

## **14-19 Phase Content**

Content as in Upper Phase

Additional content and emphasis placed on real-world application of knowledge, in particular in terms of preparing for adulthood, expressing our own wishes and feelings for the future, and understanding how to acquire, use and budget money effectively.

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

Choices opinion wishes feelings future

*Pathway 4/5:*

Budget personal allowance independent living shared lives  
residential employment

## **PSHE including Relationships, Sex, Health Education**

### **Information for Families**

**Strand: The World I live In**

**Term: Spring– Second half**

The content of the PSHE curriculum is taken 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 Johnson).

## Lower and Middle Phase Content

### Sub strands:

#### **WILI1– Respecting differences between people**

Including identifying simple similarities and differences between people, and that sharing one thing in common with others can make us part of a group or community, but we are all still special and unique.

#### **WILI2– Jobs people do**

Including recognising some jobs done by people we know, how different adults contribute to school life, and jobs in the wider community.

#### **WILI3– Rules and laws**

Including recognising some of the rules we have in school and at home, and how different rules are in place to keep us safe.

#### **WILI4– Taking care of the environment**

Including recognising different simple ways we can take care of people, animals, our school environment and the wider environment.

#### **WILI5– Belonging to a community**

Including identifying different groups we may belong to, how being part of a group makes us feel, and recognising some of the different groups which make up our community.

#### Key vocabulary:

Same different special group share community job  
rules safe dangerous

## Upper Phase Content

### Sub strands:

#### **WILI1– Diversity, rights and responsibilities**

Including similarities and differences between young people our age, what is meant by 'rights and responsibilities', and the ones we have in school and in the wider community and environment

#### **WILI3– Taking care of the environment**

Including identifying living things that people can care for, different ways of showing compassion, and how everyday decisions can affect the environment.

#### **WILI4– Preparing for adulthood**

Including understanding different types of living arrangement, what is meant by having a 'job', and identifying our own aspirations for adult life

#### **WILI5– Managing finances**

Including describing in simple terms what money is used for, how people might acquire money, how money might be kept safe, and the consequences of spending more than we have (basic budgeting).

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

Gender faith rights people plants animals care  
hopes job living money spend earn save

*Pathway 4/5:*

Gender faith responsibilities compassion aspirations debt  
budget