

## 14-19 Phase Content

Content as in Upper Phase– Additional content covered in below sub strands:

### **SSS 4 Keeping safe online**

Content delivered in Upper Phase will be revisited, along with additional emphasis placed on understanding what keeping safe online means, what social media is and how some people use it, and recognise some ways in which social media can be used in a safe and positive way, recognise that not all information seen online is the truth and identify some possible risks of using social media.

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

*Pathway 4/5:*

Safe online social media people recognise information risks

Identity

## PSHE including Relationships, Sex, Health Education Information Families

### **Strand: Self-care, support and safety**

#### **Term: Summer– 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:

#### **SSS1– Taking care of ourselves**

Including identifying people who look after us and help us to take care of ourselves, identifying some way in which we might be cared for by family/carers, simple self care techniques (e.g. brushing teeth, washing hands), things we can do by our selves or with support to stay healthy and identify some ways we can help to keep ourselves well.

#### **SSS3– Trust**

Including recognising trusted adults in school, things we call personal and things we call private, recognise what keeping something secret means and identifying someone who can help us if we are afraid or worried.

#### **SSS5– Public and private**

Including identifying and recognising some personal belongings, recognise the difference between something that is personal and something that is public, recognise we have the right to keep our bodies private, describe ways we take care of personal belongings and identify places that are public and places that are private.

### Key vocabulary:

People family carer taking care healthy well trust adult  
School personal private secret afraid worried belongings  
Body safe

## Upper Phase Content

### Sub strands:

#### **SSS1– Feeling unwell**

Including describing the difference between feeling well and feeling unwell, understand how to let someone know we are feeling unwell, describe in simple terms how germs can be spread and understand that is good to ask someone for help quickly if we feel unwell.

#### **SSS2– Feeling frightened/ worried**

Including showing simple ways we can communicate we are frightened or worried, identify who is responsible for keeping us safe and the importance of helping to keep ourselves safe.

#### **SSS3– Accidents and risk**

We will recognise what is meant by personal safety and explain what is meant by something being an accident and identify some behaviours that might be risky.

#### **SSS5– Emergency situations**

We will identify rules and procedures in school that keep us safe and learn about how to report and accident in school.

#### **SSS6– Public and Private**

We will learn what is meant by public and private and identify some things that should be kept private.

#### **SSS7– Gambling**

We will recognise some examples of taking a chance and explain the term gambling and where it might take place.

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

#### *Pathway 4/5:*

Well unwell safe accident risky rules accident report public  
private gambling