

PSHE & RSE Overview

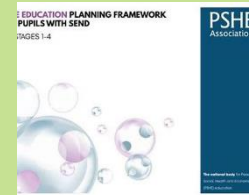
KS1 – Post 16 Overview PSHE / RSE

Intent -

- At Orchard Manor School, PSHE is an important element of what we do. It equips our young people with the skills to become independent, confident, safe, healthy and responsible members of society as they grow towards adulthood.
- Our PSHE curriculum has its foundations in emotional literacy, building positive relationships and resilience as well as nurturing mental, physical health and wellbeing. Our young people are supported to be play a positive role in contributing to the school and the wider community. Weaving through our curriculum is the commitment to enhancing and promoting our core values – respect and relationships, community and kindness, health and happiness.
- In adulthood, we'd like our pupils to be independent, confident, responsible members of society who are able to keep themselves safe and healthy, integrate themselves within the community and be able to build positive relationships with others.
- To empower and support staff to be able to make decisions about what the young people need and offer support when there is a trend or need.
- At Orchard Manor School Our curriculum considers the age and needs of our pupils.
- RSE within the PSHE curriculum, is an integral element of what we do. It equips our young people with the skills to become independent, confident, safe, healthy and responsible members of society as they grow towards adulthood.
- Our RSE curriculum has its foundations in emotional literacy, building positive relationships and resilience as well as nurturing mental, physical health and wellbeing. Our young people are supported to be play a positive role in contributing to the school and the wider community. Weaving through our curriculum is the commitment to enhancing and promoting our core values – respect and relationships, community and kindness, health and happiness.

PSHE RSE	Autumn 1 Self-Awareness	Autumn 2 Self-Care, Support and Safety	Spring 1 Changing and Growing	Spring 2 Managing Feelings	Summer 1 Healthy Lifestyles	Summer 2 The World I Live In
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Key Stage 1 & 2 from the PSHE Education Planning Framework For Pupils with SEND. Page 8 – 21



KS1	Self-Awareness PSHE Association planning framework for SEND - KS1 & 2 Pg 8 – 9 SA1 - Things we are good at. SA2 - Kind and unkind behaviours. SA3 - Playing and working together.	Self-Care, Support and Safety PSHE Association planning framework for SEND - KS1 & 2 Pg 11 - 12 SSS1 - Taking care of ourselves. SSS2 -Keeping safe. SSS3 -Trust.	Changing and Growing PSHE Association planning framework for SEND - KS1 & 2 Pg 16 CG1 -Baby to adult. CG2 -Changes at puberty.	Managing Feelings PSHE Association planning framework for SEND - KS1 & 2 Pg 15 MF1 - Identifying and expressing feelings.	Healthy Lifestyles PSHE Association planning framework for SEND - KS1 & 2 Pg 18 HL1 -Healthy eating.	The World I Live In PSHE Association planning framework for SEND - KS1 & 2 Pg 20 WILI 1 - Respecting differences between people. WILI2 - Jobs people do. WILI3 - Rules and laws.
KS2	Self-Awareness PSHE Association planning framework for SEND - KS1 & 2 Pg 9 – 10 SA4 - People who are special to us. SA5 - Getting on with others.	Self-Care, Support and Safety PSHE Association planning framework for SEND - KS1 & 2 Pg 12 –14 SSS4 - Keeping safe online. SSS5 -Public and private.	Changing and Growing PSHE Association planning framework for SEND - KS1 & 2 Pg 16 – 17 CG2 - Changes at puberty. CG3 -Dealing with touch. CG4 -Different types of relationships.	Managing Feelings PSHE Association planning framework for SEND - KS 1 & 2 Pg 15 MF2 - Managing strong feelings.	Healthy Lifestyles PSHE Association planning framework for SEND - KS1 & 2 Pg 18 – 19 HL2 - Taking care of physical health. HL3 - Keeping well.	The World I Live In PSHE Association planning framework for SEND - KS1 & 2 Pg 21 WILI4 - Taking care of the environment. WILI5 - Belonging to a community. WILI6 - Money.

PSHE & RSE Overview

PSHE RSE

Autumn 1 Self-Awareness

Autumn 2 Self-Care, Support and Safety

Spring 1 Changing and Growing

Spring 2 Managing Feelings

Summer 1 Healthy Lifestyles

Summer 2 The World I Live In

Peach Class Working at Encountering

Self-Awareness PSHE Association planning framework for SEND - KS1 & 2 Pg 8 – 9

SA1 - Things we are good at.
SA2 - Kind and unkind
behaviours.
SA3 - Playing and working
together.

Self-Care, Support and Safety PSHE Association planning framework for SEND - KS1 & 2 Pg 11 – 12

SSS1 - Taking care of ourselves.
SSS2 -Keeping safe.
SSS3 -Trust.

Changing and Growing PSHE Association planning framework for SEND - KS1 & 2 Pg 16

CG1 -Baby to adult.
CG2 -Changes at puberty.

Managing Feelings PSHE Association planning framework for SEND - KS1 & 2 Pg 15

MF1 - Identifying and
expressing feelings.

Healthy Lifestyles PSHE Association planning framework for SEND - KS1 & 2 Pg 18

HL1 -Healthy eating.

The World I Live In PSHE Association planning framework for SEND - KS1 & 2 Pg 20

WILI1 - Respecting differences
between people.
WILI2 - Jobs people do.
WILI3 - Rules and laws.

Useful resources:

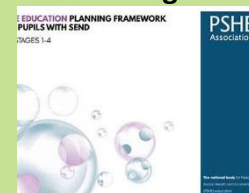
[NSPCC](#) | [The UK children's charity](#) | [NSPCC](#)



[Growing up with Yasmine and Tom \(fpa.org.uk\)](#)

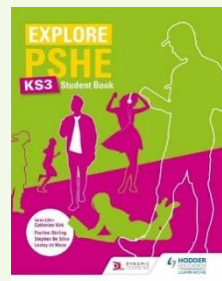
In addition to the information in the planning and assessment found on the PSHE Association Changing and Growing website, <https://www.pshe-association.org.uk/>, the text book 'Explore PSHE KS3' is available from the PSHE room to support the curriculum.

Key Stage 3 & 4 from the PSHE Education Planning Framework For pupils with SEN Page 23 - 41



Year 7

Useful resources:



Self-Awareness PSHE Association planning framework for SEND - KS3 & 4 Pg 23

SA1 - Personal strengths.
SA2 - Skills for learning.

Self-Care, Support and Safety PSHE Association planning framework for SEND - KS3 & 4 Pg 25 - 26

SSS1 - Feeling unwell.
SSS2 - Feeling
frightened/worried.

Changing and Growing PSHE Association planning framework for SEND - KS3 & 4 Pg 32 – 33

CG1 - Puberty.
CG2 - Friendships.
CG3 -Positive/unhealthy
relationships.

Managing Feelings PSHE Association planning framework for SEND - KS3 & 4 Pg 30

MF1 - Self-esteem and unkind
comments.
MF2 - Strong feelings.

Healthy Lifestyles PSHE Association planning framework for SEND - KS3 & 4 Pg 36

HL1 - Elements of a healthy
lifestyle.
HL2 - Mental wellbeing.

The World I Live In PSHE Association planning framework for SEND - KS3 & 4 Pg 39

WILI1 – Diversity,
rights and responsibilities.

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PSHE RSE

Autumn 1 Self-Awareness

Autumn 2 Self-Care, Support and Safety

Spring 1 Changing and Growing

Spring 2 Managing Feelings

Summer 1 Healthy Lifestyles

Summer 2 The World I Live In

Lilac Class Useful resources:  Growing up with Yasmine and Tom (fpa.org.uk)	Self-Awareness PSHE Association planning framework for SEND - KS3 & 4 Pg 23 SA1 - Personal strengths. SA2 - Skills for learning.	Self-Care, Support and Safety PSHE Association planning framework for SEND - KS3 & 4 Pg 25 - 26 SSS1 - Feeling unwell. SSS2 - Feeling frightened/worried.	Changing and Growing PSHE Association planning framework for SEND - KS3 & 4 Pg 32 – 33 CG1 - Puberty. CG2 - Friendships. CG3 -Positive/unhealthy relationships.	Managing Feelings PSHE Association planning framework for SEND - KS3 & 4 Pg 30 MF1 - Self-esteem and unkind comments. MF2 - Strong feelings.	Healthy Lifestyles PSHE Association planning framework for SEND - KS3 & 4 Pg 36 HL1 - Elements of a healthy lifestyle. HL2 - Mental wellbeing.	The World I Live In PSHE Association planning framework for SEND - KS3 & 4 Pg 39 WILI1 – Diversity, rights and responsibilities.
Year 8 Useful resources: 	Self-Awareness PSHE Association planning framework for SEND - KS3 & 4 Pg 23 – 24 SA3 - Prejudice and discrimination. SA1 - Personal strengths	Self-Care, Support and Safety PSHE Association planning framework for SEND - KS3 & 4 Pg 26 - 28 SSS3 - Accidents and risks. SSS5 - Emergency situations.	Changing and Growing PSHE Association planning framework for SEND - KS3 & 4 Pg 33 – 34 CG3 -Positive/unhealthy relationships. CG4 - Intimate relationships, consent, and contraception.	Managing Feelings PSHE Association planning framework for SEND - KS3 & 4 Pg 30-31 MF1 - Self-esteem and unkind comments. MF2 - Strong feelings. MF3 - Romantic feelings and sexual attraction.	Healthy Lifestyles PSHE Association planning framework for SEND - KS3 & 4 Pg 37 HL3 - Physical activity. HL4 - Healthy eating. HL 5 - Body image.	The World I Live In PSHE Association planning framework for SEND - KS3 & 4 Pg 39 – 40 WILI1 – Diversity, rights and responsibilities. WILI3 - Taking care of the environment.
Year 9 Useful resources: 	Self-Awareness PSHE Association planning framework for SEND - SK3 & 4 Pg. 24 SA4 – Managing pressure. SA2 - Skills for learning.	Self-Care, Support and Safety PSHE Association planning framework for SEND - KS3 & 4 Pg 28 - 29 SSS7 - Gambling. SSS1 - Feeling unwell. SSS2 - Feeling frightened/worried	Changing and Growing PSHE Association planning framework for SEND - KS3 & 4 Pg. 35 CG4 - Intimate relationships, consent, and contraception. CG5 - Long-term relationships/parenthood.	Managing Feelings PSHE Association planning framework for SEND - KS3 & 4 pg.30-31 MF1 - Self-esteem and unkind comments. MF2 - Strong feelings. MF3 - Romantic and sexual Attraction	Healthy Lifestyles PSHE Association planning framework for SEND - KS3 & 4 Pg 37 – 38 HL6 - Medicinal drugs. HL7 - Drugs, alcohol & tobacco.	The World I Live In PSHE Association planning framework for SEND - KS3 & 4 Pg 40 - 41 Wili4 - Preparing for adulthood. Wili5 - Managing finances

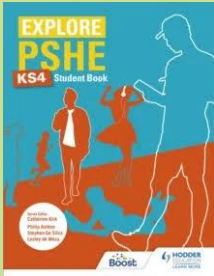
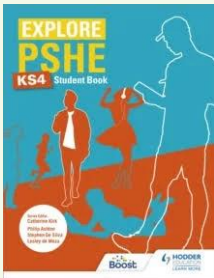
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ASDAN Short Course PSHE



[pshesc_mappingtostatutoryguidance_feb20.pdf \(asdan.org.uk\)](https://www.asdan.org.uk/pshesc_mappingtostatutoryguidance_feb20.pdf)

Year 10 ASDAN Short Course Explore PSHE KS4 	Healthy Lifestyles HL2 Mental Health & Well being. ASDAN Emotional Wellbeing Module 1 Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	World I live in Financial Choices Module 9 Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Changing & Growing CG4 Module 5 Healthy Lifestyles HL7 Intimate relationships consent and contraception ASDAN Sexual Health Module 6 Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	Healthy Lifestyles HL7 ASDAN Drugs & Tobacco Module 5 Healthy Lifestyles HL7 ASDAN Alcohol Module 4 Exploring influence, The influence and impact of drugs, gangs, role models and the media		Changing & Growing CG3 Healthy / unhealthy relationship behaviours ASDAN Respectful Relationships Module 7
Year 11 ASDAN Short Course Explore PSHE KS4 	Healthy Lifestyles ASDAN Keeping Healthy and Safe Module 2.	The World I live in Diversity/rights and responsibilities ASDAN Living in modern Britain. Module 11	Changing and Growing ASDAN Families and Parenting M8	World I live in Financial Choices Module 9	Work on any outstanding projects from this year. Module 10 Completed in Careers Curriculum Module 11 Living in Modern Britain completed in BV.	Self Care, Support & Safety SSS ASDAN Social Media Module 3



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<div>Nurture PSHE</div> <div>Resources link:</div> <div>Asdan PSHE Short Course</div> <div></div> <div>Hodder Boost Recourses</div> <div>Boost - Courses Resources Lessons eBooks Knowledge Tests (boost-learning.com)</div>						
ASDAN - Personal Development	<p>Complete appropriate challenges relating to careers and future aspirations and future placements.</p> <p>ASDAN PSHE – Module 10 Careers and your future.</p> <p>PSHE Module 10 Careers and Your future</p> <p>ASDAN Personal Development</p> <p>Module 8 World of Work</p>					
Post 16	<p>Individual Rights and Responsibilities - IREE2</p> <p>Identify an individual that is relevant to them.</p>	Identify a responsibility that they have for themselves	Say who could help if they have problems with their rights and responsibilities.	<p>Dealing with Problems in Daily Life - DLE2</p> <p>To introduce students to the concept of problem solving and help them to develop a systematic approach to tackling problems in their daily lives.</p>	Identify a way to deal with the problem, with appropriate support.	<p>Tackle the problem with a given procedure.</p> <p>Ask for advice or support if needed.</p>