

14-19 Phase Content

Content as in Upper Phase

Additional content and emphasis placed on understanding the range of relationships which are currently legally protected in the UK, along with reinforcing accurate and socially acceptable vocabulary to describe different relationships.

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

family friends carers boyfriend/ girlfriend husband/ wife

Fancy crush butterflies erection

Pathway 4: gay lesbian homosexual prejudice homophobic
police

Old Park School

PSHE Curriculum information for families and carers

Strand: Managing Feelings

Term: Autumn– first 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

Lower and Middle Phase Content

Sub strands:

MF1– Identifying and expressing feelings

Including understanding what makes us feel different ways, recognising that no one has the right to hurt or upset us, and acknowledging that everyone has a range of feelings at different times

MF2– Managing strong feelings

Including communicating our feelings to others effectively, identifying and using healthy coping strategies, and understanding coping strategies which are unacceptable, such as hurting others or ourselves.

Key vocabulary:

happy sad scared excited angry surprised
like dislike kind unkind acceptable unacceptable
help

Upper Phase Content

Sub strands:

MF1– Self-esteem and unkind comments

Including understanding that everyone is special, experiencing things which make us feel good about ourselves, understanding the difference between helpful, kind comments and unhelpful, unkind comments, and how to manage these in an acceptable and constructive way.

MF2– Strong feelings

Including identifying how we may feel, look or sound when experiencing different feelings, how to seek support and what we can do to recover from strong feelings, and how we could support others having difficulties with their emotions.

MF3– Romantic feelings and sexual attraction

We will be identifying people we like and how what we do affects others. We will then explore the difference between liking someone and being attracted to them, and learning about the effects these feelings have. We will learn about equal rights in relationships in line with British law, recognising that everybody of all genders and sexual orientation is unique, special and worthy of respect. Some learners will explore appropriate terms we use to describe people of different sexual orientations.

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

family friends carers boyfriend/ girlfriend husband/ wife
Fancy crush butterflies erection
Pathway 4: gay lesbian homosexual prejudice homophobic
police