



# PSHE Programme



In line with the SEF Heron believes that the purpose of RSE is to help pupils to be safe, healthy and happy as they grow up and, in their future, lives. We believe that RSE must always be appropriate to pupils' age and stage of development. The Heron PSHE curriculum accompanies the 2020 edition of the [PSHE Association Programme of Study for PSHE education](#). It is fully aligned with the [Statutory Guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) from the Department for Education (DfE). Our PSHE programme of study supports pupils in being healthy, safe, and prepared for modern life. The school curriculum for PSHE education incorporates health education, relationships education/RSE, and economic well-being and careers. We also use the Equals My Relationships and sexual education scheme of work to provide a rich and meaningful PSHE offer.

This programme of study provides a comprehensive PSHE programme that integrates the new statutory content. 'The World I Live In' section covers aspects of PSHE relating to career education, economic well-being, personal safety (including assessing and managing risk) and preparing for adulthood. Though not yet a statutory part of PSHE education, this learning is critical to support different levels of independence that pupils with SEND may have, as well as helping schools to meet the Gatsby Benchmarks for careers education as part of the [DfE Careers Strategy](#)<sup>1</sup>. The Framework covers all of this while supporting you in planning, assessing, monitoring, and evidencing progress and achievement in your pupils' PSHE education.

We work with pupils and their parents/carers regarding sensitive curriculum areas, such as personal hygiene programmes, to ensure they are culturally and religiously appropriate and acceptable. We also offer Sex and Relationship Intervention to individuals or small groups of pupils where additional support regarding Sex Education or Relationships has been identified. This is carried out with parental consent and is the area of RSE where parents can opt out if they choose to do so. We aim for our pupils to have the opportunity to make an economic and environmental contribution to their school and broader community and to become active participants in the society of their future. We explore various themes, from learning about

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people around us and their different cultures to caring for the environment and the multiple roles and responsibilities we follow in society. Pupils also explore the world of work and job opportunities, and some have the chance to participate in an enterprise project. Learning about how we earn, use and look after money is also essential to this strand.

The curriculum is organised into six sections based on the PSHE Association's Planning Framework for pupils with SEN. The plan is delivered through discreet lessons weekly and addressed through cross-curricular opportunities. The six sections are divided into two per term. These are delivered with a whole school focus. The curriculum sets out what pupils should know by the end of their time at Heron. The curriculum is based on the PSHE Association's Primary SEN Framework but with elements of the Secondary Framework to ensure we meet all our pupils' needs. These sections are taught:

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

Each of the six sections is subdivided into topic areas, as set out below. Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

Section and Term	Pathway 1-3 Topic areas	Pathway 4 Topic areas
<b>Self-Awareness (Autumn)</b>	<ol style="list-style-type: none"> <li>1. <i>Doing things we are good at</i></li> <li>2. <i>Kind and unkind behaviours</i></li> <li>3. <i>Playing and working together</i></li> <li>4. <i>People who are special to us</i></li> <li>5. <i>Getting on with others</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Personal strengths</i></li> <li>2. <i>Skills for learning</i></li> <li>3. <i>Prejudice and discrimination</i></li> <li>4. <i>Knowing me</i></li> </ol>
<b>Self-Care, Support and Safety (Autumn)</b>	<ol style="list-style-type: none"> <li>1. <i>Taking care of ourselves</i></li> <li>2. <i>Keeping safe</i></li> <li>3. <i>Trust</i></li> <li>4. <i>Keeping safe online</i></li> <li>5. <i>Public and Private</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Feeling unwell</i></li> <li>2. <i>Feeling frightened/worried</i></li> <li>3. <i>Accidents and risk</i></li> <li>4. <i>Keeping safe online</i></li> <li>5. <i>Emergency situations</i></li> <li>6. <i>Public and private</i></li> </ol>

<p><b>Managing Feelings (Spring)</b></p>	<ol style="list-style-type: none"> <li>1. <i>Identifying and expressing feelings (zones of regulation)</i></li> <li>2. <i>Managing strong feelings</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Self-esteem and unkind comments</i></li> <li>2. <i>Strong feelings</i></li> <li>3. <i>Romantic feelings and sexual attraction</i></li> </ol>
<p><b>Changing and Growing (Spring)</b></p>	<ol style="list-style-type: none"> <li>1. <i>Baby to adult</i></li> <li>2. <i>Knowing my body</i></li> <li>3. <i>Dealing with touch</i></li> <li>4. <i>Different types of relationships</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Puberty</i></li> <li>2. <i>Friendship</i></li> <li>3. <i>Healthy and unhealthy relationship behaviour</i></li> <li>4. <i>Intimate relationships, consent and contraception</i></li> <li>5. <i>Long-term relationships/parenthood</i></li> </ol>
<p><b>Healthy Lifestyles (Summer)</b></p>	<ol style="list-style-type: none"> <li>1. <i>Healthy Eating</i></li> <li>2. <i>Taking care of physical health</i></li> <li>3. <i>Keeping well</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Elements of a healthy lifestyles</i></li> <li>2. <i>Mental wellbeing</i></li> <li>3. <i>Physical activity</i></li> <li>4. <i>Healthy eating</i></li> <li>5. <i>Body image</i></li> <li>6. <i>Medicinal drugs</i></li> <li>7. <i>Drugs, alcohol &amp; tobacco</i></li> </ol>

<b>The World I Live In (Summer)</b>	<ol style="list-style-type: none"> <li>1. <i>Respecting differences between people</i></li> <li>2. <i>Jobs people do</i></li> <li>3. <i>Rules and laws</i></li> <li>4. <i>Taking care of the environment</i></li> <li>5. <i>Belonging to a community</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Diversity/rights and responsibilities</i></li> <li>2. <i>Managing online information</i></li> <li>3. <i>Taking care of the environment</i></li> <li>4. <i>Preparing for adulthood</i></li> <li>5. <i>Managing Finances</i></li> </ol>
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Grids for each section identify learning outcomes for each topic area in progressive stages, starting with the first stage, 'Encountering,' and ending with the final stage, 'Enhancement.' Each column builds on the one before, assumes that the pupil has met the previous column's outcomes, and, in some cases, introduces new or additional learning in successive columns.

<p>Encountering</p> <p>effective engagement in the learning process</p>	<p>Foundation</p> <p>underpinning learning</p>	<p>Core</p> <p>fundamental learning elements</p>	<p>Development</p> <p>increasing understanding of learning</p>	<p>Enrichment</p> <p>deepening of application of learning</p>	<p>Enhancement</p> <p>applying learning in different contexts</p>
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Opportunities are presented for pupils (where appropriate/possible) to:

- 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.
- Carry out or take part in daily personal living routines.
- 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.

It is not enough to teach pupils about the issues covered in the framework; they must have the opportunity to explore, recognise and understand the subject content. This will help to ensure pupils develop the essential skills and attributes identified in the Framework, including key communication skills, vocabulary, strategies and the confidence to help manage issues when they encounter them (knowing how to seek help when necessary). Like all children and young people, pupils with SEND live in an increasingly 'connected' world. They cannot always recognise or separate the 'offline world' from the 'online world'; therefore, all topics should be explored within the context of both.

If helpful, the learning outcomes for each topic area can be further broken down into smaller steps in the form of 'I can' statements. These can be used to evidence pupils' progress.

Depending on the level of need, pupils may be able to work only within the learning outcomes of one column, e.g., Encountering or Foundation. However, some pupils may be able to work progressively across the six stages with regular opportunities for revisiting and consolidating previous outcomes. In this way, the framework could be adapted for groups of pupils or used to create a bespoke learning programme for individual pupils.

This overview is also modified and adapted to pupils' needs by:

- Breaking down the learning outcomes into smaller steps so that they form the basis of a lesson or series of lessons.

- Re-visiting, re-enforcing, consolidating and generalising previous learning, and introducing new concepts, knowledge and skills within an annual cycle.
- Focusing on two aspects per term with a whole school approach.
- Re-visiting content through cross-curricular learning and/or other school activities.
- Offering explicit and implicit learning opportunities and experiences reflecting pupils' increasing independence (where applicable).
- Incorporating the six stages into school assessment procedures so pupils' progress can be monitored both within lessons and over time.
- Including different sensory experiences at the 'encountering' level tailored to individual pupils and responding to adult prompting.
- Providing opportunities both in and out of school to promote physical, social and emotional understanding as pupils progress.
- We use the learning outcomes in the planning framework to support a pupil's PLIMs targets.