

14-19 Phase Content

Content as in Upper Phase

Additional content and emphasis placed on managing pressures in an age appropriate way, reflecting the increased independence older teenagers may have.

Themes in these sub strands will be linked where appropriate to the students preparation for adulthood and the wider world. Examples will be explored of prejudice, discrimination, bullying and peer pressure in the wider world beyond school, such as between colleagues or in colleges or day centres.

Key vocabulary (All previous vocabulary, along with the following additional terms):

Pathway 4/5:

prejudice discrimination peer pressure bullying teasing

Old Park School

PSHE Curriculum (Including Relationships, Sex, Health Education)

Information for Parents, Carers and Families

Strand: Self Awareness

Term: Autumn– second half

The content of the PSHE curriculum is take from the PSHE association SEND framework, and meets all statutory requirements for PSHE Education, including Sex Education, for schools in England.

During the Lower, Middle and Upper phases, the content is delivered as part of a 3 year curriculum cycle. Pupils in Lower and Middle Phases will repeat the content in full, in order to allow for increased understanding and engagement with the content as the pupils grow and develop.

In 14-19 Phase, there is a 2 year cycle , which students repeat in full. The rationale behind this repetition is the same as for our younger students, as there will be a need to reinforce and expand on concepts as the students prepare for adulthood, and may develop both physically and emotionally at different rates.

To promote a key theme and consistency across the school, each half term the same strand will be delivered to all classes.

If you wish to discuss any of the content please do not hesitate to contact the PSHE Co-ordinators (Amy Croft and Sarah

Lower and Middle Phase Content

Sub strands:

SA1– Things we are good at

Including describing our strengths and how we are unique; things we like, and how our skills and the things we enjoy might be different to others

SA3– Playing and working together

Including how to take turns, being 'fair' to each other, and working collaboratively as part of a team.

SA4– People who are special to us

Including recognising people who help and care for us and the different roles of other people in our lives.

SA5– Getting on with others

Including understanding that other people might sometimes do things we don't like, and how we can manage this in an acceptable and constructive way.

Key vocabulary:

good skill strength talent like enjoy
don't like don't enjoy family friend help love care
kind share unkind fair unfair
upset fall out

Upper Phase Content

Sub strands:

SA1– Personal strengths

Including looking in more detail at the things we are good at and enjoy, appreciating strengths and skills in other people, and strategies to manage unkind/ hurtful comments.

SA3– Prejudice and discrimination

Including understanding that everyone is unique and special, that everyone has the right to be treated fairly and with respect, the reasons in which some people might be treated unfairly, and what to do if this happens.

SA4– Managing pressure

Including how to recognise kind and unkind behaviours, what bullying and teasing means, and how to manage peer pressure.

Key vocabulary (All previous vocabulary, along with the following additional terms):

positive negative hurtful offensive respect different