



## **PSHE including RSHE Intent, Implementation and Impact Statement**

### **Intent**

At Old Park School we strive to maximise the potential for our pupils to engage as fully as possible in the world around them in a positive and socially acceptable way. Our PSHE including RSHE curriculum aims to give pupils the opportunity to experience, explore and discuss the following key areas;

- respect, tolerance and appreciation for others by tackling bullying, stereotypes, prejudice and discrimination. This will also include teaching self-awareness and feeling of happiness and a pride in themselves.
- body development and changes, including emotional changes
- emotional wellbeing, understanding healthy and unhealthy coping strategies and how to request support to access these if needed, how to cope with change, and how to form and maintain new friendships and relationships. Developing friendships can influence well-being and opportunities.
- what constitutes healthy, happy, fulfilling relationships (including professional, platonic and romantic) and the distinction and boundaries between these
- opportunities and language needed for recognition and communication of wants, needs, wishes, feelings, likes, dislikes, pain, and illness.
- healthy lifestyles, including in terms of diet, exercise, hygiene, relationships, risk-taking behaviour and access to routine and specialist healthcare as needed
- growing up healthy, happy, safe and able to manage the challenges and opportunities in every day life.

In addition to these key areas, there is a great importance to promote and encourage proactive safeguarding which will underpin the teaching throughout the topics during the year. These include:

- understanding that no one has the right to do anything to your body that you are not happy with or that hurts you; along with giving pupils the means to communicate this
- ability to grant and withdraw consent in any situation
- understanding that everyone has a right to feel safe, and the means to communicate if this is not the case
- understanding of suitable sources of help and the means to access these
- accurate vocabulary to promote clear and effective communication about the human body
- understanding of relevant laws around sexual activity, and the potential consequences of breaking these (specifically the age of consent, the definition of sexual assault/ rape, and the creation or viewing of sexual image of a child under the age of 18) as appropriate for individual groups/ pupils

Our PSHE including RSHE curriculum feeds directly into Preparation for Adulthood and the 4 areas indicated within the PfA framework (Employment, Independent Living, Community Inclusion and Health).

## Implementation (Long Term Sequence of Learning)

All pupils at Old Park School will access the Personal, Social, Health Education (PSHE) including Relationships and Sex Education including Health Education (RSHE) curriculum. The specific content taught at Old Park School will be structured using the PSHE Association document, 'PSHE education planning framework for pupils with SEND'. A copy of the full framework can be found at <https://pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-framework-pupils-send-key>

This document combines the key learning objectives from all areas of PSHE and RSHE as appropriate, and 'groups' them into sequences of learning for Primary and Secondary age pupils. These sequences are differentiated to suit the needs and cognitive abilities of all learners at Old Park School, and fall under the following 6 topic headings for each age group:

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

These topics allow for a range of personal, social, health, economic and relationships issues to be explored in detail, appropriate to the pupils' individual needs. They include information about mental health and wellbeing, online safety, stranger danger, and reporting concerns about any aspect of life effectively.

For Primary age pupils this curriculum will cover PSHE and Relationships education topic areas, including Health Education. More information can be found here

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907638/RSHE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSHE_primary_schools_guide_for_parents.pdf)

For Secondary age pupils this curriculum will cover PSHE and Relationships and Sex Education, including Health Education. Pupils in Key Stage 5 will revisit topics as appropriate. More information can be found here

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907640/RSHE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907640/RSHE_secondary_schools_guide_for_parents.pdf)

*'Much of the learning may need to be regularly re-visited and consolidated — the focus should be on the quality of learning rather than quantity of 'topics' covered. It is not enough to simply teach pupils about the issues covered in the framework; it is vital they 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)', PSHE Association 2020.*

PSHE and RSHE is included into our long term overviews for each Phase of the school, and forms part of each class's weekly timetable, to ensure thorough and consistent coverage.

PSHE Long term plan- Lower and Middle Phases  
Key Stage 1 and 2 framework

	Autumn 1 Managing Feelings	Autumn 2 Self-awareness	Spring 1 Healthy Lifestyles	Spring 2 The World I Live In	Summer 1 Changing and Growing	Summer 2 Self-care, Support and Safety
Cycle A	MF1- Identifying and expressing feelings MF2- Managing strong feelings	SA1- Things we are good at	HL1 –Healthy Eating	WIL1- Respecting differences between people WIL3- Rules and laws	CG3- Dealing with touch	SSS1- Taking care of ourselves
Cycle B	MF1- Identifying and expressing feelings MF2- Managing strong feelings	SA3- Playing and working together SA5- Getting on with others	HL2- Taking care of our physical health	WIL2- Jobs people do WIL6- Money	CG1- Baby to adult	SSS3- Trust
Cycle C	MF1- Identifying and expressing feelings MF2- Managing strong feelings	SA4- People who are special to us	HL3- Keeping well	WIL4- Taking care of the environment WIL5- Belonging to a community	CG4- Different types of relationships	SSS5- Public and Private

SA2, SSS2 delivered throughout curriculum  
SSS4 delivered through ICT  
CG2 (puberty) delivered in middle phase through focused workshops Spring 2 and Summer 1

PSHE Long term plan- Upper Phase  
Key Stage 3 and 4 framework

	Autumn 1 Managing Feelings	Autumn 2 Self-awareness	Spring 1 Healthy Lifestyles	Spring 2 The World I Live In	Summer 1 Changing and Growing	Summer 2 Self-care, Support and Safety
Cycle A	MF1- Self-esteem and unkind comments	SA1- Personal strengths	HL1- Elements of a healthy lifestyle HL5- Body image	WIL4- Preparing for adulthood WIL5- Managing finances	CG1- Puberty	SSS3- Accidents and risk SSS5- Emergency situations
Cycle B	MF2- Strong feelings	SA4- Managing pressure	HL3- Physical activity HL4- Healthy eating	WIL1- Diversity, rights and responsibilities	CG4- Intimate relationships, consent and contraception* CG5- Long term relationships and parenthood*	SSS1- Feeling unwell SSS7- Gambling
Cycle C	MF3- Romantic feelings and sexual attraction*	SA3- Prejudice and discrimination	HL6- Medicinal drugs HL7- Drugs, alcohol and tobacco	WIL3- Taking care of the environment	CG4- Intimate relationships, consent and contraception* CG5- Long term relationships and parenthood*	SSS2- Feeling frightened/ worried SSS6- Public and private

SA2 delivered through Vocational Studies during Key Stage 4  
SSS4 and WIL2 delivered through ICT  
CG2, CG3 and HL2 delivered throughout curriculum  
\*sensitive issues

PHSE Long term plan- 14-19 Phase  
Key Stage 3 and 4 framework

Cycle	Autumn 1 Managing Feelings	Autumn 2 Self-Awareness	Spring 1 Healthy Lifestyles	Spring 2 The World I Live In	Summer 1 Changing and Growing	Summer 2 Self-Care, Support and Safety
A	MF3* Romantic feelings and sexual attraction	SA4 Managing Pressure	HL1 Elements of a healthy lifestyle	WIL3 Taking care of the environment	CG4* Intimate relationships, consent & contraception CG5* Long term relationships and parenthood	SSS1 Feeling unwell SSS7 Gambling
B	MF1 Self-esteem and unkind comments MF2 Strong feelings	SA3 Prejudice and discrimination	HL3 Physical activity HL4 Healthy eating	WIL4 Preparing for adulthood	CG4* Intimate relationships, consent & contraception CG5* Long term relationships and parenthood	SSS2 Feeling frightened/ worried SSS6 Public and private

SA1, SA2, SSS3, SSS5, CG2 and CG3 delivered through Vocational Studies and Independent Living skills  
SSS4 and WIL2 delivered through ICT  
CG1 delivered as needed through individual/ small group workshops  
HL2, HL5, HL6, HL7, WIL1 delivered throughout curriculum  
WIL5 delivered through maths  
(Please see Long Term Plan for 14-19 Phase for specific placement and delivery of these sub-strands)  
\*sensitive issues

The PSHE including RSHE curriculum is written in consultation with and enhanced by the following -

<p><b>Pre-Subject Specific</b></p>	<p>Pathway 1  Multi-sensory Foundations for Learning and Life  Pathway 2  Learning to Play, Learn and Live</p>	<ul style="list-style-type: none"> <li>▪ PSHE Association SEND framework (Lower and Middle phases following Key Stage 1 and 2; Upper and 14-19 phases Key Stage 3 and 4 framework)</li> <li>▪ Links to Preparing for Adulthood- particularly Health Pathway</li> <li>▪ Links to 'My Well-being', 'My Communication', 'My Body' and 'My World'</li> <li>▪ -Self-expression of feelings, opinions, and experiences</li> <li>▪ -Preparing for the wider world and understanding how to interact with it in an appropriate way</li> <li>▪ -Understanding own physical changes and development</li> <li>▪ Links to Engagement profile</li> </ul> <p>Enrichment Opportunities: Transition preparation during Key Stage 5- sharing my own views, forming new relationships, engaging in society Talentino programme links (Careers at Every Level)- Life skills, relationships, working with others, healthy living</p>
<p><b>Subject Specific</b></p>	<p>Pathway 3  Roots</p>	<p>OPS Scales 5-9: Subject roots Skills, Concepts, Knowledge, Vocabulary</p> <ul style="list-style-type: none"> <li>▪ PSHE Association SEND framework (Lower and Middle phases following Key Stage 1 and 2; Upper and 14-19 phases Key Stage 3 and 4 framework)</li> <li>▪ Links to Science (biology) curriculum</li> <li>▪ Links to Preparing for Adulthood- particularly Health Pathway</li> <li>▪ Links to 'My Well-being', 'My Communication', 'My Body' and 'My World' <ul style="list-style-type: none"> <li>○ -Self-expression of feelings, opinions, and experiences</li> <li>○ -Preparing for the wider world and understanding how to interact with it in an appropriate way</li> <li>○ -Understanding own physical changes and development</li> </ul> </li> </ul> <p>Enrichment Opportunities: Visiting theatre groups (eg, Loudmouth) Work experience placements during Key Stage 5- forming and managing professional relationships, working effectively with others, understanding own strengths, skills and experiences Transition preparation during Key Stage 5- sharing my own views, forming new relationships, socially acceptable behaviour Talentino programme links (Careers at Every Level)- Life skills, relationships, working with others, healthy living</p>

<p><b>Subject Specific</b></p>	<p>Pathway 4</p> <p>Shoots</p>	<p>OPS Scales 10-14: Subject shoots Skills, Concepts, Knowledge, Vocabulary</p> <ul style="list-style-type: none"> <li>▪ PSHE Association SEND framework (Lower and Middle phases following Key Stage 1 and 2; Upper and 14-19 phases Key Stage 3 and 4 framework)</li> <li>▪ Links to Science (biology) curriculum</li> <li>▪ Links to Preparing for Adulthood- particularly Health Pathway</li> <li>▪ Links to 'My Well-being', 'My Communication', 'My Body' and 'My World' <ul style="list-style-type: none"> <li>○ -Self-expression of feelings, opinions, and experiences</li> <li>○ -Preparing for the wider world and understanding how to interact with it in an appropriate way</li> <li>○ -Understanding own physical changes and development</li> </ul> </li> </ul> <p>Key Stage 1 National Curriculum outcomes</p> <p>Enrichment Opportunities: Visiting theatre groups (eg, Loudmouth) Work experience placements during Key Stage 5- forming and managing professional relationships, working effectively with others, understanding own strengths, skills and experiences Transition preparation during Key Stage 5- sharing my own views, forming new relationships, socially acceptable behaviour Talentino programme links (Careers at Every Level)- Life skills, relationships, working with others, healthy living</p>
<p><b>Subject Specific</b></p>	<p>Pathway 5</p> <p>Blossom</p>	<p>OPS Scales 15: Subject blossom Skills, Concepts, Knowledge, Vocabulary</p> <ul style="list-style-type: none"> <li>▪ PSHE Association SEND framework (Lower and Middle phases following Key Stage 1 and 2; Upper and 14-19 phases Key Stage 3 and 4 framework)</li> <li>▪ Links to Science (biology) curriculum</li> <li>▪ Links to Preparing for Adulthood- particularly Health Pathway</li> <li>▪ Links to 'My Well-being', 'My Communication', 'My Body' and 'My World' <ul style="list-style-type: none"> <li>○ -Self-expression of feelings, opinions, and experiences</li> <li>○ -Preparing for the wider world and understanding how to interact with it in an appropriate way</li> <li>○ -Understanding own physical changes and development</li> </ul> </li> </ul> <p>Enrichment Opportunities: Visiting theatre groups (eg, Loudmouth) Work experience placements during Key Stage 5- forming and managing professional relationships, working effectively with others, understanding own strengths, skills and experiences Transition preparation during Key Stage 5- sharing my own views, forming new relationships, socially acceptable behaviour Talentino programme links (Careers at Every Level)- Life skills, relationships, working with others, healthy living</p>

## Impact

### Education Health Care Plans

There are clear links that impact across all four areas of the EHCP within PSHE.

- **Communication:** the ability to express changes in their bodies, feelings and wider environment, having the means to express if something negative has occurred/ abuse has taken place, being able to grant and withdraw consent in a variety of situations
- **Cognition and Learning:** understanding the processes of personal growth, recognising and respecting our own and others skills, weaknesses and differences, understanding what is acceptable and unacceptable when interacting with others and in the wider community
- **Social, Emotional and Mental Health:** understanding our own feelings, managing relationships of different types, dealing with conflicts, recognising what contributes to or harms our own mental health, expressing ourselves in an appropriate and acceptable way
- **Sensory and Physical:** understanding changes and experiences during their own physical growth and development, improved health outcomes through more consistent and timely access to healthcare facilities and the understanding of when healthcare is required.

### Pre-Subject Specific Learners

Pupils working at this level will benefit from a range of experiences and stimuli which develop over time following the long-term structured sequence. This will maximise the opportunity of these learners to respond expressively to different topics and areas of learning as they revisit each strand of the PSHE Framework. In line with their cognitive and physical development, pupils may develop emergent communication of consent, responding consistently to the same familiar people around them, and moving towards or away from others to indicate basic wishes to interact, seek comfort, or reject touch from another. They may begin to respond consistently to preferred stimuli, for instance growing plants; animals; music associated with different feelings; or sensory resources and toys needed for baby care.

### Subject Specific Learners

The structure of the PSHE curriculum lends itself to building knowledge over time across the 6 strands. Impact of each of these strands will be demonstrated by pupils gradually accessing the knowledge and skills described at a higher level across the framework each time they revisit the strand. As outlined previously, the 6 strands pupils will benefit from each year are:

- Self-Awareness (developing an appreciation for their own likes, dislikes, strengths and interests)
- Self-care, Support and Safety (embedding routines and practices which keep them safe; and incorporating and understanding of some aspects of Relationships and Sex Education, such as respect and consent.)
- Managing Feelings (recognising and responding appropriately to their own feelings and the feelings of others around them. Having an appreciation that their actions also affects others; and incorporating some aspects of Relationships and Sex Education such as recognising and managing sexual attraction)
- Changing and Growing (gradually developing an understanding of puberty, sexual intercourse, menstruation, social 'rules' around masturbation, contraception, pregnancy, long term relationships, divorce and different family units.)
- Healthy Lifestyles (participating in activities to maintain or improve our physical and mental health, and recognising positive choices.)

- The World I Live In (demonstrating how to interact with the wider world and have a positive impact on the environment, people and other living things around them.)

## Preparation for Adulthood

During an Old Park School stakeholder consultation on Post 19 hopes and aspirations across all pathways, a variety of responses were received. The PSHE curriculum sits at the heart of the 'My Well-Being' responses. These can be found below.

<p><b>Staff and Governor Responses</b></p>	<p><u>Relationships</u>          Build fulfilling relationships which encourage communication and interaction.          To form and maintain safe, meaningful relationships (both friendships and romantic).          To experience positive relationships.          To develop positive relationships.          Be prepared to meet new people when I leave school.          To build new relationships with carers and/or staff in a setting when I leave school.          To maintain friendships our young people make in school.          To maintain/build new friendships.</p> <p><u>Social</u>          Meet new people in the local community.          Be socially appropriate with adults and peers.          To enjoy interactions with friends and adults.          Learn how to look after each other and empathise with each other, (being kind and caring).          Know who to ask for support and help.          To stay safe out in the community.          Know how to keep themselves safe. (as potentially vulnerable)          To have an awareness of safe, personal boundaries.          To feel safe and tell someone when they don't feel safe.          To engage in meaningful activities in my spare time.          To have fun together.</p> <p><u>Social Awareness/ Safety</u>          Able to ask for help.          Know how to stay safe, spot dangers in their homes and community.          Understand right and wrong.          Be able to keep safe. Know who can help.          To be as independent as possible.</p> <p><u>Wellbeing/Emotions &amp; Mental Health</u>          Be supported to understand my feelings in different social settings.          To be able to regulate my emotions.          Expressing needs and wants, wishes and feelings.          Expressing thoughts and feelings. (feelings and emotions)          Share own wishes and feelings for the future.          Have an understanding of a range of emotions and be able to regulate these.          To develop strategies for self-regulation of my emotional wellbeing.          Develop coping strategies.          To be aware of own emotions and mental health.          Recognise the signs when I am not well.          To express how I am feeling.          To express my emotions in a socially acceptable way.          Develop empathy towards others.          To understand that it is ok to feel different and have different emotions.          Be able to communicate illness, pain and discomfort.          Be active, eat well and follow a healthy diet.          Understands what makes me happy.          Know who I am.          To recognise and value oneself.          Develop own style, find one's interests.          To share with others.          Be prepared for change when I leave school.          Have had support from relevant agencies or advocate.          Be able to select what I want to do and what I don't want to do.          Do things I enjoy which help me relax.</p>
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	Have opportunities to develop emotional resilience in an ever changing world.
<b>Parent /Carer Responses</b>	<p>To be respected for who I am.</p> <p>Continue to be happy.</p> <p>Achieve full potential and be happy.</p> <p>To regulate my behaviour and my emotions.</p> <p>To understand his/her difficulties and learn strategies to help.</p> <p>To manage my emotions.</p> <p>To express emotions in a non physical/aggressive way.</p> <p>To regulate my temper and reduce frustration.</p> <p>To communicate if in pain.</p> <p>To tell people and my family if I am upset and what has upset me.</p> <p>Be aware of my feelings.</p> <p>To communicate my feelings to people around me.</p> <p>To interact with my peers.</p> <p>To interact in larger groups.</p> <p>To be a sociable person, not isolate himself from his peers or adults around him.</p> <p>To experience and enjoy motivating, engaging activities which have stimulated him to take part.</p> <p>To develop coping strategies which will reduce the frequency of challenging behaviour.</p> <p>I would like my child to be in the best possible place in terms of mind and health.</p> <p>To know how to manage emotions such as sadness and anger.</p> <p>Build resilience.</p> <p>Understand 'private time'.</p> <p>Understand personal boundaries, what is and what isn't acceptable.</p> <p>To communicate anything that is not acceptable in order to safeguard herSELF.</p>
<b>Connexions Wider Community</b>	<p>For pupils to feel safe, secure and happy during transition and in their new learning environment.</p> <p>To have access to specialist behaviour support and/or advice from adult services at Ridge Hill.</p> <p>That young people have experienced healthy SRE that meets their needs.</p> <p>That young people have specific learning about relationships and risks when they move into more adult settings such as college and social care provision.</p>

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