**Rolling Programme of outcomes and themes**

Students are taught in a cross-curricular approach for PSHE in the autumn and spring terms. During the summer term, students are taught in specific gender-based groups studying RSE (Relationship and Sex Education) for one discreet lesson of at least 30 minutes per week. The rolling programme has been written to be taught by teachers in a progression throughout the school. In Key Stage 3, foundation blocks of knowledge are laid and have been written to follow on from the topics students will have discussed in our SEN feeder primary schools (Lisburne School and Valley School). In Key Stage 4 and Post-16, the themes are built upon and knowledge expanded further. The rolling programme has been written with developmental stages in mind, however, no student is limited by the rolling programme and it is the discretion and knowledge of an individual’s teacher to tailor this content and use the rolling programme to meet the needs of the individual’s in their class. A student in Key Stage 3 can access post-16 material if appropriate.

**PSHE – Key Stage 3**

Time allocation – Cross curricular (Autumn/Spring terms) with 1 x 30 minute session per week in summer term (Gender groups)

Year A: 2021/2022, 2024/2025 Year B: 2019/20, 2022/2023 Year C: 2020/21, 2023/2024

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|  | **Autumn** | **Spring** | **Summer** |
|  | Theme | Outcomes | Theme | Outcomes | Theme | Outcomes |
| **Year A** | **Health &well-being**Zones of regulation- recognising our emotions.  | Experience and explore and/or develop knowledge of the zones of regulation by recognising emotions and checking in own individual feelings.  | **Living in the wider world**Keeping safe- in school and the communityCommunity- Experience a fund raising activity  | Experience, explore and/or develop how we keep safe in school and when out in the community by being supported to follow rules and begin experiencing different activities in the local school community. To experience a fund raising activity for increasing period of time with support. | **Relationships and Sex Education** Relationships- Recognising my own family and people who care for me, what friendship is and who my friends are and what different and caring relationships look like. The Body- The names of our own body parts including private parts, puberty, public and private |  Experience, explore and/or develop what our own families look like and who my friends are in school. Experience, explore and/or develop knowledge about our friendships and the different caring relationships we experience at home and in school. Experience, explore and/or develop knowledge of our own body parts including private parts. Experience, explore and/or develop knowledge of the changes that happen to our bodies in puberty and public and private places and actions.  |
| **Year B** | **Health &well-being**Zones of regulation- recognising our emotions. | Experience and explore and/or develop knowledge of the zones of regulation by recognising emotions and checking in own individual feelings.  | **Living in the wider world**Keeping safe- with people you know and with strangersCommunity- Experience a fund raising activity | Experience, explore and/or develop who we can ask to help us in different settings with both familiar and unfamiliar people. How we can safely greet people in different settings. To explore a fund raising activity for increasing periods of time with support.  | **Relationship and Sex Education**Relationships- Characteristics of a healthy family life and families that look different to our own. The Body- The names of our own body parts including private parts, puberty, public and private | Experience, explore and/or develop what makes a happy and healthy family life including spending time together and sharing our lives. Encounter and explore what different families look like including LGBTQ families.Experience, explore and/or develop knowledge of our own body parts including private parts. Experience, explore and/or develop knowledge of the changes that happen to our bodies in puberty and public and private places and actions.  |
| **Year C** | **Health &well-being**Zones of regulation- recognising our emotions.  | Experience and explore and/or develop knowledge of the zones of regulation by recognising emotions and checking in own individual feelings.  | **Living in the wider world**Keeping safe- road safety Community- Experience a fund raising activity | Experience, explore and/or develop how we can keep ourselves safe when crossing the road on foot. Experiencing activities and visits to a wider variety of venues.To explore a fund raising activity for increasing periods of time with support.  | **Relationship and Sex Education**Relationships- Characteristics of a friendships, how we treat our friends and make good choices or bad choices.The Body- The names of our own body parts, puberty and public and private. | Experience, explore and/or develop knowledge of the different characteristics of friendship including themes of being a good friend or bad friend. Explore how we can make friends and what makes people friends including interests and personality.Experience, explore and/or develop knowledge of our own and the opposite sex body parts including private parts. Experience, explore and/or develop knowledge of the changes that happen to our bodies in puberty and public and private places and actions.  |

**PSHE – Key Stage 4**

Time allocation – Cross curricular with 1 x 30 minute session per week in summer term (Focus groups and Gender groups)

Year A: 2020/2021, 2022/2023 Year B: 2021/2022, 2023/2024

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|  | **Autumn** | **Spring**  | **Summer** |
|  | Theme | Outcomes | Theme | Outcomes | Theme | Outcomes |
| **Year A** | **Health & Wellbeing** Zones of regulation- recognising emotions and developing strategies for learning.Healthy lifestyles – healthy eating, exercise, sleep, personal hygiene, sun safety. | Experience, explore and/or develop an understanding of recognising my own emotions through ZoR and explore personal strategies that help me be ready to learn. Experience, explore and/or develop the importance of looking after our own health and body and encounter skills in how we do this.  | **Living in the wider world** Keeping safe- in your home, school and the wider communitySkills- How we can find help for ourselves and others.Community- Explore in a fund raising activity | Experience, explore and develop how we keep safe in school and when out in the community by being supported to follow rules and to continue to explore different activities in the wider community. Experience, explore and/or develop who we can ask for help for ourselves, where we find help for different problems and begin to think about helping others. To take part in a fund raising activity and comment on reasons why we fund raise. | **Relationship and Sex Education** Relationships- What is respect, importance of respect in different relationships, practical steps to support relationships and the conventions of curtesy and manners. Being Safe- Online relationships, how we behave online, making friendships and using social media, rules for keeping safe online. The Body- Names and location of body parts, differences and similarities of opposite sex, puberty, public and private. | Experience, explore and/or develop knowledge of the differences between people including physical, personalities, backgrounds, the choices we make and beliefs. Learn what respect is. Experiment with different practical techniques for respectful relationships including curtesy and manners. Learn what is ‘online’. What different relationships look like online and how we behave to these people including respecting people. Explore different social media and experiment our online profiles. Develop an understanding of the rules for keeping safe online. Experience, explore and/or develop knowledge of our own and the opposite sex body parts including private parts. Explore changes that happen to our bodies in puberty. Explore the idea of public and private places and actions. |
| **Year B** | **Health & Wellbeing** Zones of regulation- recognising emotions and developing strategies for learning.Healthy lifestyles – medicines, smoking, alcohol and drugs awareness | Experience, explore and/or develop an understanding of emotions through ZoR, discover and explore personal strategies that help me be ready to learn.Experience, explore and/to develop how we can keep ourselves healthy with exploration of what medicines are, why we take them, smoking, alcohol and drug awareness.  | **Living in the wider world**Keeping safe- with people you know and with strangers at home, school and in the community.Skills- Travelling knowledge and safety in different areasCommunity- Explore in a fund raising activity | Experience, explore and/or develop skills to recognise familiar and unfamiliar people to help us in different settings. Develop how we can safely greet people in different settings. Experience, explore and/or develop explore how we can keep ourselves safe when crossing the road on foot in familiar and less familiar community settings. Experience an increasing range of modes of transport.To take part in a fund raising activity and comment on reasons why we fund raise. | **Relationships and Sex Education** Relationships- What is respect, what does respect look like in school and in the wider community. Different positions of authority. What is bullying and how we can help with bullying.Being Safe-How to ask for advice or help for ourselves and/or others, where to get help and how to report concerns. The Body-Names and location of body parts, differences and similarities of opposite sex, puberty, public and private. | Learn what respect is. Experience, explore and/or develop what respect looks like and how we treat others in school and in wider society. Explore different positions of authority. Develop an understanding of bullying and what responsibilities we have to help with bullying. Experience, explore and/or develop practical techniques of how to ask for help for ourselves from appropriate adults in school and in the community and develop skills in reporting concerns for our friends and others. Experience, explore and/or develop knowledge of our own and the opposite sex body parts including private parts. Explore changes that happen to our bodies in puberty. Explore the idea of public and private places and actions.  |

**PSHE – Post 16**

Time allocation – Cross curricular with 1 x 30 minute session per week in summer term (Focus groups and Gender groups)

Year A: 2021/2022, 2024/2025 Year B: 2019/2020, 2022/2023 Year C: 2020/2021, 2023/2024

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|  | **Autumn** | **Spring** | **Summer** |
|  | Theme | Outcomes | Theme  | Outcomes | Themes | Outcomes |
| **Year A** | **Health &well-being**Zones of regulation- emotions, developing strategies for learning and building resilience. Healthy lifestyles- including basic personal hygiene routinesThe environment- helping to maintain and look after my school environment  | Experience, explore, develop and/or apply independence of personal strategies to help individuals be ready to learn through ZoR and explore how these help me to be resilient. Experience, explore, develop and/or apply knowledge around the choices individuals make to keep themselves healthy.Explore own personal hygiene routines. To experience, explore and/or develop how I can help in keeping my environment safe and clean in school. Including, functional life skills, cleaning and recycling. | **Living in the wider world**Keeping safe- in the home, community and workplace. Skills- How we find help for ourselves and others. Community- Participate in/organise a fund raising activity. | Experience, explore, develop and/or apply how we keep safe in school, when out in the community and in the workplace by following the rules, exploring increasingly different activities in the wider community. Experience, explore and/or develop skills around who we can ask for help for ourselves, where we find help for different problems and applying this knowledge to similar situations around about helping others. Experience, explore and/or develop different people in our country who need more help. Apply previous experience and attend a fund raising activity with less support.  | **Relationship and Sex education** Relationships- Different types of committed relationships, difference between friendships and romantic relationships, dating and consent. The Body- Names and location of body parts, differences and similarities of opposite sex, puberty, public and private, intimate relationships | Experience, explore and/or develop understanding of different types of relationships and what these look like to us. Explore how we act differently in romantic relationships. Explore and develop practical skills and ideas about dating. Experience, explore and/or develop knowledge of our own and the opposite sex body parts including private parts. Explore changes that happen to our bodies in puberty. Explore the idea of public and private places and actions. Explore intimate relationships. |
| **Year B** | **Health &well-being**Zones of regulation- emotions, developing strategies for learning and building resilience. Healthy lifestyles- including keeping my mind healthyThe environment- helping to maintain and look after my school environment  | Experience, explore, develop and/or applying personal strategies to help individuals be ready to learn through ZoR and explore how these help me to be resilient. Experience, explore, develop and/or apply knowledge and independence of the different aspects that help keep our bodies and minds healthy including heathy eating, exercise, sleep and personal hygiene routines.To experience, explore and/or develop how I can help in keeping my environment safe and clean in school. Including, functional life skills, cleaning and recycling. | **Living in the wider world**Keeping safe- with people you know and with strangers at home, school, the community and workplaceSkills- Appropriate social behaviour e.g. shaking hands, good manners etc. Community- Participate in/organise a fund raising activity. | Experience, explore, develop and/or apply skills to recognise both familiar and unfamiliar people to help us in a range of different settings Experience, explore, develop and/or apply how we can safely greet people in different settings.  Experience, explore and/or develop different people in our country who need more help. Apply previous experience and attend a fund raising activity with less support.  | **Relationships and Sex education**Relationships- Characteristics and positive aspects of healthy 1:1 intimate relationships, what is consent and how we communicate and recognise consent for ourselves and others. The Body- Names and location of body parts, differences and similarities of opposite sex, puberty, public and private, intimate relationships | Develop understanding of characteristics of positive intimate relationships- respect, loyalty, trust, interests, and hobbies. Learn what consent is. Develop practical skills of how we ask about, recognise and accept consent for ourselves and others. Explore and develop knowledge of our own and the opposite sex body parts including private parts. Explore changes that happen to our bodies in puberty. Explore the idea of public and private places and actions. Explore intimate relationships. |
| **Year C** | **Health &well-being**Zones of regulation- emotions, developing strategies for learning and building resilience. Healthy lifestyles- including medicines and safe practice, smoking, alcohol and drugs awareness.The environment- including helping to maintain and look after my school environment  | Experience, explore, develop and/or applying personal strategies to help individuals be ready to learn through ZoR and explore how these help me to be resilient. Experience, explore, develop and/or apply knowledge and skills of the different aspects that help keep our bodies and minds healthy including medicines, smoking, and alcohol and drugs awareness. To experience, explore and/or develop how I can help in keeping my environment safe and clean in school. Including, functional life skills, cleaning and recycling. | **Living in the wider world**Keeping safe- using familiar and unfamiliar roads and on different modes of transportSkills- Getting lost and what to doCommunity- Participate in/organise a fund raising activity. | Experience, explore, develop and/or apply road crossing skills learnt from experiences with familiar roads to unfamiliar roads. Develop using different modes of transport and different means of travelling including buses, trains and taxis. Experience, explore, develop and apply knowledge to know who to ask if get lost in the community. Explore strategies of how to ask for help including recognising places we can go to seek help, people who can help and of using technology- to make a phone call or find location.  Experience, explore and/or develop different people in our country who need more help. Apply previous experience and attend a fund raising activity with less support.  | **Relationships and Sex education** Relationships- What is marriage? The reasons why people marry, different long-term relationships. Unsafe relationships for ourselves and others, reporting unsafe relationships. The Body- Names and location of body parts, differences and similarities of opposite sex, puberty, public and private, intimate relationships | Experience, explore, develop and/or apply information about marriage and why people get married. Explore different long-term relationships. Develop knowledge about characteristics of unsafe relationships and who we can ask for help from in unsafe relationships. Experience, explore, develop and/or apply knowledge of our own and the opposite sex body parts including private parts. Explore changes that happen to our bodies in puberty. Explore the idea of public and private places and actions. Explore intimate relationships. |