, using gestures, symbols or signing) to challenge unwanted physical contact and ask for help.  Define “personal space” with learners. Continue to support the learner with personal care if appropriate providing them with an appropriate commentary as you are doing so using accurate language – e.g. ‘I am closing the curtain to make this space private, so topics such as public/private, and safeguarding are all experienced by the pupil, contextualised and repeated daily.  Adults model ways to indicate to others that they need help using Total Communication and including learner’s own communication system e.g. Makaton, symbols, words. | Worry Monsters / worry boxes  Communication boards  Communication book pages  Emotion cushions  Book “Good Touch, Bad Touch”.  Individual and group ELSA sessions  Girls group boys group  Superflex materials e.g. Space Invader | Communication and Interaction Curriculum |
| **Trust**  Recognise that we do not have to trust someone just because they say we should.  Recognise that no adult should ever ask us to keep a secret but that sometimes we don’t tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise.  Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us.  Explain when and why  to ask an adult for help  if we’re asked to share information or keep a secret. | Discuss/ recall the Pants rules:  Privates are private  Always remember your body belongs to you  No means no  Talk about secrets that upset you  Speak up, someone can help  Adults model identifying someone who can help and indicating that they need help using Total Communication and including learner’s own communication system e.g. Makaton, symbols, words. | <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>  <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/20161202_nspcc_pants_mencap-childrens-guide-update_online.pdf> | Communication and Interaction Curriculum  Self Determination and Independence Curriculum   * Personal Care Routines |
| **Keeping safe online**  Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet.  Explain that there may be people online who do not have our best interests at heart.  Identify things that we should never share online without checking with a trusted adult first. | Make a list of rules for staying safe.  Talk to the learner about social media, what it does, what they can do with it and how to use it safely.  Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online. | Examples of social media sites that the learners may be aware of e.g. Whats App, Face book.  [Learning Disabilities, Autism and Internet Safety - Cerebra](https://cerebra.org.uk/download/learning-disabilities-autism-and-internet-safety/)  [Resources - Childnet](https://www.childnet.com/resources) | Cognition and Challenge Curriculum - Computing |
| **Puberty KS2**  Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes.  Use correct vocabulary to name male and female reproductive organs. | Recall vocabulary for menstruation and develop basic knowledge of the menstrual cycle / wet dreams etc.  Use appropriate texts / videos to learn about changes at puberty.  Make a list of changes at puberty with the class  Identify main body parts of models / dolls of males / females.  Look at pictures / 3D models of where our main internal organs are including basic pictures of male and female reproductive organs. | Dolls/ models / pictures of female and male bodies  A range of books / texts about puberty  [Puberty | UKS2 - Y5 & Y6 | PSHE | Hamilton Trust (hamilton-trust.org.uk)](https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/human-reproduction-and-relationships/puberty/) | Middle School Autumn Themes: Yrs1, 2, 3, 4.   * Who Am I? * This Is Me! * I’m amazing. You’re amazing   Me, Myself and I  Self Determination and Independence Curriculum   * Personal Care Routines   Cognition and Challenge – Science Curriculum |
| **Puberty KS3 and 4**  Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings.  Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.  Explain how part of growing up might be to  experience strong feelings  about people we like or fancy. | Make a list of changes at puberty with the class.  Use appropriate texts / videos to learn about changes at puberty.  Look at a range of products to support personal hygiene. Which ones is the learner using? How are the products used? How often? Work with individual learners to support independence. | Dolls/ models / pictures of female and male bodies  A range of books / texts about puberty  Girls group / boys group  [Puberty lesson plan pack | PHE School Zone](https://campaignresources.phe.gov.uk/schools/resources/puberty-lesson-plan-pack)  [PSHE for SEN - Wet dreams - KS3 PSHE and Citizenship - BBC Bitesize](https://www.bbc.co.uk/bitesize/clips/z7n2hyc)  [Teenage pressures - acne - KS3 PSHE and Citizenship - BBC Bitesize](https://www.bbc.co.uk/bitesize/clips/zbxkq6f)  [PSHE for SEN - First periods - KS3 PSHE and Citizenship - BBC Bitesize](https://www.bbc.co.uk/bitesize/clips/zmfxn39)  [PSHE for SEN - Body hair - KS3 PSHE and Citizenship - BBC Bitesize](https://www.bbc.co.uk/bitesize/clips/zjhq6sg) SEN Skills for Life - Personal hygiene during periods <https://www.bbc.co.uk/bitesize/clips/zywr87h> | Self Determination and Independence Curriculum   * Personal Care Routines   Cognition and Challenge – Science Curriculum |
| **KS 2 Different types of relationships**  Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us.  Explain that two people who love and care for one another can be in a romantic relationship; that  this is different from a friendship. | Explore each child's family unit and compare with others. Use photos, model figures etc. Talk about similarities and differences. Identify how learners are cared for by their families.  Celebrate everyone's family equally.  Talk about people we know who are in a romantic relationship. | Family trees / personal books / photos | Middle School Autumn Themes: Yrs1, 2, 3, 4.   * Who Am I? * This Is Me! * I’m amazing. You’re amazing   Me, Myself and I |
| **KS3 and 4 Long term relationships and parenthood**  Identify what the differences might be between feeling ready  for a relationship, feeling ready for a sexual relationship and being ready to be a parent.  Identify some of the responsibilities of being a parent.  Identify possible reasons why people might choose to adopt or foster children or young people. | Interview a parent about some of their responsibilities.  Make a list of what learners’ parents responsibilities are.  Ensure that learners recognise that there is not just one correct family structure.  Celebrate everyone's family equally while reinforcing the value of stable family relationships.  Teach learners about adoption and fostering.  Support learners to understand that there is no stigmatisation of learners that have different support structures, such as looked-after children and those who have been adopted. | A range of texts and resources about being a parent  Topic boards/ family photos / range of books about different types of long term relationships.  [The Adoptables' Schools Toolkit (coramlifeeducation.org.uk)](https://www.coramlifeeducation.org.uk/adoptables/)  EQUALS PSHE Curriculum saved on Teacher drive. | Communication and Interaction Curriculum |
| **KS3 and 4 Intimate relationships and consent**  Explain how part of growing up might be to experience strong feelings about people we like or fancy.  Identify different types of intimate relationships including same-sex relationships.  Explain what seeking and giving/not giving consent means in relationships, that we have the right to say ‘no’ or ‘please stop’ to anything we feel uncomfortable about, and demonstrate how we  might do this.  Explain the difference between appropriate and inappropriate relationship behaviours in public  places.  Revise vocabulary and recognition of what happens during human reproduction. | Recall the difference between ‘liking’ someone and ‘fancying’ someone.  Role play appropriate ways to communicate feelings about people we fancy or like.  Explore a range of resources about different types of relationships including same-sex relationships.  Emphasise the right to say No  Emphasise the need for consent to any touching. What about kissing in public?  Discuss not causing embarrassment to others.  Discuss public / private behaviours.  Share an appropriate text about human reproduction with pupils. Learners may need individual advice about how they might be able to access / experience intimacy. | It’s Not Okay NSPCC resources <https://learning.nspcc.org.uk/research-resources/schools/its-not-ok>  Girls’ Club / Boys’ Club  Range of developmentally appropriate books about human reproduction.  [Human Reproduction for SEND. SLD | Teaching Resources (tes.com)](https://www.tes.com/teaching-resource/human-reproduction-for-send-sld-11981320)  [7B reproduction unit for SEN | Teaching Resources (tes.com)](https://www.tes.com/teaching-resource/7b-reproduction-unit-for-sen-6130000) | Communication and Interaction Curriculum  Cognition and Challenge – Science Curriculum |
| **Stage 8 PSHE Assessment Level** | **Keeping Safe**  Identify when someone  might need first aid  because they are hurt/  injured.  Explain why it is important  to persist with asking for  help if our initial requests  are not met or understood | Talk to a school first aider about their role.  Set up scenarios in class for role play / small world play.  Set up situations in which learner is misunderstood and has to persist to make themselves understood. Model this for them. | Visit from school first aiders.  Access to activities / aims of EQUALS My Independence: My Travel Training:(Teacher Drive)  Educational visits – involve learners in planning discussion about safety e.g. what will we wear if it is sunny?  First aid its  Communication boards  Communication book pages  Home-school communication  Individual and group ELSA  [First Aid Lesson for Special Needs | Teaching Resources (tes.com)](https://www.tes.com/teaching-resource/first-aid-lesson-for-special-needs-11763580)  [First Aid for Schools: Free Teaching Resources - First Aid for Life](https://firstaidforlife.org.uk/first-aid-courses/first-aid-for-children-school/teaching-resources/)  [Teaching children first aid | First aid champions (redcross.org.uk)](https://firstaidchampions.redcross.org.uk/primary/guidance-and-support/) | Communication and Interaction Curriculum |
| **KS3 and 4 Feeling Frightened / Worried**  Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong.  Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how  to respond, including reporting to police.  Explain that removing or injuring female genitalia for non-medical  reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary. | Support and model communication for learners to respond appropriately (vocalising, using gestures, symbols or signing) to challenge unwanted physical contact and ask for help.  Practise making 999 call or asking someone to call on learner’s behalf. Learn rules for making 999 call appropriately. | Worry Monsters / worry boxes  Communication boards  Communication book pages  Emotion cushions  Book “Good Touch, Bad Touch”.  Individual and group ELSA sessions  Girls group boys group  [How to make a call to emergency services - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-how-to-make-an-emergency-call/zg3pxbk)  [PDF FGM Schools Guidance 18.06.2019 (nationalfgmcentre.org.uk)](http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf)  [IB-primary-resources-Introducing-education-around-FGM-guidance.pdf (nationalfgmcentre.org.uk)](http://nationalfgmcentre.org.uk/wp-content/uploads/2018/01/IB-primary-resources-Introducing-education-around-FGM-guidance.pdf) | Communication and interaction curriculum |
| **Trust**  Describe ‘degrees of trust’ — those people we can trust with less important things, and those we  can trust with our most important things (e.g. possessions, information about us or our feelings).  Explain that if we don’t feel sure about sharing information or feel  pressured, we don’t have to.  Give examples of how others may put us under pressure to do something. | Link degrees of trust to learners’ circles of friendship.  Adults model identifying someone who can help and indicating that they need help using Total Communication and including learner’s own communication system e.g. Makaton, symbols, words.  Revise private / public – information that can be shared / shouldn’t be shared.  Explore with role play examples of peer pressure | [What is a circle of friendship - resources and worksheets (edplace.com)](https://www.edplace.com/blog/send/how-to-create-a-circle-of-friendship)  <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>  <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/20161202_nspcc_pants_mencap-childrens-guide-update_online.pdf> | Communication and Interaction Curriculum |
| **Keeping safe online**  Explain how to respond if we’re not sure if someone online is who they say they are.  Identify some benefits of balancing time on electronic devices with other activities. | Role play what learner should do if they are not sure if someone online is who they say they are.  Talk to the learner about social media, what it does, what they can do with it and how to use it safely.  Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online. | Examples of social media sites that the learners may be aware of e.g. Whats App, Face book.  [Learning Disabilities, Autism and Internet Safety - Cerebra](https://cerebra.org.uk/download/learning-disabilities-autism-and-internet-safety/)  [Resources - Childnet](https://www.childnet.com/resources) | Cognition and Challenge Curriculum - Computing |
| **Puberty KS2**  Use correct vocabulary to name male and female reproductive organs.  Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private. | Identify main body parts of models / dolls of males / females.  Look at pictures / 3D models of where our main internal organs are including basic pictures of male and female reproductive organs.  Recall public / private places and vocabulary for menstruation and develop basic knowledge of the menstrual cycle / wet dreams etc. | Dolls/ models / pictures of female and male bodies  A range of books / texts about puberty  [Puberty | UKS2 - Y5 & Y6 | PSHE | Hamilton Trust (hamilton-trust.org.uk)](https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/human-reproduction-and-relationships/puberty/) | Cognition and Challenge Curriculum - Science  Middle School Autumn Themes: Yrs1, 2, 3, 4.   * Who Am I? * This Is Me! * I’m amazing. You’re amazing   Me, Myself and I |
| **Puberty KS3 and 4**  Identify the functions of the reproductive organs, including how conception occurs.  Describe the different stages of reproduction, pregnancy and birth. | Identify main body parts of models / dolls of males / females.  Look at pictures / 3D models of where our main internal organs are including basic pictures of male and female reproductive organs. | Dolls/ models / pictures of female and male bodies  A range of books / texts about puberty  Girls group / boys group  [Puberty lesson plan pack | PHE School Zone](https://campaignresources.phe.gov.uk/schools/resources/puberty-lesson-plan-pack)  Girls’ Club / Boys’ Club. Range of developmentally appropriate books about human reproduction. | Cognition and Challenge Curriculum - Science |
| **KS 2 Different types of relationships**  Recognise that two people in a long term relationship might live together or be married (or in a civil  partnership); that getting married must always be a choice both people make together. | Explore different types of relationships.  Celebrate everyone's family equally.  Talk about choice. | Family trees / personal books / photos | Middle School Autumn Themes: Yrs1, 2, 3, 4.   * Who Am I? * This Is Me! * I’m amazing. You’re amazing   Me, Myself and I |
| **KS3 and 4 Long term relationships and parenthood**  Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is  committing a very serious crime no matter who they are or what they say.  Identify what we can do and whom we could tell if we think someone is being forced to marry someone. | Celebrate everyone's family equally while reinforcing the value of stable family relationships.  Teach learners about the importance of freedom of choice.  Role play what the learner would do if they thought someone was being forced to marry someone else. | A range of texts and resources about being a parent  Topic boards/ family photos / range of books about different types of long term relationships.  EQUALS PSHE Curriculum saved on Teacher drive. | Communication and Interaction Curriculum  Cognition and Challenge Curriculum – Religious education |
| **KS3 and 4 Intimate relationships and consent**  Revise vocabulary and recognition of what happens during human reproduction.  Define what intimacy means  Identify readiness (emotional, physical and social) for a relationship that may include sex.  Identify expectations we may have of being in romantic /intimate /physical relationship, which may include sex.  Describe simple ways to check if consent is being given and ways of  assertively giving, not giving and withdrawing consent.  Identify how others may manipulate/persuade us to do things we do not want to do or do not like.  Explain that there are laws about the legal age of consent for sexual activity.  Recognise that contraception, including condoms, can help prevent pregnancy and some STIs. | Share appropriate texts about human reproduction with learners.  Learners may need individual advice about how they might be able to access / experience intimacy .  Recall public / private behaviours.  Discussion with clear links to British Values:   * democracy. * the rule of law. * individual liberty. * mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.   Look at the laws about ages at which a range of activities can take place.  Discuss and explore vocabulary and information about contraception and STIs. | Girls’ Club / Boys’ Club  Range of developmentally appropriate books about human reproduction.  Access to specialist advice and support for individual learners.  [Human Reproduction for SEND. SLD | Teaching Resources (tes.com)](https://www.tes.com/teaching-resource/human-reproduction-for-send-sld-11981320)  [7B reproduction unit for SEN | Teaching Resources (tes.com)](https://www.tes.com/teaching-resource/7b-reproduction-unit-for-sen-6130000)  It’s Not Okay NSPCC resources <https://learning.nspcc.org.uk/research-resources/schools/its-not-ok> | Communication and Interaction Curriculum  Cognition and Challenge Curriculum – Science |
| **Stage 9 PSHE Assessment Level** | **Keeping Safe**  Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.  Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our  own.  Explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone  while crossing the road). | Share simple planning for trips out and about involving learners in an assessment of the risks.  Set up situations in which learner is misunderstood and has to persist to make themselves understood. Model this for them. | Access to activities / aims of EQUALS My Independence: My Travel Training:(Teacher Drive)  Educational visits – involve learners in planning discussion about safety e.g. where should we cross the road? Why?  Communication boards  Communication book pages  Home-school communication  Individual and group ELSA | Physical and Sensory Wellbeing Curriculum |
| **KS3 and 4 Feeling Frightened / Worried**  Explore situations in which someone we like may not always be trustworthy.  Explore vocabulary and strategies to use if we are concerned about our own or someone else’s personal safety.  Explore vocabulary and strategies about what to say, do and whom to tell if we, or someone we know, fears that they will experience, or have already experienced FGM, and that it is never that person’s fault. | Explore a range of resources about Peer Pressure.  Practise making 999 call or asking someone to call on learner’s behalf. Learn rules for making 999 call appropriately.  Learn about Safe Places that will help a learner if they are feeling scared or at risk. | Peer pressure and sex https://www.bbc.co.uk/bitesize/clips/zxbpvcw SEN Skills for Life - Staying out of trouble <https://www.bbc.co.uk/bitesize/clips/zs9vcdm>  Individual and group ELSA sessions  Girls group boys group  [How to make a call to emergency services - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-how-to-make-an-emergency-call/zg3pxbk)  <https://www.safeplaces.org.uk/>  [PDF FGM Schools Guidance 18.06.2019 (nationalfgmcentre.org.uk)](http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf)  [IB-primary-resources-Introducing-education-around-FGM-guidance.pdf (nationalfgmcentre.org.uk)](http://nationalfgmcentre.org.uk/wp-content/uploads/2018/01/IB-primary-resources-Introducing-education-around-FGM-guidance.pdf) |  |
| **Trust**  Explain what a ‘dare’ is and what people might say or do if they are ‘daring’ us.  Identify some basic strategies for saying ‘no’ to pressure or dares.  Identify whom to tell in different situations and what we could say. | Explore with role play examples of peer pressure and dares.  Adults model identifying someone who can help and indicating that they need help using Total Communication and including learner’s own communication system e.g. Makaton, symbols, words.  Recall degrees of trust linking it to learners’ circles of friendship. | [What is a circle of friendship - resources and worksheets (edplace.com)](https://www.edplace.com/blog/send/how-to-create-a-circle-of-friendship) |  |
| **Keeping safe online**  Demonstrate practical strategies for keeping safe when using specific digital devices and platforms | Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online. | Examples of social media sites that the learners may be aware of e.g. Whats App, Face book.  [Learning Disabilities, Autism and Internet Safety - Cerebra](https://cerebra.org.uk/download/learning-disabilities-autism-and-internet-safety/)  [Resources - Childnet](https://www.childnet.com/resources) |  |
| **Puberty KS2**  Use correct vocabulary to name male and female reproductive organs.  Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private. | Identify main body parts of models / dolls of males / females.  Look at pictures / 3D models of where our main internal organs are including basic pictures of male and female reproductive organs.  Recall public / private places and vocabulary for menstruation and develop basic knowledge of the menstrual cycle / wet dreams etc. | Dolls/ models / pictures of female and male bodies  A range of books / texts about puberty  [Puberty | UKS2 - Y5 & Y6 | PSHE | Hamilton Trust (hamilton-trust.org.uk)](https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/human-reproduction-and-relationships/puberty/)  Dolls/ models / pictures of female and male bodies  A range of books / texts about puberty | Middle School Autumn Themes: Yrs1, 2, 3, 4.   * Who Am I? * This Is Me! * I’m amazing. You’re amazing   Me, Myself and I |
| **Puberty KS3 and 4**  Identify the functions of the reproductive organs, including how conception occurs.  Describe the different stages of reproduction, pregnancy and birth. | Identify main body parts of models / dolls of males / females.  Look at pictures / 3D models of where our main internal organs are including basic pictures of male and female reproductive organs. | Dolls/ models / pictures of female and male bodies  A range of books / texts about puberty  Girls group / boys group  [Puberty lesson plan pack | PHE School Zone](https://campaignresources.phe.gov.uk/schools/resources/puberty-lesson-plan-pack)  Girls’ Club / Boys’ Club. Range of developmentally appropriate books about human reproduction. |  |
| **KS 2 Different types of relationships**  Recognise that two people in a long term relationship might live together or be married (or in a civil  partnership); that getting married must always be a choice both people make together. | Explore different types of relationships.  Celebrate everyone's family equally.  Talk about choice. | Family trees / personal books / photos | Middle School Autumn Themes: Yrs1, 2, 3, 4.   * Who Am I? * This Is Me! * I’m amazing. You’re amazing   Me, Myself and I |
| **KS3 and 4 Long term relationships and parenthood**  Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is  committing a very serious crime no matter who they are or what they say.  Identify what we can do and whom we could tell if we think someone is being forced to marry someone. | Celebrate everyone's family equally while reinforcing the value of stable family relationships.  Discussion with clear links to British Values:   * democracy. * the rule of law. * individual liberty. * mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.   Role play what the learner would do if they thought someone was being forced to marry someone else. | A range of texts and resources about being a parent  Topic boards/ family photos / range of books about different types of long term relationships.  EQUALS PSHE Curriculum saved on Teacher drive. |  |
| **KS3 and 4 Intimate relationships and consent**  Revise vocabulary and recognition of what happens during human reproduction.  Define what intimacy means  Identify readiness (emotional, physical and social) for a relationship that may include sex.  Identify expectations we may have of being in romantic /intimate /physical relationship, which may include sex.  Describe simple ways to check if consent is being given and ways of  assertively giving, not giving and withdrawing consent.  Identify how others may manipulate/persuade us to do things we do not want to do or do not like.  Explain that there are laws about the legal age of consent for sexual activity.  Recognise that contraception, including condoms, can help prevent pregnancy and some STIs. | Share appropriate texts about human reproduction with learners.  Learners may need individual advice about how they might be able to access / experience intimacy .  Recall public / private behaviours.  Look at the laws about ages at which a range of activities can take place.  Discuss and explore vocabulary and information about contraception and STIs. | Girls’ Club / Boys’ Club  Range of developmentally appropriate books about human reproduction.  Access to specialist advice and support for individual learners.  [Human Reproduction for SEND. SLD | Teaching Resources (tes.com)](https://www.tes.com/teaching-resource/human-reproduction-for-send-sld-11981320)  [7B reproduction unit for SEN | Teaching Resources (tes.com)](https://www.tes.com/teaching-resource/7b-reproduction-unit-for-sen-6130000)  It’s Not Okay NSPCC resources <https://learning.nspcc.org.uk/research-resources/schools/its-not-ok> |  |
| **Stage 10 PSHE Assessment Level** | **Keeping Safe**  Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.  Recognise when a situation is an  emergency and explain or demonstrate how to get help, including how to call 999. | Share simple planning for trips out and about involving learners in an assessment of the risks.  Practise making 999 call or asking someone to call on learner’s behalf. Learn rules for making 999 call appropriately.  Learn about Safe Places that will help a learner if they are feeling scared or at risk. | Access to activities / aims of EQUALS My Independence: My Travel Training:(Teacher Drive)  Educational visits – involve learners in planning discussion about safety e.g. where should we cross the road? Why?  Communication boards  Communication book pages  Home-school communication  Individual and group ELSA  [How to make a call to emergency services - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-how-to-make-an-emergency-call/zg3pxbk)  <https://www.safeplaces.org.uk/> |  |
| **KS3 and 4 Feeling Frightened / Worried**  Explain that someone we like may not always be trustworthy.  Demonstrate what we  can say or do and whom  we can tell if we are  concerned about our own  or someone else’s personal  safety.  Explain what we should say, do and whom to tell if we, or someone we  know, fears that they will experience, or have already experienced FGM, and that it is never that person’s fault. | Explore a range of resources about Peer Pressure.  Identify safe people to talk to if we have a concern. Learn about services such as Childline.  Practise making 999 call or asking someone to call on learner’s behalf. Learn rules for making 999 call appropriately.  Learn about Safe Places that will help a learner if they are feeling scared or at risk. | Peer pressure and sex https://www.bbc.co.uk/bitesize/clips/zxbpvcw SEN Skills for Life - Staying out of trouble <https://www.bbc.co.uk/bitesize/clips/zs9vcdm>  Individual and group ELSA sessions  Girls group boys group  [How to make a call to emergency services - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-how-to-make-an-emergency-call/zg3pxbk)  <https://www.safeplaces.org.uk/>  [PDF FGM Schools Guidance 18.06.2019 (nationalfgmcentre.org.uk)](http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf)  [IB-primary-resources-Introducing-education-around-FGM-guidance.pdf (nationalfgmcentre.org.uk)](http://nationalfgmcentre.org.uk/wp-content/uploads/2018/01/IB-primary-resources-Introducing-education-around-FGM-guidance.pdf)  <https://www.childline.org.uk/> |  |
| **Trust**  Give examples of when we might take back our trust if we feel someone no longer deserves it.  Describe how we might feel if someone has dared us to do something.  Explain or demonstrate strategies to resist pressure to behave in  inappropriate ways.  Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky. | Explore with role play examples of peer pressure and dares.  Adults model identifying someone who can help and indicating that they need help using Total Communication and including learner’s own communication system e.g. Makaton, symbols, words.  Recall degrees of trust linking it to learners’ circles of friendship. | [What is a circle of friendship - resources and worksheets (edplace.com)](https://www.edplace.com/blog/send/how-to-create-a-circle-of-friendship)  <https://www.childline.org.uk/> |  |
| **Keeping safe online**  Explain how some behaviours on social media might damage friendships and relationships.  Explain some steps we can take to take care of our own and other people’s safety and wellbeing when  using social media.  Identify some ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond.  Describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block  people on social media, using the CEOP report button). | Discuss social media that the learner comes into contact with.  Discuss the issues that may occur if people behave badly on social media.  Continue to reinforce that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online.  Learn what actions to take if a learner thinks that they or someone else’s safety and / or wellbeing is at risk due to being manipulated by online content or contact. | Examples of social media sites that the learners may be aware of e.g. Whats App, Face book.  [Learning Disabilities, Autism and Internet Safety - Cerebra](https://cerebra.org.uk/download/learning-disabilities-autism-and-internet-safety/)  [Resources - Childnet](https://www.childnet.com/resources)  <https://www.ceop.police.uk/Safety-Centre/> | Cognition and Challenge Computing Curriculum |
| **Puberty KS2**  Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation,  hair growth, skin and voice  changes.  Recognise that people experience the physical and emotional changes  of puberty over different lengths of time.  Identify reliable sources of advice on growing and changing. | Identify main body parts of models / dolls of males / females.  Look at pictures / 3D models of where our main internal organs are including basic pictures of male and female reproductive organs.  Further develop basic knowledge of the menstrual cycle / wet dreams etc. and recall public / private places and vocabulary for menstruation and wet dreams.  Discuss how learners can ask for help and who they can ask. | Dolls/ models / pictures of female and male bodies  A range of books / texts about puberty  [Puberty | UKS2 - Y5 & Y6 | PSHE | Hamilton Trust (hamilton-trust.org.uk)](https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/human-reproduction-and-relationships/puberty/)  Dolls/ models / pictures of female and male bodies  A range of books / texts about puberty |  |
| **Puberty KS3 and 4**  Describe the functions of the reproductive organs, including how conception occurs.  Describe the different stages of reproduction, pregnancy and birth.  Evaluate how emotions may change as we get older and are no longer  children.  Recognise that fertility changes over time and in response to some lifestyle factors. | Identify main body parts of models / dolls of males / females.  Look at pictures / 3D models of where our main internal organs are including basic pictures of male and female reproductive organs.  Learners may require personalised support to understand their own fertility. | Dolls/ models / pictures of female and male bodies  A range of books / texts about puberty  Girls group / boys group  [Puberty lesson plan pack | PHE School Zone](https://campaignresources.phe.gov.uk/schools/resources/puberty-lesson-plan-pack)  Girls’ Club / Boys’ Club. Range of developmentally appropriate books about human reproduction. |  |
| **KS 2 Different types of relationships**  Explain the features of a healthy and positive friendship or family  relationship.  Identify whom to tell if something in our family life makes us unhappy or worried.  Recognise that relationships, including marriage and civil  partnership, can be between people of any gender. | Explore different types of relationships.  Celebrate everyone's family equally.  Talk about choice. | Family trees / personal books / photos  A range of age and developmentally appropriate books about different types of family. |  |
|  | **KS3 and 4 Long term relationships and parenthood**  Identify possible reasons for assisted conception, donor conception and surrogacy.  Describe choices people have in the event of an unintended pregnancy.  Explain what abortion or termination of a pregnancy means.  Identify reliable, unbiased sources of support and explain how to access them.  Describe different ways relationships might be ended (e.g.  divorce, separation, or bereavement).  Describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship.  Explain that the breakdown of a  relationship between parents is not the fault of their children.  Explain the importance of talking to someone if worried about the ending of a relationship. | Discussion with clear links to British Values:   * democracy. * the rule of law. * individual liberty. * mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. | A range of texts and resources about being a parent  Topic boards/ family photos / range of books about different types of long term relationships.  EQUALS PSHE Curriculum saved on Teacher drive. |  |
|  | **KS3 and 4 Intimate relationships and consent**  Revise vocabulary and recognition of what happens during human reproduction.  Define what intimacy means  Explain that if someone fails to respect another person’s right to not give their consent, then they  are committing a serious crime.  Demonstrate different strategies to deal with manipulation/persuasion  in relationships.  Recognise that the portrayal of sex in the media and social media  (including pornography) is an unrealistic representation of sexual  behaviour and can affect people’s expectations of relationships and sex.  Describe some forms of contraception, their correct use and where and how they can be accessed.  Explain what STIs are (including HIV), how they can be tested for and why it is important that they  are treated.  Explain how and when to access sexual health services. | Share appropriate texts about human reproduction with learners.  Learners may need individual advice about how they might be able to access / experience intimacy.  Recall public / private behaviours.  Look at the laws about ages at which a range of activities can take place.  Discuss information about contraception and STIs.  Discussion with clear links to British Values:   * democracy. * the rule of law. * individual liberty. * mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. | Girls’ Club / Boys’ Club  Range of developmentally appropriate books about human reproduction.  Access to specialist advice and support for individual learners.  [Human Reproduction for SEND. SLD | Teaching Resources (tes.com)](https://www.tes.com/teaching-resource/human-reproduction-for-send-sld-11981320)  [7B reproduction unit for SEN | Teaching Resources (tes.com)](https://www.tes.com/teaching-resource/7b-reproduction-unit-for-sen-6130000)  It’s Not Okay NSPCC resources <https://learning.nspcc.org.uk/research-resources/schools/its-not-ok>  Love Life resources  <https://learning.nspcc.org.uk/research-resources/schools/love-life> |  |

**Living in the Wider World**

| **Assessment Framework Level** | **Curriculum Content**  **The learner is learning to;** | **What the adult working with the learner does** | **Enabling Responsive Environment**  **Learning Opportunities / What is provided** | **Cross Curricular Themes / links** |
| --- | --- | --- | --- | --- |
| **Consolidation and Application**  **Stage 6 PSHE Assessment Level** | **Things we are good at**  Identify things we are  good at (strengths/talents).  Describe the ways in  which we are special and  unique. | Preparation for EHCP reviews.  Give opportunities to experience a wide range of physical and creative activities to establish clear preferences and find strong interests to develop new interests.  Watching videos and magazines of different activities and interests.  Exploring theme days at school and off-site visits: Libraries, art galleries and museums, sport centres, outdoor activities, shopping, cooking, zoos and farms, restaurants, concerts, cinema, etc.  Preparation for EHCP reviews - Use Talking Mats to express preferences or feelings  Use Talking Mats to express preferences or feelings  Encourage learners to recognise their major achievements  Discuss smaller things they have achieved i.e. learning to comb their hair, finding their own way to the dining hall; things that have not been recorded before | Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing  <https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/> | Middle School Autumn Themes: Yrs3, 4.   * Who Am I? * This Is Me! * I’m amazing. You’re amazing   Me, Myself & I |
| **KS3 and 4 Skills for learning**  Describe our own learning  targets or goals.  Describe the particular  ways we like to learn.  Develop vocabulary to describe simple strategies  we can use to help us be  organised in our learning. | Preparation for EHCP reviews.  Show learners that there are things that you cannot do i.e. hula hoop or some practical activity – model setting a goal for yourself to achieve this.  Use Records of Achievement and Progress Files to look back at what learners have achieved over previous years  Encourage learners to recognise their major achievements  Discuss smaller things they have achieved i.e. learning to comb their hair, finding their own way to the dining hall; things that have not been recorded before  Offer suggestions of ways in which they could record very small achievements i.e. school diary or display board  Create a method of recording achievement on a weekly basis to illustrate learners continuing achievement through school. | Develop Records of Achievement for learners to take with them to their next placement. https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/ | EHCP Meetings / Transition Reviews |
| **Ourselves and others**  Describe the groups we belong to (family, religious etc) and the things we do in  the groups we belong to.  Describe the things we do in the different groups we belong to. | Involve learners in identifying and describing similarities and differences between the families of all members of the class including adults showing respect for all.  Involve learners in identifying and describing groups that exist within and outside school. For example, learners may be part of a sports club, or music group. Use photos or objects as above in order to identify the activities that take place in these groups. | Photos / videos  Visitors  Good home/school communication  [yr3\_unit7.pdf (nicurriculum.org.uk)](http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit7.pdf) | Middle School Autumn Themes: Yrs3, 4.   * Who Am I? * This Is Me! * I’m amazing. You’re amazing   Me, Myself & I |
| **Playing and working together**  Identify reasons why it  is important to listen to  other people.  Identify some actions/  behaviours that show  we are being polite and  courteous to other people.  Demonstrate ways of  playing and working  cooperatively.  Explain what we mean by  ‘being fair’ to one another. | Teach Whole body listening – a strategy used for learners with social communication difficulties that gives different parts of your body a specific job so that you are completely focused in on what is being said. learners are taught how to listen and what listening with your whole body looks like.  https://autismawarenesscentre.com/whole-body-listening-tool-not-rule/    Practise using actions / behaviours that show we are being polite in less familiar situations e.g. in another class, with a visitor to school, on a shopping trip outside school. | Access to activities / aims of EQUALS My Independence: My Play and Leisure:(Teacher Drive)“You are a Social Detective” Authors: Michelle Garcia Winner and Pamela Crooke <https://www.thinkingbooks.co.uk/buy/you-are-social-detective_282.htm#!prettyPhoto> | Middle School Autumn Themes: Yrs3, 4.   * Who Am I? * This Is Me! * I’m amazing. You’re amazing   Me, Myself & I |
| **Respecting differences between people**  Describe things that all  people have in common.  Identify some of the  differences between people  in terms of ethnicity, culture, religious  identity etc. (protected  characteristics in the  Equality Act 2010).  Explain what it means to discriminate against someone.  Recognise that prejudice  and discrimination in any  form are unacceptable. | Explore same and different cultures and groups that learners belong to: have brothers and sister, aunts, uncles, grandparents; live in houses, bungalows, flats; have pets; eat same/different food; visit same/different places of interest to show both similarities and diversity.  Recognise what we all have in common, despite differences (e.g.in age, ability, sex, sexual orientation and gender identity).  Invite people to school who reflect diverse ethnic origins, encouraging 1:1 interaction with visitors and all pupils. Emphasise that in the UK there are lots of people whose families originated from different countries. Celebrate and share class adult and learner's origins.  Take advantage of any cultural weeks or celebratory days in school where activities are naturally themed around a particular culture so the all learners can experience different cultural aspects.  Role play situations where a judgement is made about someone before someone has tried to communicate with him or her. Develop agreed codes of behaviour - drawn up by learners and adults. Making it clear how to deal with difficult situations. Discuss/role play appropriate action. | Teacher Drive: Equals Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing  Mirrors, photos  Games e.g. potato heads,  Persona dolls  Puppets  Small world play | Middle School Topic Themes - We’re all going on a summer  holiday. (Europe)  Passports Please!  (a country far away – Africa), South America: rainforests |
| **Taking care of the environment**  Recognise different ways  of showing compassion  to other living things (e.g.  wildlife, pets).  Develop vocabulary to describe shared  responsibilities we all have  for taking care of other  people, living things and  the environment we live  in. | Explore the outdoor school/environment using all senses, understand and look after the environment  Involve learner in making homes for creatures that live in the outdoor school  Involve learner in supporting protection of plants and maintaining the outdoor school environment. | Teacher Drive : Equals SLD (Semi-Formal) Curriculum SoW: *My Outdoor School* | Forest School Activities  Upper School Topic Theme – The Great Outdoors |
| **Rules and laws**  Recall rules in school, at  home and in the wider  world.  Explain how rules help us; rules we have in the classroom and at home.  Develop vocabulary to describe our rights and responsibilities in the classroom and at home.. | Support the learner to follow routines to keep them safe at school, at home and outside home e.g.   * fire drill, * wash hands regularly, * staying safe in the sun, * going to school regularly, * Crossing the road safely.   Record / communicate these rules using Total Communication e.g. Makaton, symbols, photos.  What do we need to do to stay safe and keep others safe? | Classroom tasks e.g. who is pouring the drinks today? What do they need to do?  Learner voice in Home-school communication, EHCP reviews, Transition – what have they taken responsibility for?  School council and School assemblies | Self Determination and Independence Curriculum |
| **World of Work**  Describe a range of jobs  that people might have  and the qualities they  might need to do them.  Identify jobs (paid / voluntary) we might like  to do in the future.  Travel training – Develop skills walking / travelling outside the school e.g. crossing roads safely, landmarking. | Opportunities for visits out of school to meet with specific people who undertake a variety of paid and voluntary work.  Visitors coming into school to talk about their paid and / or voluntary work - devise a programme with the visitor ensuring that they are aware of the learning outcomes with which they are assisting.  Have high expectations and challenges for pupils but be realistic.  Discuss difficulties which may arise when they want to take part in something which is completely unrealistic.  Where possible, learners are taught to travel around the school and outside school on journeys that have a purpose e.g. travelling from bus to class; from class to class; from class to playground. Travelling to the park. | Visits out of school and visitors to school.  EQUALS My Travel Training T:\Teacher 2021-2022\EQUALS\Semi-formal Curriculum\My-Independence.zip\My-Independence\Word-Files | Middle School Topic Theme - Long, Long Ago: Nurses |
| **Preparing for adulthood KS3 and 4**  Recognise that there are  different ways of financing  adult life and independent  living (e.g. paid work,  personal independence  payments).  Recognise that there  are different types of  employment e.g. paid/  unpaid (voluntary), full  time/part time, work  placements.  Describe different jobs  that family members,  friends and people in the  community may do. | Opportunities for visits out of school to meet with specific people who undertake a variety of paid and voluntary work.  Visitors coming into school to talk about their paid or voluntary work - devise a programme with the visitor ensuring that they are aware of the learning outcomes with which they are assisting.  Job shadowing within school.  How does the administrator greet people?  Undertaking sheltered work experience within school e.g. greeting visitors, tour guides, work in a school based enterprise, answering internal phone, answering phone, delivering mail etc. | <https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/> | EHCP Meetings  Upper School Topic Theme - The town where we live |
| **Money**  Describe different ways  in which people might  acquire money.  Identify some ways that  money can be kept safe.  Recognise that money we  get from cash machines or  through ‘cashback’ in the  supermarket etc. is our money. | Discuss possible ways of obtaining money. Pupils may suggest parents, banks, pocket money, cash machines. Include use of the benefit system if appropriate to the group of pupils.  Ask the pupils if any of them earn money. Discuss ways of earning money, household chores, jobs, etc  Within class, exchange tokens / coins for desired item or activity. Tokens / coins to be counted and exchanged for desired item. Use a simple banking system in which the tokens a pupil has gathered are saved for an item. Use the word ‘bank’ to describe this system. Set up a class ‘bank’ where all pupils can leave their tokens to be looked after. Use cards telling them what their current ‘balance’ is. Pupil may deposit or withdraw tokens at any time from the bank.  Set up a saving system for the pupils e.g. A Christmas Club. Pupils can be bankers and / or savers. Small amounts of money ‘banked’ towards a significant purchase or event. Pupils to have savings books giving current balance.  Collect a variety of bank and credit card logos.  Match and sort logos, or play lotto type games with them to familiarize pupils with logos.  Visit a bank.  Learners continue to practise handling the correct or approximate amount of money, using regularly purses, pockets and real money at real value for real goods – e.g. visit a variety of different shops. This could include small corner shops, supermarkets, high street shops and specialist shops, e.g. delicatessens, coffee bean retailers which have a specific atmosphere and aroma.  Either individually or in small groups identify what pupils need or want to buy. Record the items on a list.  Pupils to select items to buy, either by choice or using list. Queue and pay for goods, waiting for change and receipt. Pack shopping into bags.  Allow pupils to make choices, choosing one chocolate bar, or one packet of crisps, or a loaf of bread. Discuss the reasons for their choice, is it based on price, colour, preferred manufacturer | EQUALS My Shopping T:\Teacher 2021-2022\EQUALS\Semi-formal Curriculum\My-Independence.zip\My-Independence\Word-Files  Where possible – real life experiences of shopping.  Also establish class shop/ café/ snack bar to replicate the real world as much as possible using real products that are of interest to the learners at real prices e.g. very small items such as boxes of raisins or cheap soft drinks.  Items for role play, tills, money, shopping bags. Role play earning activities. For example, role play a situation where a pupil earns some money for a household chore. The pupil then spends the money going to the cinema. What happens if the pupil then wants to buy a new CD? Have they got enough money? How could they get more money? | Cognition and Challenge Curriculum - Maths |

**Impact - What difference is our curriculum making?**

Progress in the Personal and Emotional Semi-Formal Pathway Curriculum is currently assessed using the St Giles PSHE assessment framework. At KS4 achievement is accredited using WJEC Personal and Social Development Entry Pathway Awards .