



# Cambian Brook View School

## Personal, Social, Health and Economic (PSHE) Policy

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### 1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to help pupils:

- Gain the knowledge and skills necessary to make safe and informed decisions
- Understand how to stay healthy and active
- Positively contribute to school life and life in the wider community
- Develop an understanding of democracy and how to voice their views

### 2. Statutory requirements

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

Primary aged pupils:

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance



Secondary aged pupils:

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

This policy also complies with the terms of our funding agreement.

### 3. Content and delivery

#### 3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. The RSE Policy can be found on the schools website using the following link [Reports & Policies | Brook View School | Cambian Education](#)

For other aspects of PSHE, including health education, see the attached [curriculum map in Appendix A](#) for more details about what we teach in each Key Stage.

#### 3.2 How we teach it

- PSHE is time tabled into the curriculum through various subjects such as; Community Access, Independence & Life Skills and Learning for Life.
- We also cover aspects of PSHE during our enrichment days, which are planned throughout the year and teachers plan for special events within their normal lessons
- School trips, visits and visiting speakers will support the PSHE curriculum where possible
- Where pupils may ask/raise questions about controversial/difficult topics teachers will ensure their own personal beliefs and attitudes are not shared; we may also reach out to the parents/carers to explain and explore ways of providing answers in an appropriate manner
- If teachers have concerns about their ability to teach certain topics, then these should be raised with the senior leadership team and the appropriate training/support will be provided
- At times, different staff members may teach different areas of the PSHE curriculum depending on their knowledge and understanding of the topic
- Progress for PSHE will be reported along with subjects during parents' evenings and in pupil reports



## 4. Roles and responsibilities

### 4.1 The governing board

The governing board will approve the PSHE policy and hold the Principal to account for its implementation.

### 4.2 The Principal

The Principal is responsible for ensuring that PSHE is taught consistently across the school.

### 4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

### 4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## 5. Monitoring arrangements

The delivery of PSHE is monitored by Rebekah Dennett, Principal through:

Monitoring arrangements, such as planning scrutinies, learning walks, lessons observations and workbook scrutinies etc.

This policy will be reviewed by Rebekah Dennett, Principal annually.

## 6. Links with other policies

This policy links to the following policies and procedures:

- RSE Policy
- Behaviour policy
- Curriculum policy

## Appendix A: Curriculum Map

### Pre-Formal Curriculum Pathway

Key Stage	Year A	Year B	Year C
Key Stage 2 & 3	<p><b>Social Awareness and Relationships</b></p> <ul style="list-style-type: none"> <li>Pupils begin to explore movements, shows reflex responses to a variety of sensory stimulus and accepts others around them.</li> <li>Pupil begins to show sensory awareness of a range of people or objects in everyday context. Pupil tolerates contact with familiar people.</li> <li>Pupil performs some actions through trial and error and responds to familiar and some unfamiliar people. Pupil begins to show awareness of what they like.</li> <li>Pupil responds to familiar adults and accepts support. Pupil can attract attention for needs.</li> <li>Pupil responds consistently to familiar adults. Pupil begins to co-operate with support during self-help activities and can request objects.</li> </ul> <p><b>Self-Care, Support and Safety</b></p> <ul style="list-style-type: none"> <li>Be able to participate in and respond to daily personal hygiene routines</li> <li>Be able to participate in and respond to activities which promote good health and wellbeing</li> <li>Be able to express preferences and dislikes in response to activities they have participated in</li> </ul> <p><b>Health and Well-being</b></p> <ul style="list-style-type: none"> <li>Identify basic body parts</li> <li>Communicate pain or discomfort</li> <li>Identify adults who help</li> </ul>	<p><b>Social Awareness and Relationships</b></p> <ul style="list-style-type: none"> <li>Pupil recognises familiar people and begins to interact with them. Pupil recognises own name and co-operates more consistently with self-help activities.</li> <li>Pupil engages in their own self-chosen activity and works within their own space. Pupil begins to use basic communication and respond to simple requests from familiar adults</li> <li>Pupil is more willing to participate in unfamiliar activities and engage with less familiar adults. Pupil begins to use more formal communication to express their wants, likes and dislikes. Pupil works alongside others in parallel.</li> </ul> <p><b>Self-Care, Support and Safety</b></p> <ul style="list-style-type: none"> <li>Explore different activities needed to maintain personal hygiene</li> <li>Explore the clothes they might need in cold weather</li> <li>Explore activities that they enjoy doing to support their mental health</li> </ul> <p><b>Health and Well-being</b></p> <ul style="list-style-type: none"> <li>Show places which are private</li> <li>Show places which are public</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>Be able to show an awareness of self</li> <li>Explore personal changes over time</li> </ul> <p><b>Citizenship / Community Access</b></p>	<p><b>Social Awareness and Relationships</b></p> <ul style="list-style-type: none"> <li>Pupil begins to co-operate with others in structured groups. Pupil is able to take turns and share in a small group for short periods. Pupil begins to communicate and interact with both peers and adults</li> <li>Pupil participates more confidently in small groups with less adult support and is beginning to understand relationships and roles. Pupil recognises when they are upsetting others and situations which may include danger</li> </ul> <p><b>Self-Care, Support and Safety</b></p> <ul style="list-style-type: none"> <li>Accept someone caring for them</li> <li>Take part in making a simple snack</li> <li>Take part in a domestic cleaning activity</li> </ul> <p><b>Health and Well-being</b></p> <ul style="list-style-type: none"> <li>Identify a range of emotions and feelings</li> <li>Show the things that make them happy and sad</li> <li>Identify different types of love</li> <li>Appreciate other people's feelings</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>Be able to explore the UK through multisensory activities</li> <li>Explore two different countries through multisensory activities</li> </ul> <p><b>Citizenship / Community Access</b></p> <ul style="list-style-type: none"> <li>Be able to visit community organisations</li> </ul>

	<ul style="list-style-type: none"> <li>Ask for help</li> </ul> <b>Living in the Wider World</b> <ul style="list-style-type: none"> <li>Be able to engage with sensory stories about rivers</li> <li>Be able to explore rivers through sensory experiences</li> <li>Visit a river</li> </ul> <b>Citizenship / Community Access</b> <ul style="list-style-type: none"> <li>Be able to explore a café</li> <li>Experience food and drink making for a pop-up café</li> </ul> <b>Money</b> <ul style="list-style-type: none"> <li>Be able to select coins from a variety of objects</li> <li>Be able to indicate situations where money would be used</li> </ul> <b>Travel Training</b> <ul style="list-style-type: none"> <li>Participate in activities to develop communication skills in the context of 'Going Places'</li> <li>Participate in activities to develop mathematic skills in the context of 'Going Places'</li> </ul> <b>Self-help &amp; people who help us</b> <ul style="list-style-type: none"> <li>Be able to engage in mindfulness activities</li> </ul> <p>Be able to show like and/or dislike for an activity by their preferred means of communication</p>	<ul style="list-style-type: none"> <li>Experience public transport in the local community</li> <li>Tolerate and respond to changes to sounds, sights, movements and smells encountered on public transport</li> <li>Experience an active role in routines associated with travel on public transport</li> </ul> <b>Money</b> <ul style="list-style-type: none"> <li>Be able to select coins from a variety of objects</li> <li>Be able to engage in situations where money is used</li> </ul> <b>Travel Training</b> <ul style="list-style-type: none"> <li>Experience public transport in the local community</li> <li>Tolerate and respond to changes to sounds, sights, movements and smells encountered on public transport</li> <li>Experience an active role in routines associated with travel on public transport</li> </ul> <b>Self-help and people who help us</b> <ul style="list-style-type: none"> <li>Be able accept physical contact during a structured massage session as a form of relaxation</li> </ul>	<ul style="list-style-type: none"> <li>Be able to accept visitors from community organisations</li> <li>Be able to match one image or word and one object to a familiar community organisation</li> </ul> <b>Money</b> <ul style="list-style-type: none"> <li>Be able to recognise and use 1p coins</li> <li>Be able to calculate with coins</li> </ul> <b>Travel Training</b> <ul style="list-style-type: none"> <li>Be able to recognise familiar people associated with using transport</li> <li>Understand the correct sequence of routines associated with making a journey</li> <li>Be able to identify two safety precautions that apply to using transport</li> </ul> <b>Self-help &amp; people who help us</b> <ul style="list-style-type: none"> <li>Be able to explore equipment, used by people who help us</li> <li>Be able to identify how different people provide help to others</li> <li>Be able to identify a person who can help them</li> </ul>
<b>Key Stage</b>	<b>ASDAN Personal Progress</b> <b>Entry Level 1</b> <i>* Examples of units are provided below however; this can be changed to suit the needs of individual learners</i>		
	<b>Year A</b>		<b>Year B</b>
<b>Key Stage 4</b>	Autumn 1	(CPCE) Developing Community Participation Skills: Caring for the environment (ILHS) Developing Living Skills: Having your say	Autumn 1 (EEPT) Encountering Experiences: Being a part of things (TRE) Recognising time through regular events
	Autumn 2	(ILBH) Developing Independent Living Skills: Being Healthy (DPS) Dealing with problems	Autumn 2 (EECR) Encountering Experiences: Creativity (DRA) Taking part in daily routine activities

	Spring 1	(CPPE) Developing Community Participation Skills: Personal enrichment (ILKS) Developing Living Skills: Keeping Safe	Spring 1	(EWCE) Engaging with the World Around You: Centre and community-based events (UMF) Understanding what money is used for
	Spring 2	(ILPP) Developing Independent Living Skills: Personal presentation (PFE) Planning and preparing food for an event	Spring 2	(CPSA) Developing Community Participation Skills: Participating in Sporting Activities (CPOA) Developing Community Participation Skills: Getting out and about
	Summer 1	(EWPF) Engaging with the World Around You: People and friendships (ILOE) Developing Living Skills: Looking after your own environment	Summer 1	(RAR) Rights and Responsibilities: Everybody matters (GOP) Getting on with other people
	Summer 2	(DSA) Developing Self-Awareness: All about me (PDS) Preparing drinks and snacks	Summer 2	(LHS) Using Local Health Services (RAQ) Making requests and asking questions in familiar situations

### Informal Curriculum Pathway

Key Stage	Year A	Year B	Year C
Key Stage 2 & 3	<b>Social Awareness &amp; Relationships</b> <ul style="list-style-type: none"> <li>Pupil is more willing to participate in unfamiliar activities and engage with less familiar adults. Pupil begins to use more formal communication to express their wants, likes and dislikes. Pupil works alongside others in parallel.</li> <li>Pupil begins to co-operate with others in structured groups. Pupil is able to take turns and share in a small group for short periods. Pupil begins to communicate and interact with both peers and adults.</li> <li>Pupil participates more confidently in small groups with less adult support and is beginning to understand relationships and roles. Pupil recognises when they are upsetting others and</li> </ul>	<b>Social Awareness &amp; Relationships</b> <ul style="list-style-type: none"> <li>Pupil begins to sustain relationships and take on roles with peers. Pupil initiates and listens to what others say in a conversation.</li> <li>Pupil begins to play and negotiate with others in a variety of situations. Pupil demonstrates an awareness of how to take part in different situations and can learn from mistakes.</li> </ul> <b>Self-Care, Support &amp; Safety</b> <ul style="list-style-type: none"> <li>Be able to choose a hot snack to prepare with support</li> <li>Be able to identify the equipment needed to prepare a hot snack with adult support</li> </ul>	<b>Social Awareness &amp; Relationships</b> <ul style="list-style-type: none"> <li>Pupil can take on a variety of roles within familiar and unfamiliar groups. Pupil can contribute to the achievement of group goals and shows an awareness of the aims and roles. Pupil begins to recognise when people are being unkind.</li> <li>Pupil can contribute to the achievement of goals, and has more awareness of other roles within groups. Pupil is more aware of their own role in familiar tasks. Pupil can recognise a wider variety of risks and has a more developed understanding of danger.</li> <li>Pupil begins to initiate an activity in a range of familiar group tasks and is more aware of how to start and lead an activity.</li> </ul>

	<p>situations which may include danger.</p> <p><b>Self-Care, Support &amp; Safety</b></p> <ul style="list-style-type: none"> <li>Participate in activities focussed on looking after themselves</li> <li>Participate in activities focussed on looking after the home</li> </ul> <p><b>Health &amp; Well-being</b></p> <ul style="list-style-type: none"> <li>Be able to state the main duties of key health professionals</li> <li>Be able to state when a health service is needed</li> <li>Be able to show awareness of how to book an appointment with a health service</li> </ul> <p><b>Citizenship / Community Access</b></p> <ul style="list-style-type: none"> <li>Participate in a community or school clean-up activity and understand its purpose</li> <li>Begin to understand and practice sustainable shopping behaviours</li> <li>Explore the concept of food waste</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Be able to recognise and use 1p coins</li> <li>Be able to calculate with coins</li> </ul> <p><b>Travel Training</b></p> <ul style="list-style-type: none"> <li>Recognise that travel involves going to a new place</li> <li>Pack basic items into a suitcase with support</li> <li>Identify key travel documents</li> <li>Recognise airport or travel related symbols</li> </ul> <p><b>Self-help and people who help us</b></p> <ul style="list-style-type: none"> <li>Be able to take part in a guided mindfulness activity</li> <li>Be able to create a personal scrapbook to complete in a mindful manner</li> <li>Be able to reflect on their experience identifying the parts they liked</li> </ul>	<ul style="list-style-type: none"> <li>Be able to prepare a hot snack and clear away with support</li> </ul> <p><b>Health &amp; Well-being</b></p> <ul style="list-style-type: none"> <li>Be able to identify different public places</li> <li>Be able to recognise appropriate behaviour in public places and be able to demonstrate this</li> </ul> <p><b>Citizenship / Community Access</b></p> <ul style="list-style-type: none"> <li>Recognise that festivals and community events are part of local life</li> <li>Explore different types of festivals or events in their area</li> <li>Take part in a simple community-themed or festival-based activity</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Develop number skills related to shopping</li> <li>Develop calculation skills related to shopping</li> <li>Be able to state the value of at least four coins from 1p to £2</li> <li>Be able to use money in real life situations</li> </ul> <p><b>Travel Training</b></p> <ul style="list-style-type: none"> <li>Be able to plan a trip from school into the town centre</li> <li>Be able to locate the local transport stop/ station</li> </ul> <p><b>Self-help &amp; people who help us</b></p> <ul style="list-style-type: none"> <li>Choose an activity from a selection</li> <li>Take part in their chosen activity</li> <li>Take part in relaxation sessions on a regular basis</li> </ul>	<p>Pupil takes turns in conversations and responds to others. Pupil has a more consistent approach to right and wrong.</p> <p><b>Self-Care, Support &amp; Safety</b></p> <ul style="list-style-type: none"> <li>Be able to sequence the steps of getting ready to go out with support</li> <li>Be able to explore different clothing and items you would use to go out with support</li> <li>Be able to identify and gather clothing items or objects and get ready to go out in different contexts with support</li> </ul> <p><b>Health &amp; Well-being</b></p> <ul style="list-style-type: none"> <li>Be able to show an awareness of mental health</li> <li>Be able to identify activities that contribute to good mental health and wellbeing</li> <li>Take part in an activity to support their own mental health and wellbeing</li> </ul> <p><b>Citizenship / Community Access</b></p> <ul style="list-style-type: none"> <li>Begin to understand what volunteering means</li> <li>Recognise ways people can help others in their community</li> <li>Identify simple ways that can contribute to helping others</li> <li>Take part in a volunteering or helping task</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Investigate with amounts of money</li> <li>Compare prices and amounts of money</li> <li>Begin to be able to use simple financial documents</li> </ul> <p><b>Travel Training</b></p> <ul style="list-style-type: none"> <li>Identify a destination and transportation option</li> <li>Estimate the travel time</li> <li>Plan a simple journey</li> </ul>
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			<b>Self-help &amp; people who help us</b> <ul style="list-style-type: none"> <li>• Be able to state occupations of people who help others</li> <li>• Be able to identify the places of work associated with occupations for people who help others</li> <li>• Be able to state the duties carried out by people who help others</li> </ul>
<b>Key Stage</b>	<b>ASDAN Personal &amp; Social Development Entry Level 2 &amp; 3 Certificate</b> <i>* Examples of units are provided below however; this can be changed to suit the needs of individual learners</i>		
Key Stage 4	<b>Year A – Entry Level 2 Certificate</b>		<b>Year B – Entry Level 3 Certificate</b>
	Autumn 1	(CAE2) Community Action (HLE2) Healthy Living	Autumn 1 (CAE3) Community Action (HLE3) Healthy Living
	Autumn 2	(PSE2) Personal safety in the home and community (MME2) Managing own money	Autumn 2 (PSE3) Personal safety in the home and community (MME3) Managing own money
	Spring 1	(EAE2) Environmental Awareness (LTE2) Making the most of leisure time	Spring 1 (EAE3) Environmental Awareness (LTE3) Making the most of leisure time
	Spring 2	(DSE2) Developing Self (TGE2) Working towards goals	Spring 2 (DSE3) Developing Self (TGE3) Working towards goals
	Summer 1	(SRE2) Managing Social Relationships (DLE2) Dealing with problems in daily life	Summer 1 (SRE3) Managing Social Relationships (DLE3) Dealing with problems in daily life
	Summer 2	(RRE2) Individual Rights and Responsibilities (WGE2) Working as part of a group	Summer 2 (RRE3) Individual Rights and Responsibilities (WGE2) Working as part of a group

### Semi-Formal Curriculum Pathway

Key Stage	Year A	Year B	Year C
Key Stage 2	<b>Families, Friends &amp; Safe Relationships</b> Pupils will learn:	<b>Families, Friends &amp; Safe Relationships</b> Pupils will learn:	<b>Families, Friends and Safe Relationships</b> Pupils will learn:



	<ul style="list-style-type: none"> <li>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>that being part of a family provides support, stability and love</li> <li>about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>to identify if/when something in a family might make someone upset or worried</li> <li>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> <li>What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>about what privacy and personal boundaries are, including online</li> <li>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> </ul> <p><b>Respecting Ourselves and Others</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>that bullying and hurtful behaviour is unacceptable in any situation</li> <li>about the effects and consequences of bullying for the people involved</li> <li>about bullying online, and the similarities and differences to face-to-face bullying</li> <li>what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	<ul style="list-style-type: none"> <li>about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>strategies to build positive friendships</li> <li>about what causes arguments between friends</li> <li>how to positively resolve arguments between friends</li> <li>how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> <li>about what consent means, both legally and ethically, and what it looks like in practice</li> <li>about common assumptions related to consent and how to challenge these</li> <li>what 'freedom' and 'capacity' to consent, mean in different contexts</li> </ul> <p><b>Respecting Ourselves and Others</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>the impact of discrimination on individuals, groups and wider society</li> <li>ways to safely challenge discrimination</li> <li>how to report discrimination online</li> </ul> <p><b>Belonging to a Community &amp; Keeping Safe</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>to recognise that everyone should be treated equally</li> <li>why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> </ul>	<ul style="list-style-type: none"> <li>what it means to be attracted to someone and different kinds of loving relationships</li> <li>that people who love each other can be of any gender, ethnicity or faith</li> <li>the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>about the qualities of healthy relationships that help individuals flourish</li> <li>ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>that people have the right to choose whom they marry or whether to get married</li> </ul> <p><b>Respecting Ourselves and Others</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>Understanding that identity is affected by a range of factors, including a positive sense of self</li> <li>Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation</li> <li>Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives</li> <li>reflect critically on their own and others' values</li> <li>value differences between people and demonstrate empathy and a willingness to learn about people different from themselves</li> <li>challenge prejudice and discrimination assertively</li> </ul>
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	<ul style="list-style-type: none"> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>what it means to treat others, and be treated, politely</li> <li>about the importance of treating others respectfully, and how the PANTS rules can help</li> </ul> <p><b>Belonging to a Community &amp; Keeping Safe</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>about different rights and responsibilities that they have in school and the wider community</li> <li>about how a community can help people from different groups to feel included</li> <li>to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> <li>how people and other living things have different needs; about the responsibilities of caring for them</li> <li>about things they can do to help look after their environment</li> <li>about the different roles and responsibilities people have in their community</li> <li>about different jobs that people they know or people who work in the community do</li> <li>about some of the strengths and interests someone might need to do different jobs</li> </ul> <p><b>Physical Health, Mental Health &amp; Growing and Changing</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>about routines and habits for maintaining good physical and mental health</li> </ul>	<ul style="list-style-type: none"> <li>the importance of taking medicines correctly and using household products safely</li> <li>to recognise what is meant by a 'drug' that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> </ul> <p><b>Physical Health, Mental Health &amp; Growing and Changing</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>about the choices that people make in daily life that could affect their health</li> <li>to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>what can help people to make healthy choices and what might negatively influence them</li> <li>about habits and that sometimes they can be maintained, changed or stopped PSHE Association - Health Education: food choices, physical activity &amp; balanced lifestyles PSHE Association – Mental health and wellbeing Summer — Health and wellbeing</li> <li>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> </ul> <p><b>Citizenship and Community Access</b></p> <ul style="list-style-type: none"> <li>Recognise common daily uses of water at home or school</li> </ul>	<ul style="list-style-type: none"> <li>examples of diverse values encountered in society and the clarification of personal values</li> <li>different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships</li> <li>the similarities, differences and diversity among people of different disability, gender, age and the impact of prejudice, bullying, discrimination on individuals and communities</li> </ul> <p><b>Belonging to a Community &amp; Keeping Safe</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>that personal behaviour can affect other people</li> <li>how to discuss and debate topical issues</li> <li>shared responsibilities we all have for caring for other people and living things</li> </ul> <p><b>Physical / Mental Health &amp; Growing and Changing</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>how to identify external genitalia and reproductive organs</li> <li>about the physical and emotional changes during puberty</li> <li>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>strategies to manage the changes during puberty including menstruation</li> <li>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>how to discuss the challenges of puberty with a trusted adult</li> <li>how to get information, help and advice about puberty</li> </ul>
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<ul style="list-style-type: none"> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• To recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• about the human life cycle and how people grow from young to old</li> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> </ul> <p><b>Citizenship and Community Access</b></p> <ul style="list-style-type: none"> <li>• Understand what it means to be a citizen of their country</li> <li>• Recognise the roles of leaders in their country</li> <li>• Celebrate the values and traditions of their country</li> <li>• Identify how their country helps protect the environment for the future</li> <li>• Recognise two charities that provide help in the local community</li> <li>• Visit one charitable organisation that offers help in the local community</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Investigate amounts of money using cash and bank card</li> <li>• Compare prices and amounts of money</li> <li>• Identify information on simple financial documents</li> <li>• Show their understanding of where and how money is used</li> </ul> <p><b>Travel Training</b></p> <ul style="list-style-type: none"> <li>• Be able to travel safely and independently to a destination of choice</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and practise basic water-saving actions</li> <li>• Track their personal water use over time using visuals or symbols</li> <li>• Explore and create art pieces in relation to a local community initiative</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Be able to navigate a shop</li> <li>• Be able to experience handing over money in payment for an item</li> <li>• Be able to demonstrate how to keep money safe</li> </ul> <p><b>Travel Training</b></p> <ul style="list-style-type: none"> <li>• Plan and make journeys within their local community</li> <li>• Review visits in the local community</li> </ul> <p><b>Self-help &amp; people who help us</b></p> <ul style="list-style-type: none"> <li>• Be able to recognise zones of regulation and understand what self-regulation means</li> <li>• Be able to explain positive self-talk</li> <li>• Be able to understand the benefits of Self reflection</li> <li>• Be able to identify various strategies for self-regulation</li> </ul>	<p><b>Citizenship &amp; Community Access</b></p> <ul style="list-style-type: none"> <li>• Be able to understand the difference between right and wrong</li> <li>• Be able to identify negative behaviours and criminal acts</li> <li>• Be able to identify an appropriate source of help from a community organisation for a given problem</li> <li>• Be able to identify the purpose for Citizens Advice</li> <li>• Be able to explore the services offered at Citizens Advice</li> <li>• Be able to present information about Citizens Advice</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Be able to identify basic language used to compare the cost of items</li> <li>• Be able to demonstrate understanding that you are unable to purchase items that you do not have enough money for</li> </ul> <p><b>Travel Training</b></p> <ul style="list-style-type: none"> <li>• Understand the purpose of international travel</li> <li>• Identify and select suitable travel items</li> <li>• Pack a suitcase or travel bag</li> <li>• Recognise and name travel documents</li> <li>• Follow simple airport routines</li> <li>• Understand basic travel safety rules</li> </ul> <p><b>Self-help &amp; people who help us</b></p> <ul style="list-style-type: none"> <li>• Identify the changes that occur in the body during puberty and any concerns that may emerge</li> <li>• Understand changes in the brain during puberty (emotional) and identify ways to support themselves and others during puberty</li> <li>• Understand that social media can have a positive or negative impact on a</li> </ul>
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	<b>Self-help &amp; people who help us</b> <ul style="list-style-type: none"> <li>Be able to describe what is meant by the terms mindfulness and wellbeing</li> <li>Be able to take part in a mindfulness activity that supports and promotes their wellbeing</li> <li>Be able to practise a mindfulness activity of their own choice</li> </ul>		person's self-esteem or body image
Key Stage	Year A	Year B	Year C
Key Stage 3	<b>Health and Well-being</b> Pupils will learn: <ul style="list-style-type: none"> <li>about the features of healthy relationships and explore strategies to communicate effectively</li> <li>how media affect people's expectations of themselves, others and relationships</li> <li>about the benefits, challenges and risks involved in the use of social media and about ways to manage risk online</li> <li>about the effects of harmful sexual behaviours, including sexual harassment, and how to respond to these</li> <li>about the importance of consent in relationships and how decisions about consent can be communicated</li> <li>about the risks associated with sharing sexual images, and how to manage requests to share these</li> </ul> <b>Living in the wider world</b> Pupils will learn: <ul style="list-style-type: none"> <li>about visible differences and the effect that stereotypes in the media can have on people who look different</li> <li>about the role of the Bank of England and how the economy and other factors influence our decisions</li> <li>how to analyse information and ask questions that aid financial decision-making</li> </ul>	<b>Health and Well-Being</b> Pupils will learn: <ul style="list-style-type: none"> <li>about substance use and the risks and effects of caffeine consumption</li> <li>about and manage influences relating to tobacco and nicotine product use</li> <li>about the risks and consequences of alcohol use</li> <li>about the stress response and ways of managing stress</li> <li>that making mistakes and practising dealing with stress helps us manage stress</li> <li>how understanding our brain development can help our own and each other's mental well-being</li> </ul> <b>Living in the Wider World</b> Pupils will learn: <ul style="list-style-type: none"> <li>about the causes of cybercrime</li> <li>about the impact of cybercrime and strategies to avoid or exit risky situations relating to cybercrime</li> <li>how to make decisions and manage peer pressure about films and online viewing</li> <li>about how relationships are portrayed in the media</li> <li>about the potentially harmful impact of sexualisation in the media</li> </ul> <b>Relationships</b> Pupils will learn:	<b>Health and Well-Being</b> Pupils will learn: <ul style="list-style-type: none"> <li>about the qualities of healthy and unhealthy social groups</li> <li>about the factors which contribute to a young person deciding to join or not join a gang</li> <li>about the risks in belonging to a gang and consequences of gang behaviours</li> <li>exit strategies to enable someone to leave a gang safely</li> <li>how to seek help if worried about gang activity</li> <li>how to identify risk and manage personal safety in increasingly independent situations, including online</li> <li>ways of assessing and reducing risk in relation to health, wellbeing and personal safety</li> </ul> <b>Living in the Wider World</b> Pupils will learn: <ul style="list-style-type: none"> <li>about different types of fraud and their consequences</li> <li>how to protect ourselves from fraud and how to seek help if we are concerned about someone becoming a victim of fraud</li> <li>about the importance of online safety strategies to protect us from fraud</li> <li>how to keep our online data secure</li> <li>learn about piracy and its consequences</li> </ul>

<ul style="list-style-type: none"> <li>about the business and economic environment and how personal financial choices can affect ourselves, and the economy</li> <li>saving, borrowing and financial fraud</li> </ul> <p><b>Relationships</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>why, when and how to seek help from a trusted adult, or report inappropriate or abusive behaviour</li> <li>about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</li> <li>indicators of positive, healthy relationships and unhealthy relationships, including online</li> <li>the importance of trust in relationships and the behaviours that can undermine or build trust</li> <li>understand what can affect wellbeing and resilience</li> <li>range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</li> <li>the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</li> <li>the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</li> </ul> <p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>Understand that there are other countries and that they have different cultures</li> <li>Use basic vocabulary to communicate in the language of the chosen country</li> </ul>	<ul style="list-style-type: none"> <li>about the factors that can affect feelings of belonging in a community</li> <li>about the impact of stereotypes and bias</li> <li>about the effects of discrimination and bullying and how to safely challenge them</li> <li>how people can have different perspectives about values, and how to manage having different viewpoints constructively and respectfully</li> <li>about the benefits of an inclusive and diverse community and how members of communities can support one another</li> </ul> <p><b>Citizenship</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>Understand what Self-knowledge, Self-esteem &amp; Self-confidence</li> <li>Know ways to develop Self-knowledge, Self-esteem &amp; Self-confidence</li> <li>Be able to demonstrate improvement in either Self-knowledge, Self-esteem or Self-confidence</li> <li>Understand the concept of choice and its consequences</li> <li>Recognise positive and negative choices</li> <li>Identify the short and long term consequences of positive and negative choices</li> </ul> <p><b>Community Access</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>Be able to identify an appropriate source of help from a community organisation for a given problem</li> <li>Be able to find contact information for own sources of community help</li> <li>Know how to make an appointment with a community organisation</li> </ul>	<ul style="list-style-type: none"> <li>what we mean by 'body image' and how it can be influenced by the media and advertising</li> <li>how to respond to the media and advertising in a way that promotes positive body image and begin to build emotional resilience</li> </ul> <p><b>Relationships</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>about the key rights that children and young people have under the United Nations Convention on the Rights of the Child ('The UNCRC')</li> <li>about different ways that young people are acting to solve problems and contribute to society</li> <li>about children and young people's rights to information, consultation and (if needed) representation if parents separate under Article 12 of the United Nations Convention on the Rights of the Child ('The UNCRC') (including sources of support and how to access them)</li> <li>learn about the legal system in England and Wales relating to relationship breakdown</li> <li>about the feelings associated with sending and receiving nude images and how to manage pressure to send or pass on a nude image</li> </ul> <p><b>Citizenship</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>Know the definition of hate crime</li> <li>Be able to identify criminal offences in relation to hate crime</li> <li>Be able to recognise the dangers of stereotyping</li> <li>Be able to recognise British values</li> <li>Know how to report a hate crime</li> <li>Understand the purpose of laws in society</li> </ul>
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	<p><b>Community Access</b></p> <ul style="list-style-type: none"> <li>• Be able to identify situations where they feel safe and unsafe</li> <li>• Be able to identify appropriate information they must share when going out</li> <li>• Be able to recognise ways of keeping money safe</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Be able to identify income and expenditure</li> <li>• Be able to describe ways to stay within a budget</li> <li>• Be able to use a planned budget for one week</li> </ul> <p><b>Travel Training</b></p> <ul style="list-style-type: none"> <li>• Be able to identify train arrival and departure times, and the appropriate fare</li> <li>• Be able to identify where to get on and off the train</li> <li>• Be able to state their destination and give the appropriate fare</li> <li>• Be able to behave appropriately on the train</li> <li>• Be able to get on and off the train safely</li> </ul> <p><b>Self-help &amp; people who help us</b></p> <ul style="list-style-type: none"> <li>• Be able to identify the four main areas of the brain</li> <li>• Be able to research and communicate the function of two of the main areas of the brain and the impact they have on mental wellbeing</li> <li>• Be able to demonstrate an understanding of what mindfulness is and their preferred mindfulness practice</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify what activities are available in their local area</li> <li>• Be able to identify when and where these activities take place</li> <li>• Be able to identify the cost of these activities, including travel</li> <li>• Know who these activities are for</li> <li>• Be able to assess whether these activities would be suitable for themselves</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Be able to identify income and expenditure</li> <li>• Be able to describe ways to stay within a budget</li> <li>• Be able to maintain the budget over one month</li> </ul> <p><b>Travel Training</b></p> <ul style="list-style-type: none"> <li>• Develop sequencing and measuring skills linked to trips, travel and holidays</li> <li>• Develop number and money skills linked to trips, travel and holidays</li> <li>• Develop speaking and listening skills linked to trips, travel and holidays</li> <li>• Develop reading skills linked to trips, travel and holidays</li> <li>• Develop writing skills linked to trips, travel and holidays</li> </ul> <p><b>Self-help &amp; people who help us</b></p> <ul style="list-style-type: none"> <li>• Be able to identify an appropriate source of help from a community organisation for a given problem</li> <li>• Be able to find contact information for own sources of community help</li> <li>• Know how to make an appointment with a community organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explore public safety laws in their country</li> <li>• Understand how safety laws help protect individuals and communities</li> </ul> <p><b>Community Access</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• Be able to identify community groups who support the local community</li> <li>• Be able to explain the purpose of each community group</li> <li>• Be able to discuss ways of fundraising for a community group</li> <li>• Participate in a fundraising activity to raise money for a local community group</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Be able to calculate the cost of two items</li> <li>• Be able to calculate the correct change when paying with different notes</li> <li>• Be able to pay for items in a real life setting</li> </ul> <p><b>Travel Training</b></p> <ul style="list-style-type: none"> <li>• Identify a mystery destination from a photograph using internet tools</li> <li>• Plan a route to the identified destination using online mapping tools</li> <li>• Find and interpret bus timetables for the planned journey</li> <li>• Demonstrate safe and responsible behaviour while travelling</li> <li>• Show problem-solving and independence when planning the journey</li> </ul> <p><b>Self-help &amp; people who help us</b></p> <ul style="list-style-type: none"> <li>• Understand safe behaviours in public spaces</li> <li>• Demonstrate using transport safely</li> <li>• Demonstrate and awareness of asking for help</li> <li>• Understand how to manage emotions in public</li> </ul>
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Key Stage	<b>ASDAN Personal &amp; Social Development Level 1 &amp; 2 Certificate</b>			
	<i>* Examples of units are provided below however; this can be changed to suit the needs of individual learners</i>			
Key Stage 4	Year A – Level 1 Certificate		Year B – Level 2 Certificate	
	Autumn 1	(CA1) Community Action (HL1) Healthy Living	Autumn 1	(CA2) Community Action (HL2) Healthy Living
	Autumn 2	(PA1) Parenting Awareness (MOM1) Managing own money	Autumn 2	(PA2) Parenting Awareness (MOM2) Managing own money
	Spring 1	(EA1) Environmental Awareness (MLT1) Making the most of leisure time	Spring 1	(EA2) Environmental Awareness (MLT2) Making the most of leisure time
	Spring 2	(ICD1) Identity and Cultural Diversity (FSC1) Food safety in the home and community	Spring 2	(ICD2) Identity and Cultural Diversity (FSC2) Food safety in the home and community
	Summer 1	(MSR1) Managing Social Relationships (HE1) Healthy Eating	Summer 1	(MSR2) Managing Social Relationships (HE2) Healthy Eating
	Summer 2	(IRR1) Individual Rights and Responsibilities (YFM1) Your money in the future	Summer 2	(IRR2) Individual Rights and Responsibilities (YFM2) Your money in the future