

**PHSE/RSE curriculum overview – using PHSE Association planning framework for students with SEND**

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	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><b>Topic</b> <b><u>Self-awareness</u></b></p> <p><b>Themes / learning objectives</b></p> <p><b>Personal strengths</b> Identify some of our own personal strengths and skills</p> <p>Demonstrate how to recognise and appreciate personal strengths in other people.</p> <p>Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves.</p> <p>Identify some simple strategies to help manage negative opinions/ comments.</p> <p><b>Skills for learning</b> Identify some things that make us special and unique as learners.</p>	<p><b>Topic</b> <b><u>Self-care, support and safety.</u></b></p> <p><b>Themes / learning objectives</b></p> <p><b>Feeling unwell.</b></p> <p>Identify how we can tell if we are unwell</p> <p>Describe in simple terms how germs can be spread to others.</p> <p>Identify whom to tell if we feel unwell.</p> <p>Identify useful phrases or vocabulary to use in order to let someone know that we feel unwell.</p> <p>Explain why it is a good idea to ask for help quickly if we feel unwell.</p> <p>Identify some things we can do to take care of our physical wellbeing and our mental wellbeing.</p>	<p><b>Topic –</b> <b><u>Managing feelings</u></b></p> <p><b>Themes / learning objectives</b></p> <p><b>Self esteem</b> Identify feelings associated with feeling good about ourselves.</p> <p>Identify things we can do which help us to feel good about ourselves.</p> <p>Identify things that we may say or do that could affect how we or others feel about us.</p> <p>Identify things that others may say or do that could affect how we feel about ourselves.</p> <p>Explain the difference between helpful/kind and unhelpful/unkind comments.</p> <p>Demonstrate simple</p>	<p><b>Topic</b> <b><u>Changing and growing</u></b></p> <p><b>Themes / learning objectives</b></p> <p><b>Puberty</b> Identify some of the different ways we have changed as we have grown older.</p> <p>Describe some of the new opportunities and responsibilities we have experienced as we have grown older.</p> <p>Identify some of the different stages of change as people progress from birth to adulthood</p> <p>Explain why puberty happens.</p>	<p><b>Topic</b> <b><u>Healthy lifestyles</u></b></p> <p><b>Themes / learning objectives</b></p> <p><b>Elements of a healthy life style</b> Recognise what is meant by a healthy lifestyle. Identify different ways that people can live a healthy lifestyle.</p> <p>Describe how to take care of dental health (e.g. how to brush teeth correctly/ use floss, food and drink that support dental health and why regular checkups at the dentist are important).</p> <p>Explain what a healthy</p>	<p><b>Topic</b> <b><u>The world I live in</u></b></p> <p><b>Themes / learning objectives</b></p> <p><b>Diversity, rights and responsibilities</b></p> <p>Describe some of the similarities, differences and diversity among people of different race, faith and culture.</p> <p>Describe what is meant by rights and responsibilities. Recognise what we all have in common, despite differences</p> <p>Identify some of the different kinds of rights and responsibilities we have in and outside</p>

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	<p>Describe what we like and dislike doing as learners. Describe our own learning targets or goals.</p> <p>Describe the particular ways we like to learn.</p>	<p>Describe simple things we can do if we are not feeling well.</p> <p>Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses).</p> <p><b>Feeling frightened and worried.</b> Explain what being frightened or worried means.</p> <p>Demonstrate simple ways to communicate that we are frightened or worried. Describe in simple terms what it means to take care of our bodies and keep them safe.</p> <p>Demonstrate some simple strategies we can use if we are feeling frightened or worried.</p> <p>Identify who is responsible for keeping us safe and</p>	<p>strategies to help manage our feelings about unhelpful/unkind comments.</p> <p><b>Strong feelings</b> Identify a range of feelings, where we might feel them in our body, and how they might make us behave.</p> <p>Recognise when others may be feeling happy or unhappy from their facial expression and body language.</p> <p>Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy).</p>	<p>Describe the specific physical and emotional changes that happen during puberty,</p> <p>Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.</p> <p><b>Friendship</b> Describe what having or being a friend means. Identify different kinds of friendship and ways in which friendship is important.</p> <p>Identify occasions when we might need the support of friends. Give examples of how we can show support to our friends.</p>	<p>lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing .</p> <p>Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns.</p> <p>Identify some simple strategies to help make positive choices about our health and wellbeing.</p> <p><b>Physical activity</b> Identify our favourite forms of physical activity and exercise.</p> <p>Identify some of the</p>	<p>school.</p> <p>Explain the benefits of diversity for our friendships and our community.</p> <p><b>Preparing for adulthood</b></p> <p>Explain what is meant by having a 'job'.</p> <p>Recognise that there are different ways of financing adult life and independent living</p> <p>Recognise that there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements.</p> <p>Describe different jobs that family members, friends and people in the</p>
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		<p>explain the importance of helping to keep ourselves safe.</p> <p><b>Public and private</b> Explain what is meant by private and what is meant by public.</p> <p>Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.</p>		<p>Describe how we can let friends know that we need their help and support.</p>	<p>benefits of being physically active, and possible consequences of inactivity.</p> <p>Describe some of the physical and mental health benefits of regular exercise.</p> <p><b>Healthy eating</b> Identify foods we can eat all the time which are good for us.</p> <p>Identify foods that should only be eaten occasionally.</p> <p>Explain what we mean by a healthy, balanced diet.</p> <p>Explain what makes some foods better for our health than others.</p>	<p>community may do.</p>
Year 8	<b><u>Topic</u></b>	<b><u>Topic Self-care,</u></b>	<b><u>Topic</u></b>	<b><u>Topic</u></b>	<b><u>Topic</u></b>	<b><u>Topic</u></b>

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<b><u>Self-awareness</u></b>	<b><u>support and safety.</u></b>	<b><u>Managing feelings</u></b>	<b><u>Changing and growing</u></b>	<b><u>Healthy lifestyles</u></b>	<b><u>The world I live in</u></b>
<b><u>Themes / learning objectives</u></b>	<b><u>Themes / learning objectives</u></b>	<b><u>Themes / learning objectives</u></b>	<b><u>Themes / learning objectives</u></b>	<b><u>Themes / learning objectives</u></b>	<b><u>Themes / learning objectives</u></b>
<b>Skills for learning.</b>	<b>Feeling unwell.</b>	<b>Strong feelings</b>	<b>Puberty</b>	<b>Elements of a healthy life style</b>	<b>Preparing for adulthood</b>
Describe our own learning targets or goals.	Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses).	Give examples of when we might feel strong emotions.	Describe the specific physical and emotional changes that happen during puberty,	Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing.	Describe different jobs that family members, friends and people in the community may do.
Describe the particular ways we like to learn.	Recognise some situations where we might need to ask someone for help with our mental wellbeing	Describe some simple strategies we can use to feel and stay happy. Identify how we can help others who may be feeling unhappy.	Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.	Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns.	Identify our aspirations for adult life
Identify the difference between a short term target and an aspirational, long term goal.	Identify some of the terms that are used to describe when someone is emotionally/mentally unwell.	Identify whom to ask or tell if we are feeling unhappy and/or need help.	Identify the functions of the reproductive organs, including how conception occurs.		Describe the kind of job we might like to do when we are older and what we expect it to be like.
Describe simple strategies we can use to help us be organised in our learning.	Describe how following simple routines can reduce the spread of germs (bacteria and viruses) and why this is important.	Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful.			Recognise that some jobs are paid more than others and money is one factor which may influence
Explain how we might achieve our targets and goals (e.g. breaking longer term goals down into several short term targets).	Identify some of the items	Describe how when we feel strong emotions we might feel like doing	Describe the different stages of	Identify some simple strategies to help make	
Prejudice and discrimination.					
Recognise that everyone is unique and special and					

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	<p>no one should be treated unfairly.</p> <p>Recognise what prejudice means.</p> <p>Explain what it means to discriminate against someone.</p>	<p>we might use to support personal hygiene</p> <p>Identify some ways we can take increased responsibility for looking after our physical and mental health. Feeling frightened and worried.</p> <p>Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe.</p> <p>Explain what unwanted physical contact means.</p> <p>Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are.</p> <p>Demonstrate simple ways of communicating to others that we need help.</p> <p>Explain why no one has a right to make us feel frightened or</p>	<p>something we wouldn't usually do; how this could affect ourselves or other people. Describe how to manage strong emotions by using simple strategies to help ourselves and others.</p> <p><b>Romantic feelings</b> Identify what it means to like someone.  Describe the difference between 'liking' someone and 'fancying' someone.</p>	<p>reproduction, pregnancy and birth.</p> <p><b>Friendship</b> Describe how we can let friends know that we need their help and support.</p> <p>Identify occasions when our friends might need our support.</p> <p>Explain that we might disagree with someone and still be friends.</p> <p>Demonstrate ways to manage friendship disagreements restoratively.</p> <p>Recognise that friends do not always know what is best for each other.</p> <p><b>Healthy/unhealthy</b></p>	<p>positive choices about our health and wellbeing.</p> <p>Describe strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep.</p> <p>Explain why it is important to have enough sleep.</p> <p><b>Mental well being</b> Recognise what mental health and emotional wellbeing are.  Suggest some simple ways to maintain our emotional wellbeing Explain the link between physical health and</p>	<p>a person's job or career choice.</p>
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		<p>uncomfortable and how to recognise harassment, including online.</p> <p>Explain what is meant by 'personal space'.</p> <p><b>Public and private</b> Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do.</p> <p>Explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information.</p> <p>Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves.</p>		<p>relationship behaviours Identify some key features of positive friendships/ relationships, and how they can make us feel.</p> <p>Identify times when we might feel angry or sad because of someone's behaviour towards us.</p> <p>Identify our expectations of friendships/ relationships</p> <p>Describe the positive qualities people bring to relationships,</p>	<p>mental wellbeing.</p> <p><b>Healthy eating</b> Describe some of the long term benefits of a healthy diet.</p> <p>Explain some of the risks of consuming food and drinks with high sugar or caffeine content.</p>	
Year 9	<p><b><u>Self-awareness</u></b></p> <p><b><u>Themes / learning objectives</u></b></p> <p><b><u>Skills for learning.</u></b></p>	<p><b><u>Self-care, support and safety.</u></b></p> <p><b><u>Themes / learning objectives</u></b></p>	<p><b><u>Managing feelings</u></b></p> <p><b><u>Themes / learning objectives</u></b></p>	<p><b><u>Changing and growing</u></b></p> <p><b><u>Themes / learning objectives</u></b></p>	<p><b><u>Healthy lifestyles</u></b></p> <p><b><u>Themes / learning objectives</u></b></p>	<p><b><u>The world I live in</u></b></p> <p><b><u>Themes / learning objectives</u></b></p>

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	<p>Explain how we might achieve our targets and goals</p> <p>Describe how it feels to achieve a target.</p> <p>Demonstrate ways we can develop our strengths and skills through practice.</p> <p>Identify some ways in which our current learning will help us in the future.</p> <p>Prejudice and discrimination. Explain what it means to discriminate against someone.</p> <p>Identify some examples of different forms of prejudice and discrimination we may have seen/heard about</p> <p>Explain what stereotyping means.</p>	<p><b>Feeling frightened and worried.</b></p> <p>Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online.</p> <p>Explain what is meant by 'personal space'. Describe ways we can safely challenge unwanted physical contact and ask for help.</p> <p>Explain or demonstrate strategies for communicating that we need help in different situations.</p> <p>Give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed.</p> <p>Describe how it might feel when someone encroaches on our personal space.</p> <p>Give examples of when</p>	<p><b>Romantic feelings and sexual attraction</b></p> <p>Describe the difference between 'liking' someone and 'fancying' someone.</p> <p>Explain how part of growing up might be to experience strong feelings about people we like or fancy.</p> <p>Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion.</p> <p>Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.</p>	<p><b>Puberty</b></p> <p>Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty. Identify the functions of the reproductive organs, including how conception occurs.</p> <p>Describe the different stages of reproduction, pregnancy and birth.</p> <p>Evaluate how emotions may change as we get older and are no longer children.</p> <p>Recognise that fertility changes over time and in</p>	<p><b>Mental well being</b></p> <p>Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours</p> <p>Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing.</p> <p>Describe how we can help friends or family who might be feeling stressed or unhappy.</p> <p><b>Medicinal drugs</b></p> <p>Identify the difference between over the counter medicines and those prescribed by a</p>	<p><b>Diversity</b></p> <p>Recognise that everyone has 'human rights' and that the law protects these rights.</p> <p>Identify some of our rights to different opportunities in both education and work.</p> <p>Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law.</p> <p><b>Preparing for adulthood</b></p> <p>Explain what strengths, skills and qualifications someone might need</p>
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		<p>it is or is not appropriate to be in someone else's 'personal space'.</p> <p>Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong.</p> <p><b>Accidents and risks.</b> Explain what is meant by the terms risky</p> <p>Identify some behaviours that might be risky.</p> <p>Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk.</p> <p>Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves.</p> <p>Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own.</p>	<p>Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect.</p>	<p>response to some lifestyle factors.</p> <p>Friendship Explain that we might disagree with someone and still be friends.</p> <p>Demonstrate ways to manage friendship disagreements restoratively.</p> <p>Recognise that friends do not always know what is best for each other.</p> <p>Describe ways in which friendships might change over time. Explain that sometimes friendships may end, through choice or circumstances.</p> <p>Demonstrate strategies for</p>	<p>doctor. Identify some examples of over the counter medicines. Describe how medicines, when used responsibly can help us to take care of our health</p> <p>Recognise the importance of taking over the counter and prescribed medicines correctly.</p> <p><b>Drugs, alcohol and tobacco</b></p> <p>Identify some substances people might swallow, drink or inhale that could be harmful to their health.</p> <p>Describe what alcohol is and how alcoholic</p>	<p>to do the jobs that interest us. Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people).</p> <p>Describe the steps to getting a job</p>
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		<p>Explain how the inappropriate use of mobile phones can contribute to accidents</p> <p><b>Public and private</b> Identify what is appropriate and inappropriate to share online.</p> <p>Identify trusted adults who can help us if someone tries to pressurise us online.</p> <p>Explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.</p> <p>Describe specific ways of keeping ourselves safe online</p>		<p>managing feelings about friendships as they change and develop.</p> <p><b>Healthy/unhealthy relationship behaviours</b></p> <p>Identify the differences between positive/healthy and negative/unhealthy relationships.</p> <p>Identify the aspects of relationships that we are responsible</p> <p>Identify positive strategies to manage inappropriate behaviour towards us.</p> <p>Recognise that some types of behaviour within relationships are</p>	<p>drinks are different to nonalcoholic drinks.</p> <p>Identify some common legal drugs</p> <p>Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist.</p> <p>Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use.</p>	
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				against the law (  Identify what we can do if we are worried or concerned about an unhealthy relationship.		
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