



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



**March 2024**

## **Statutory Guidance**

Although PSHE is a non-statutory subject, there are areas that we are required to teach. At Cann Bridge School, all learners in Key Stage 1 and 2 must be taught relationship education (Children and Social Work Act, 2017) in line with the statutory guidance for Relationships and Sex Education (RSE) and Health Education from the Department for Education (2021). All Learners in Key Stage 1 and 2 must also receive health education under the same guidance.

Learners in Key Stage 3 and 4 must receive relationships and sex education (RSE) (Children and Social Work Act, 2017) in line with the statutory guidance for Relationships and Sex education (RSE) and Health Education from the Department for Education (2021). All Learners in Key Stage 3 and 4 must also receive health education under the same guidance.

## **Statement of Intent**

At Cann Bridge School, we seek to support and develop our learner's potential as individuals and in their wider communities to have: safe, healthy, fulfilling and meaningful lives both now and in the future.

**The main aims of our curriculum are to enable learners:**

- to stay as healthy as possible;
- to learn to keep themselves and others safe, including recognising signs of bullying and knowing where to turn to for help;
- to learn how to use the internet, including social media, safely and responsibly;
- to develop effective, satisfying and safe relationships;
- to learn to recognise similarities and differences between themselves and others and to respect these differences;
- to be independent and responsible members of the school community;
- to be positive and active members of a democratic society;
- to develop self-confidence and self-esteem, and to make informed choices regarding personal and social issues;
- to develop good relationships with other members of the school and wider community.
- To learn the skills needed to prepare for adulthood
- To explore the different career pathways available to them

## **Key Skills in PSHE**

Our PSHE curriculum is designed to develop learners' knowledge and understanding, in order to equip them with skills they need throughout their school life, and beyond. We aspire to provide a discreet and continuous teaching provision, which is both nurturing and bespoke to help learners learn to:

- Keep safe
- Be happy
- Form positive relationships
- To recognise and accept differences in others
- Be confident
- Be independent
- Have a positive self-image
- Be resilient
- Be healthy
- Be active life-long learners
- Understand their emotions and feelings

- Understand how they change as they grow-up
- Understand their rights
- Understand their life in relation to the world of work

At Cann Bridge School, we are committed to nurturing and enhancing the spiritual, moral, social and cultural (SMSC) development of our learners and our curriculum is designed to support this, alongside promoting the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith as laid out in section 78 of the Education Act (2002), ensuring an holistic approach to develop learners' cultural capital.

## Implementation

### Key Concepts and themes

Our PSHE curriculum and provision, underpins and forms the foundation of our learner's learning and development and includes RSHE (which is statutory).

- PSHE Stands for Personal, Social Health and Economic Education.
- RSHE stand for Relationships, Relationship and Sex and Health Education.

Our PSHE curriculum is built upon the PSHE Association Framework for learners with special needs. It is based around the following six core areas:

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

The progression of these core areas interlink, and follow the PSHE Association core themes of:

- **Health and Wellbeing** – relating to Healthy Me and Changing Me
- **Relationships** – relating to Positive Relationships and Understanding Differences
- **Living in the Wider World** – relating to Being Me in my World and Succeeding

This framework is designed to cover all areas of PSHE that need to be covered by schools since 2020, in line with the end of Key Stage expectations found in the PSHE Association Programme of Study for PSHE Education. The framework covers all of the statutory units found in the Department for Education's (DfE) statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education.

### Equal Opportunities

All children have equal access to the curriculum and developmentally appropriate materials and resources. Delivery will be differentiated appropriately according to need. Resources are sensitive to the needs and backgrounds of the learners and are monitored regularly to ensure their appropriateness.

## **PSHE curriculum provision overview**

The school has a rolling programme covering the core areas which builds on learners' knowledge and skills throughout, and a combination of provision informed by the individual learner's needs as identified through: assessments recording on Evisense, Personal Learning Goals and individual EHCP outcomes. The PSHE Association SEND Framework offers flexibility for teachers to adapt planning according to the needs of the learners in their class.

The planning from this rolling programme may inform continuous provision as well as more discrete teaching.

### **PSHE in EYFS**

PSHE in the Early Years Foundation Stage (EYFS) is referred to as 'Personal, Social and Emotional Development (PSED)' and is one of the prime areas of learning within the Early Years Foundation Stage Statutory Framework. PSED is not formally taught within the EYFS, but is instead interwoven into all aspects of daily learning.

Throughout their time in the EYFS, learners will be given opportunities to: build relationships with their peers and the staff in their class; develop their understanding of hygiene and self-care; develop key skills to support their own independence; begin to show some understanding of their own feelings and begin to self-regulate; develop their play skills and show an increase in self-confidence and self-awareness within their learning environment.

Learners will develop these skills through: play based learning opportunities such as role play and small world play; opportunities to problem solve and achieve their goals; working alongside peers; expressing their health and care needs such as expressing hunger or thirst and becoming more independent in personal care such as dressing and undressing for intimate care.

(see: EYFS Curriculum Booklet)

### **PSHE in Key Stage 1 and 2**

In Key Stage 1 the teaching of PSHE builds on the learning found in the EYFS, and becomes more formal through one discretely taught lesson each week in line with the PSHE Association's Planning Framework for Pupils with SEND. Alongside formal teaching opportunities, learners are able to develop understanding and generalise learnt skills through the continuous provision environment in which they learn.

Learners in Key Stage 1 will encounter one of the six sections of the planning framework each term, in line with the statutory guidance for teaching relationships and health education.

The six sections are as follows:

- Self-Awareness
- Self-Care, Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I Live In

These six sections are further broken down into topic areas which are linked, where possible, to the overarching termly theme.

In Key Stage 2, learners continue to learn through one discretely taught lesson each week. The curriculum for Key Stage 2 covers the same areas of learning as that found in Key Stage 1 and learners will encounter

the six sections in the same order as they do in Key Stage 1. Due to the clearly laid out progression of skills within the planning framework, this ensures a spiral curriculum for learning across Key Stage 1 and Key Stage 2, allowing for learners to frequently revisit the different topic areas across the four-year rolling programme. In addition to their PSHE lesson, learners in Key Stage 2 will also have a discrete SoSAFE! lesson each week to promote their understanding of appropriate conduct in relationships and how to maintain social safety and report concerns.

Learners in Key Stage 1 and Key Stage 2 are given frequent opportunities to generalise the skills that they have learned in taught sessions. Learners are given opportunities to: experience taking responsibility, celebrate their achievements and feel good about themselves, develop and maintain positive relationships, take part in and contribute to group sessions and to develop the communication skills they need to exercise personal autonomy where possible.

The PSHE Association Planning Framework for Pupils with SEND provides an example of a spiral curriculum for PSHE, but it is recognised that not all learners will be cognitively ready to access all areas of learning laid out within the framework. In this instance, the focus should be on the quality of teaching and learning within the units covered, rather than on the number of units covered.

### **PSHE in Key Stage 3 and 4**

PSHE in Key Stage 3 continues to revisit and build on the learning in Key Stage 1 and 2, but incorporates the statutory guidance for teaching of sex education for secondary school aged learners.

Learners will continue to access learning in the six sections of the planning framework as described above, and will do so in the same order as they would in Key Stage 1 and 2. In Key Stage 3, the topic areas within these sections change, but the content continues to build on prior learning in the form of a spiral curriculum.

Should learners not have mastered the prerequisite skills for learning laid out in the framework for Key Stage 1 and 2, this will be revisited through a bespoke curriculum offer.

Learners in Key Stage 3 will continue to access a specific SoSAFE! lesson each week, and will be introduced to formal sex education where appropriate. Learners will begin by accessing their learning at the encountering/foundation stage of the skills progression within Key Stage 3, and will revisit their learning across the three years of the Key Stage 3 rolling programme.

As learners enter Key Stage 4, the focus shifts towards building the skills required to prepare for adulthood. Learners will continue to learn in line with the planning framework, alongside working towards accreditation.

Accreditation units have been selected to complement the learning laid out within the planning framework. Learners in Key Stage 4 access their learning through a two-year rolling programme, building on the skills, knowledge and experiences of previous years.

### **PSHE in Key Stage 5**

In Key Stage 5, learners have a bespoke curriculum offer which begins to move away from the planning framework designed by the PSHE Association. They will, however, continue to follow the sections of the framework and will continue to build on the skills that they have developed from the EYFS to Key Stage 4. Learners will also begin to explore the skills required to secure employment, in line with the accreditation opportunities offered at Key Stage 5. Alongside this, learners will continue to develop their understanding of preparing for adulthood through a range of learning opportunities and real-world experiences.

Learners will continue to access SoSAFE! lessons and formal teaching of relationship and sex education in Key Stage 5 to ensure they have the skills and knowledge to keep them safe as they move out of education and on to other opportunities.

### **PSHE threaded throughout the curriculum**

PSHE is taught throughout the curriculum and throughout the school day through:

- Social interactions and opportunities within class including circle, snack times breaktime and assemblies (see: Collective Worship Policy)
- Social opportunities within school, Breakfast Club extended days.
- Cultural aspects such as Modern Foreign Language Days, Creativity Day, Careers Day, Health and Wellbeing Day, Safer Internet Day, Sports Day, whole school shows with themes around countries and cultures, and fundraising days.
- Sharing of our different cultural and spiritual backgrounds.
- A wide range of therapeutic support, including: Occupational Therapy, Physiotherapy. Playworx, Tac Pac, Yoga, Blockworx, sensory integration, warm water skills, soft play and Rebound Therapy.
- Spiritual aspects covered during assemblies and shared celebrations.
- Nurturing and support such as Breakfast Club sessions and ELSA provision.
- Learners' Voice activities including School Council, Annual Pupil Survey and pupil views at their annual EHC plan review
- Independence development through extended day, overnight camp, Ten Tors participation, Duke of Edinburgh and Residential trips.

### **Progression document**

At Cann Bridge School progression in PSHE is individual. To support each learners' next steps in their development the school uses progression guidance based on the EYFS Characteristics of Effective Learning for learners in Foundation, the PSHE Association SEND Framework Programme of Study for learners in Key Stages 1-4 and progress towards NOCN accreditation in Key Stage 4 and 5.

Progression of skills for PSHE can be found for children in the EYFS by using the Development Matters in the Early Years non-statutory curriculum guidance. This can be found here: [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/629222/development-matters-early-years-non-statutory-curriculum-guidance.pdf)

Progression of skills for Key Stages 1 – 4 can be found for each individual topic covered within the PSHE Association Planning Framework for learners with SEND. This can be found here: [Planning Framework for Learners with SEND \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/primary/primary-planning-framework-for-learners-with-send/)

Progression of Skills for Key Stage 4 and 5 is shown through progress towards accreditation criteria for the NOCN accreditation units which is mapped in our Long-Term Rolling Programme.

### **Accreditation and Assessment**

Progress in PSHE is assessed through a combination of formative methods such as observations on Evisense and data analysis through BSquared, with summative assessments conducted three times a year to evaluate overall learning and outcomes.

Further information on our assessment frameworks can be found in the school's Planning, Assessment, Recording and Monitoring Policy.

Tracking learner progress in PSHE through BSquared allows us to effectively monitor and assess the skills our learners have gained as well as identify and rectify any gaps in learning or areas in which our learners aren't making at least expected progress.

An accurate and up to date assessment of learner's prior knowledge informs our planning to ensure that learners receive an engaging and aspirational programme of learning tailored to their individual needs and designed to ensure that they make progress in all areas of PSHE, building on the prior skills and knowledge learned and

### **NOCN – Entry Level Independent Living Skills**

**Years 10 - 11**

The NOCN Independent Living Skills qualification offers a range of units that meet the intended outcomes for PSHE and RSHE at KS4 as found in the PSHE Association Framework for learners with SEND.

Learners will study a range of units from the Independent Living Skills qualification and will be, where appropriate put forward for accreditation in 3 units per academic year.

These modules are externally moderated.

### **NOCN - Entry Level Using Employability Skills**

**Years 12 - 13**

The NOCN Using Employability Skills qualification supports the learner's understanding of their role in the workforce, and how to secure employment after education.

Learners will study a range of units from the Entry Level in Using Employability Skills and will be, where appropriate put forward for accreditation in 5 units across the two years.

These modules are externally moderated.

### **Parental and Community Involvement**

Working together with all stakeholders is a vital part of the school approach to PSHE. Parents are invited to join in events in school, such as drop-in cafes and school shows. They are kept informed of what is being taught in RSHE and PSHE through curriculum information on the website and are consulted over some of the more sensitive areas of the curriculum through surveys and parent workshops. Outside agencies such as the local authority Education Improvement Advisor, our School Improvement Partner, our school Occupational Therapist, Speech and Language Therapists, Physiotherapists, Physical Education and Sports organisations (PSSP), CAMHs and Health and Social Care are integrally involved in supporting our learners' development.

### **Staff training and Continued Professional Development**

Staff undertake yearly updates in core training including safeguarding and Positive Behaviour Support Training (incorporating CPI Safety Interventions training) which is statutory for all staff alongside specific PSHE and RSHE training in accordance with national expectations and guidance. An annual PSHE staff survey is conducted to check on staff confidence, skills and knowledge in delivering the planned curriculum and areas of development are identified and training is provided through weekly teacher CPD.

## **Impact**

The PSHE curriculum at Cann Bridge School significantly enhances learners' progress by providing a robust framework for personal, social, health, and economic education. Through PSHE, learners develop essential skills for building and maintaining healthy relationships, gaining a deeper understanding of the world, and prioritising their health and well-being. This translates into tangible outcomes such as improved interactions with staff and peers, exemplary conduct within the school, increased self-confidence and resilience, and a clearer understanding of preparing for adulthood and life beyond school.

## **Monitoring, Evaluation and Review of PSHE**

We ensure equal and appropriate access to the PSHE curriculum through ongoing monitoring, evaluation and review. The Health & Wellbeing Curriculum Team Lead conducts regular meetings with the curriculum team leads and monitors learners' learning and progress. The PSHE policy is reviewed yearly, and the action plan is updated accordingly. The lead also ensure that the policies and action plan align with the school's development plan.

- Health & Wellbeing Action Plan
- PLG progress
- Learning Walks
- Planning
- B Squared & Evisense
- School Improvement Partner Visits
- Education Improvement Officer Visits
- Stakeholder Survey Results
- Staff training records and evaluations

## **Links**

This policy links to the following policies and procedures:

- 14-19 Policy
- Accreditation Policy
- Anti-bullying (Learner) Policy and Procedure
- Behaviour & Statement of Behaviour Principles (including De-escalation & Physical Restraint) Policy
- Child Protection & Safeguarding Policy
- Collective Worship Policy
- EYFS Characteristics of Effective Learning for learners in Foundation
- EYFS Curriculum Booklet
- EYFS Policy
- Health and Safety Policy
- Online Safety
- Pathways to Independence Policy
- Planning, Assessment, Marking, Reporting & Recording Policy
- PSHE Association SEND Framework Programme of Study for learners in Key Stages 1-4
- Relationship, Sex and Health Education (RSHE) Policy
- Safe Touch & Intimate Care Policy



## Appendix 1: PHSE & RSHE Rolling Programme

Year group	Termly Topic					
	Autumn		Spring		Summer	
EYFS	PHSE is covered in the EYFS through all of the Seven Areas of Learning, but specifically through the prime areas: Personal, Social and Emotional Development (PSED), Physical Development (PD) and the specific area of Understanding the World (UtW). Over the course the year, learners will learn about: building and developing relationships; health, hygiene and self-care; developing independence; self-confidence, self-awareness and self-regulation; and development of play skills.					
KS1 Year 1	<u>WALT (end point):</u> Find out about different types of jobs.	<u>WALT (end point):</u> Explore different types of relationships.	<u>WALT (end point):</u> Identify and express a range of feelings.	<u>WALT (end point):</u> Know who can help us to stay safe.	<u>WALT (end point):</u> Explore healthy foods.	<u>WALT (end point):</u> Be kind to people and animals.
KS1 Year 2	<u>WALT (end point):</u> Belong to a community.	<u>WALT (end point):</u> Explore how we change from baby to adult.	<u>WALT (end point):</u> Develop strategies to manage feelings.	<u>WALT (end point):</u> Stay safe when out and about.	<u>WALT (end point):</u> Keep ourselves well in the sun.	<u>WALT (end point):</u> Understand kind and unkind behaviours
KS2 Year 1	<u>WALT (end point):</u> Respect the differences between people.	<u>WALT (end point):</u> Understand how our bodies change at puberty.	<u>WALT (end point):</u> Identify different feelings.	<u>WALT (end point):</u> How to keep ourselves safe, including online.	<u>WALT (end point):</u> Explore healthy eating.	<u>WALT (end point):</u> Play and work alongside others.
KS2 Year 2	<u>WALT (end point):</u> Understand the different jobs that people can have.	<u>WALT (end point):</u> Understand that all families are different.	<u>WALT (end point):</u> Manage our feelings when we are angry, upset or frustrated.	<u>WALT (end point):</u> Recognise who can help us to stay safe.	<u>WALT (end point):</u> Look after our physical health.	<u>WALT (end point):</u> How to be kind to others.
KS2 Year 3	<u>WALT (end point):</u> Understand the importance of rules and laws.	<u>WALT (end point):</u> Recognise the changes from baby to adulthood.	<u>WALT (end point):</u> Identify a range of feelings.	<u>WALT (end point):</u> Understand how following rules can keep us safe	<u>WALT (end point):</u> Explore healthy eating.	<u>WALT (end point):</u> Understand what we are good at.
KS2 Year 4	<u>WALT (end point):</u> Look after the environment.	<u>WALT (end point):</u> Explore different types of relationships.	<u>WALT (end point):</u> Find strategies to manage strong feelings.	<u>WALT (end point):</u> How to keep ourselves safe, including online.	<u>WALT (end point):</u> understand how to stay well.	<u>WALT (end point):</u> Get along with our friends.

<b>KS3 Year 1</b>	<u>WALT (end point):</u> Look after the world we live in.	<u>WALT (end point):</u> Understand how are bodies change as we grow up.	<u>WALT (end point):</u> Identify and manage strong feelings, such as anger, sadness and frustration.	<u>WALT (end point):</u> Understand what we can do to stay safe in an emergency.	<u>WALT (end point):</u> Choose appropriate clothing and footwear.	<u>WALT (end point):</u> Show understanding of prejudice and discrimination.
<b>KS3 Year 2</b>	<u>WALT (end point):</u> prepare for adulthood and explore the jobs available to us.	<u>WALT (end point):</u> show respect within our personal relationships.	<u>WALT (end point):</u> Understand how kind and unkind comments can make people feel.	<u>WALT (end point):</u> Stay safe online.	<u>WALT (end point):</u> Choose how to live a healthy lifestyle.	<u>WALT (end point):</u> understand our personal strengths.
<b>KS4 Year 1</b>	<u>WALT (end point):</u> Understand diversity, and promote diversity rights.  NOCN Unit: R/600/6494	<u>WALT (end point):</u> Understand what it means to be in a long-term relationship and to be a parent.	<u>WALT (end point):</u> Understand how kind/unkind comments make people feel.	<u>WALT (end point):</u> Choose appropriate clothing and footwear.  NOCN Unit: J/600/6251	<u>WALT (end point):</u> Keep ourselves healthy through healthy eating and exercise.	<u>WALT (end point):</u> Show understanding of our appearance, personal qualities and behaviour.  NOCN Unit: A/600/6490
<b>KS4 Year 2</b>	<u>WALT (end point):</u> Understand how to manage money, what we can spend it on and how to save.  NOCN Unit: J/600/6217	<u>WALT (end point):</u> Understand what happens in intimate relationships (consent and contraception).	<u>WALT (end point):</u> Understand different types of relationships and how to behave in them.  NOCN Unit: D/600/6501	<u>WALT (end point):</u> Understand personal safety and risk and how to keep ourselves safe.  NOCN Unit: Y/600/6304	<u>WALT (end point):</u> Understand how to keep ourselves well and what we can do if we are unwell.  NOCN Unit: A/600/6294	<u>WALT (end point):</u> Identify our personal strengths and talk about what we are good at and what we enjoy doing. NOCN Unit: Y/600/6495
<b>KS4 Year 3</b>	<u>WALT (end point):</u> Look after our environment.  NOCN unit: R/600/6477	<u>WALT (end point):</u> Show understanding of the need for personal hygiene.  NOCN unit: M/600/6289	<u>WALT (end point):</u> Recognise when we have romantic feelings and how to handle sexual attraction.	<u>WALT (end point):</u> Understand the importance of the law and who enforces it. NOCN unit: F/600/6488	<u>WALT (end point):</u> Understand the risks of drugs, alcohol and tobacco. NOCN Unit: T/600/625	<u>WALT (end point):</u> Show awareness of our local area and the different communities in it. NOCN Unit: M/600/6549

<b>KS5 Year 1</b>	<u>WALT (end point):</u> <b>Make Career Choices.</b>  NOCN Unit: A/504/1231	<u>WALT (end point):</u> Understand how to manage sexual feelings and intimate relationships.	<u>WALT (end point):</u> <b>Manage confidence and build self-esteem.</b>  NOCN Unit: T/504/1230	<u>WALT (end point):</u> Show awareness of staying safe online.	<u>WALT (end point):</u> How to make and keep appointments with medical professionals.  <i>IL NOCN Unit:</i> A/600/6523	<u>WALT (end point):</u> <b>Preparing for and taking part in an interview.</b>  NOCN Unit: J/504/1233
<b>KS5 Year 2</b>	<u>WALT (end point):</u> Understand how to recycle and manage waste.  <i>IL NOCN Unit:</i> H/600/6225	<u>WALT (end point):</u> <b>Look and act the part at work.</b>  NOCN Unit: F/504/1280	<u>WALT (end point):</u> <b>Understand respectful relationships in the work place and how to deal with problems at work.</b>  NOCN Unit: A/504/1407	<u>WALT (end point):</u> <b>Understand health and safety procedures in the workplace</b>  NOCN Unit: A/504/1410	<u>WALT (end point):</u> Understand the importance of personal presentation and looking after our skin and hair.  <i>IL NOCN Unit:</i> M/600/6308	<u>WALT (end point):</u> Understand our rights and responsibilities in society.  <i>IL NOCN Unit:</i> H/600/6502

This follows the guidance from Development matters for EYFS, topics from the PSHE Association SEND framework for KS1-4 and NOCN accreditation units for Key Stage 4 and 5.

Units where learners will achieve accreditation are highlighted in yellow.

Careers units are shaded green.

Units covering environmental issues are shaded blue.

RSHE units are shaded pink.