



# St. John Vianney School

Steps to Independence & Education for Life

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## SAINT JOHN VIANNEY R C SCHOOL



### THE MISSION STATEMENT OF ST JOHN VIANNEY RC SCHOOL

At St John Vianney School we celebrate the uniqueness of every child and the God given gifts they bring each day to our learning community.

Inspired by the example of Jesus Christ we are a school where every child and young person is highly valued and encouraged to give of their best.

Building on our Roman Catholic foundations we aim to foster an engaging, nurturing and safe environment, within which our children thrive and achieve their full potential.

Our St John Vianney family is dedicated to fostering independence and educating resilient, lifelong learners, who are empowered to enrich their own lives and those of others

## **Contents:**

### Statement of intent

1. Legal framework
2. Key roles and responsibilities
3. Aims of the PSHE curriculum
4. Teaching methods and learning style
5. Timetabling and cross-faculty involvement
6. Safeguarding, reports of abuse and confidentiality
7. Tailoring PSHE
8. KS1 and 2 programmes of study
9. KS3 and 4 programmes of study
10. Assessment
11. Monitoring and review

## Context

St. John Vianney RC School is a Special Educational Needs school for children and young people ages 5-19 with additional learning needs, communication difficulties and, those on the Autistic spectrum. Our school recognises and values the individuality of each pupil and the unique place which they hold in the world. The Catholic ethos of the school helps provide a nurturing and respecting community in which pupils have a strong sense of belonging.

## Statement of Intent

“PSHE education equips and prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHE education has a rich body of knowledge taught through topics. Learners need to ‘know about...’, ‘know how to...’ and also ‘be able to...’ All of the chosen topics provide a context to progressively expand and enrich overarching concepts and transferable skills.” (PSHE Association June 2016).

St John Vianney School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

The vision for pupils, staff and others linked to St John Vianney School is to always look to achieve our personal best in every aspect of school life.

- Our School is committed to the pupils and staff dedicate themselves to ensure that there is a distinct Catholic learning environment that nurtures everyone to develop their ‘talents to the full’.
- Our School is determined to provide a highly positive school ethos built on Gospel values and high-quality relationships between pupils and staff which results in a strong sense of togetherness.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a ‘can-do’ attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, are promoted through an inclusive and varied PSHE/RSE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.

Parents will be informed about the PSHE policy via the school’s website where it, and the PSHE/RSE curriculum, will be available to read and download.

Within our SEND School, the delivery of the PSHE curriculum will be adapted at the appropriate level for the learning needs of each individual child and what they are able to

access/understand. Adaptions to the curriculum will be undertaken in the planning of the Programmes of Study by the Class teacher and their teams.

## 1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'School and college security'
- DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2022) 'Personal, social, health and economic (PSHE) education'
- DfE (2025) 'Keeping Children Safe in Education 2025' (KCSIE)

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures Policy
- Child Protection and Safeguarding Policy
- RHE and RSE Policy

## 2. Key roles and responsibilities

2.1. At St John Vianney School the Governing Body has overall responsibility for the implementation of the school's PSHE Policy.

2.2. The Governing Body has overall responsibility for ensuring that the PSHE/RSE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3. The Headteacher has overall responsibility for reviewing the PSHE Policy bi-annually.

2.4. The Headteacher has responsibility for knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.

2.5. The Headteacher has responsibility for upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

2.6. The Headteacher has responsibility for showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.

2.7. The Headteacher has responsibility for ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.

- 2.8. The Headteacher has responsibility for ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- 2.9. The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 2.10. The Headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.
- 2.11. The PSHE/RSE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work, to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- 2.12. The PSHE/RSE co-ordinator is responsible for leading, managing and developing the school's provision in the subject area.
- 2.13. The PSHE/RSE co-ordinator is responsible for promoting and safeguarding the welfare of all pupils at all times.
- 2.14. The PSHE/RSE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- 2.15. The PSHE/RSE co-ordinator is responsible for ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- 2.16. The PSHE/RSE co-ordinator is responsible for acting as a positive role model for all pupils and staff members.
- 2.17. The school will consult with parents to ensure that the RHE and RSE education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
- 2.18. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).
- 2.19. The school ensures that pupils are also involved in the creation of this policy through feedback, suggestion forms and/or class discussions.

### **3. Aims of the PSHE curriculum**

- 3.1. Pupils will learn to do the following:
  - Understand what constitutes a healthy lifestyle.
  - Understand how to stay safe and behave online.
  - Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
  - Understand the law and consequences of risky behaviours.

- Develop responsibility and independence within school, which they will take forward into society in their working lives. This includes targeted preparation for Careers Information and Guidance.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop positive and safe relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

#### **4. Teaching methods and learning style**

- 4.1. A range of teaching and learning styles are used to teach PSHE.
- 4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.
- 4.3. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
  - No offensive language.
  - No raised voices/shouting.
  - No talking over people.
  - Show respect for another's views, even when disagreeing with them.
  - Keeping comments subject-specific, as opposed to personal.
- 4.4. Pupils learn research and study techniques and can engage in investigations and problem-solving activities.
- 4.5. All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.
- 4.6. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of St John Vianney School.

- 4.7. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 4.8. The School consults with the Diocese of Salford lead RSE teachers in relation to the delivery of RHE and RSE.
- 4.9. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

## **5. Timetabling and wider staff involvement**

- 5.1. The school uses direct teaching via timetabled lessons.
- 5.2. PSHE is taught in discrete curriculum time, delivered by class teachers, specialist teachers and other staff.
- 5.3. The school ensures cross-curricular learning is developed through discussion between staff, for example, through Key Stage coordinator meetings of staff working in different areas across the school. Staff CPD opportunities for PSHE are built into our training and meeting cycle.
- 5.4. There is an element of PSHE in pastoral care and the school will ensure that PSHE and Class teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

## **6. Safeguarding, reports of abuse and confidentiality**

- 6.1. All staff are aware of what constitutes peer-on-peer abuse through their safeguarding training. (See further the Child Protection and Safeguarding Policy). This is likely to include, but may not be limited to, the following:
  - Bullying (including cyberbullying).
  - Physical abuse, e.g. hitting, kicking, hair pulling.
  - Sexual violence, e.g. rape, assault by penetration and sexual assault.
  - Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
  - Upskirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.
  - Sexting
  - Initiation/hazing type violence and rituals.
- 6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:
  - Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.

- Signs of self-harm or a significant change in wellbeing.
  - Signs of assault or unexplained injuries.
  - New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 6.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.
  - 6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy DSL). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers will personally report this to the police.
  - 6.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff will never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
  - 6.6. The school will involve the DSL (or deputy DSL) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
  - 6.7. Every PSHE lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
  - 6.8. St John Vianney School invites external agencies to support the teaching of safeguarding-related subjects –and agree in advance of the session how the external visitor will deal with safeguarding reports.
  - 6.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid any material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

## **7. Tailoring PSHE for our SEND cohort**

- 7.1. All pupils at St John Vianney School receive PSHE education, with content and delivery tailored to meet their individual needs. The school will deliver RSE and health education as part of its timetabled PSHE programme
- 7.2. At St John Vianney School we use discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- 7.3. Teaching at St John Vianney School always considers the needs, ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 7.4. Adaptations are made for any child for whom English is a second language or who have communicative needs to ensure that all pupils can fully access PSHE educational provision.

## **8. The KS1 and 2 programmes of study**

Due to the SEND nature of the pupils at St John Vianney School it is important that pupils learn at their development stage, not necessarily their chronological age and therefore elements of the programme may be taught to different age groups or need to be repeated.

The PSHE programme of study will cover the following topics:

### **8.1 Key Stage 1:**

Pupils engage in activities that promote 3 core themes that underpin their knowledge in:

- Core Theme 1: **Health and wellbeing**
- Core Theme 2: **Relationships**
- Core Theme 3: **Living in the wider world – Economic wellbeing and being a responsible citizen.**

Through these themes the pupils learn to;

- Develop self-awareness to recognise and communicate their likes and dislikes.
- To join in and contribute to the life of the class through regular routines and shared experiences.
- Develop motivation
- Develop awareness of their bodies/themselves and identify ways of keeping healthy and safe
- Recognise that there are differences and similarities between people and that each person has a different identity,
- Understanding emotion

### **8.2 Key Stage 2:**

Pupils engage in activities that secure previous learning and develop the promotion of our 3 core themes that underpin and further enhance their knowledge:

- Core Theme 1: **Health and wellbeing**

- Core Theme 2: **Relationships**
- Core Theme 3: **Living in the wider world – Economic wellbeing and being a responsible citizen.**

Through these themes the pupils will build upon previous knowledge and learn to;

- Recognise that there are views other than their own which are often based on different beliefs and experiences.
- Promoting social skills, understanding safe touch and identifying rules.
- Understanding/ developing empathy, managing transition and loss.
- Further develop awareness of their bodies and themselves and identify ways of keeping healthy
- Recognise that they are growing and changing and to learn about how the body changes in preparation for puberty.
- Understand how to respond to an emergency
- Identify risk and understand safety implications when using ICT and the internet

During Key Stages 1 and 2, it is the expectation that learners will gradually build on the skills, attitudes, values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage accessing the EYFS framework. Pupils are encouraged to develop/further develop the skills to forge effective relationships, assume greater personal responsibility and keep themselves safe as outlined within our RSE curriculum.

Through such means we are able for instance, to assist pupils to cope with the changes at puberty through our Science curriculum. Through our Independent Learning, Enrichment and SMSC offer we are encouraging our learners to develop the skills, knowledge and understanding to further enable them to make an active contribution to their communities.

At the end of Key Stage 2 pupils will gain knowledge in the following subject areas in accordance with guidelines set out by PSHE Association:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs alcohol and tobacco
- Basic First-Aid
- Changing adolescent body

Pupils will be taught these subjects through our curriculum developed under the headings of the 3 overarching PSHE themes as outlined below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC Age	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
EY	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Yr 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Yr 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Yr 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

### Key Stage 1 & 2 Programmes of Study

The KS 1 and 2 Programme of Study will continue to be reviewed and will be updated in accordance with the changing needs of our pupils.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC Age	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Yr 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Yr 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Yr 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

## 9. KS3 and 4 programmes of study

The PSHE programme of study will cover the following topics:

### 9.1 Key Stage 3:

Pupils in KS3 further develop understanding of the 3 PSHE core themes and develop a greater understanding of the world of work.

- Core Theme 1: **Health and wellbeing.**
- Core Theme 2: **Relationships**
- Core Theme 3: **Living in the wider world – Economic wellbeing, careers and the world of work.**

This programme of study will develop pupils' knowledge skills and understanding in;

- The nature of friendships and relationships including consent and appropriate sexual relationships
- Recognising risks in situations, making safe choices and communicating the need for or refusal of help.
- Appreciate what makes a healthy lifestyle for each individual, identifying risks with drugs and alcohol.
- Risk taking, internet law and safety and consent
- The world of work, British Values, employment, Work Related Learning and money management,
- First Aid, CPR and emergency care

At Key Stage 3, it is the expectation that pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase.

The continuation of PSHE education delivered through a cross curricular approach acknowledges and addresses the changes that learners are experiencing, the challenges of adolescence and their increasing skills of independence. Pupils are encouraged to develop/further develop the skills to manage relationships, the increasing influence of peers and potential impact of the media on them. Through our curriculum offer PSHE education encourages our learners to be more confident in making a full and active contribution to our communities and to wider society.

At the end of Key Stage 3 pupils will gain knowledge in the following subject areas in accordance with guidelines set out by the PSHE Association:

- Respectful relationships and friendships
- Online safety and the internet
- Intimate and Sexual Relationships Education
- Sexual Health
- The Media
- Physical Health And Fitness

Pupils will be taught these subjects through our themed curriculum building on learning from Key Stage 2 under the headings of the 3 overarching themes (Health and Wellbeing, Living in

the Wider World and Relationships) and will revert back to KS1/2 programmes, where needed, dependent on the ability and need of the pupils.

### Key Stage 3 Overview of areas taught

	<b>Autumn 1 Health &amp; Wellbeing</b>	<b>Autumn 2 Living in the wider world</b>	<b>Spring 1 Relationships</b>	<b>Spring 2 Health &amp; Wellbeing</b>	<b>Summer 1 Relationships (RSE)</b>	<b>Summer 2 Living in the wider world (Careers)</b>
KS3 (A)	<p><b>Transition</b> - New class rules and expectations.</p> <p><b>Zones of regulation</b> - Teach/recap of zones. - How do I identify? - Monitoring and communicating my zone. - Mental wellbeing</p> <p><b>Safety First</b> - You are responsible - What are the risks? Making your mind up - In an emergency - Home: safe and sound - Outdoors: Playing it safe</p>	<p><b>Aspiration and Goals</b> - What are my interests? - What are my skills? - Setting realistic goals. - Positive decision making - Equal opportunities - Challenging stereotypes - Raising aspirations</p> <p><b>Skills for life</b> - Dressing appropriately - Telling the time</p>	<p><b>Diversity</b> - Gender - Nationality - Race and ethnicity - Religions of Britain - British values - Living in a diverse society - Respecting diversity</p>	<p><b>Healthy Lifestyles (Diet)</b> - What is healthy/unhealthy? - Tasting healthy foods. - Food groups. Basic food hygiene. - Planning a healthy diet. - Creating a healthy menu.</p>	<p><b>Ten:Ten</b> Units specified in RSE Policy.</p>	<p><b>Rights and responsibilities at work</b> - Challenges and rewards of work - Work – life balance - Overcoming setbacks and challenges - Rights and responsibilities in the workplace - Employment rules and rights - Equality and diversity - Overcoming stereotypes</p>
KS3 (B)	<p><b>Transition</b> - New class rules and expectations.</p> <p><b>Zones of regulation</b> - Teach/recap of zones. - How do I identify? - Monitoring and communicating my zone. - Mental wellbeing</p> <p><b>Personal responsibility</b> - Medical needs - Medicines and treatments - Allergies and intolerances - Basic first aid</p>	<p><b>Digital Literacy</b> - My life online - Appropriate relationships online - Social media - What should be public/private? - Gaming - How do I tell what is real/true? - Age appropriate websites - Reporting concerns</p> <p><b>Skills for life</b> - Using email and online communication. - Following cooking instructions.</p>	<p><b>Challenging discrimination and respecting difference</b> - Sexism - Racism - Ableism - Islamophobia/antisemitism - Homophobia - Prejudice and discrimination in Britain</p>	<p><b>Healthy Lifestyles (Routines)</b> - Daily routine - Exercise - Sleep patterns - Use of technology - Social time and interaction - Finding a good balance - Making independent choices</p>	<p><b>Ten:Ten</b> Units specified in RSE Policy.</p>	<p><b>My future career</b> - Where will I be in 10 years time? - Different learning pathways and options - National and local jobs - Self employment and working for others - What is a career? - Exploring different career paths</p>

KS3 (C)	<p><b>Transition</b></p> <ul style="list-style-type: none"> <li>- New class rules and expectations.</li> </ul> <p><b>Zones of regulation</b></p> <ul style="list-style-type: none"> <li>- Teach/recap of zones.</li> <li>- How do I identify?</li> <li>- Monitoring and communicating my zone.</li> <li>- Mental wellbeing</li> </ul> <p><b>Personal responsibility</b></p> <ul style="list-style-type: none"> <li>- Safe and unsafe situations</li> <li>- Responsible adults</li> <li>- Emergency services</li> <li>- How to call for help</li> </ul>	<p><b>Money matters</b></p> <ul style="list-style-type: none"> <li>- Where does money come from?</li> <li>- Ways to pay</li> <li>- Reasons to borrow</li> <li>- Spending decisions</li> <li>- Advertising</li> <li>- Keeping track</li> </ul> <p><b>Skills for life</b></p> <ul style="list-style-type: none"> <li>- Working in a team</li> <li>- Working in a pair</li> </ul>	<p><b>Families and communities</b></p> <ul style="list-style-type: none"> <li>- Different types of families.</li> <li>- Family life and relationships.</li> <li>- Change, loss and bereavement.</li> <li>- What is a community?</li> <li>- My community.</li> <li>- Different roles in my community.</li> <li>- How can I make a difference in my community?</li> <li>- Staying safe in the community.</li> </ul>	<p><b>Healthy Lifestyles (My body)</b></p> <ul style="list-style-type: none"> <li>- Your body is your own</li> <li>- Exercise Right, Sleep Tight</li> <li>- Taking care of our bodies</li> <li>- Harmful substances</li> <li>- How we think and feel about our bodies</li> <li>- Healthy Choices</li> </ul>	<p><b>Ten:Ten</b></p> <p>Units specified in RSE Policy.</p>	<p><b>Community and Careers</b></p> <ul style="list-style-type: none"> <li>- Types of jobs</li> <li>- Jobs in my community</li> <li>- How do people get jobs?</li> <li>- Connected interests and hobbies</li> <li>- How do my interests and skills match to jobs and careers?</li> <li>- My dream Job</li> </ul>
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## 9.2 Key Stage 4

During KS4 pupils continue to further develop their understanding through the 3 themes and develop a greater understanding of Careers and The World of Work. Progression of appropriate accreditation is also developed through the use of AQA units, Functional Skills and Work Experience Programmes.

- Core Theme 1: **Health and wellbeing.**
- Core Theme 2: **Relationships**
- Core Theme 3: **Living in the wider world – Economic wellbeing, careers and the world of work**

This programme of study will develop pupils' knowledge skills and understanding in

- Preparing for adult life by preparing for Post 16 choices available.
- Awareness of their own personal qualities, skills and achievements.
- Healthy relationships and how to deal with changing relationships.

At Key Stage 4, pupils extend and rehearse their skills aimed at deepening knowledge and understanding acquired during Key Stage 3, generalising such skills accordingly. Our cross curricular approach acknowledges that learners are moving towards adult life and encourages them to develop/further develop the skills, knowledge and understanding of responsibility for themselves and others.

By Key Stage 4 increasing numbers of pupils may be gaining more direct experience of issues taught through PSHE education via their community links. The PSHE Association acknowledges that schools should not feel constrained by the overarching concepts/themes identified by encouraging schools to adapt their planning to reflect our pupils' SEND needs.

At the end of Key Stage 4, pupils will gain further knowledge in subjects studied in Key Stage 3 in accordance with guidelines set out by the PSHE Association:

- Respectful relationships and friendships
- Online safety and the internet
- Intimate and Sexual Relationships Education
- Sexual Health
- The Media
- Physical Health and Fitness

Pupils will be taught these subjects through our themed PSHE curriculum under the headings of the 3 overarching themes (as outlined below) and will revert back to KS1/KS2/KS3 programmes, where needed, dependent on ability and need of the pupils.

### Key Stage 4/5 overview

To support the SEND needs of our KS4 and KS5 pupils we use a tailored programme of activity, revisiting and extending the learning on the topics identified. This ensures over the 5-year period the pupils access a sufficient breadth and embedding of key learning.

## Key Stage 4 Overview of areas taught

	<b>Autumn 1 Health &amp; Wellbeing</b>	<b>Autumn 2 Living in the wider world</b>	<b>Spring 1 Relationships</b>	<b>Spring 2 Health &amp; Wellbeing</b>	<b>Summer 1 Relationships (RSE)</b>	<b>Summer 2 Living in the wider world (Careers)</b>
KS4 (A)	<b>Peer influence and choices</b> <ul style="list-style-type: none"> <li>- Healthy and unhealthy friendships.</li> <li>- Recognising and challenging negative behaviours.</li> <li>- Being a good role model.</li> <li>- Health issues connected to Alcohol and Nicotine products</li> <li>- Health issues connected to Illegal drugs</li> <li>- Addiction and reliance</li> <li>- Social issues caused by over use and addiction</li> </ul>	<b>Next steps</b> <ul style="list-style-type: none"> <li>- Where to find information</li> <li>- Researching college courses</li> <li>- Applying for college courses</li> <li>- Opening a bank account</li> </ul> <b>Skills for life</b> <ul style="list-style-type: none"> <li>- Completing a Kudos application</li> <li>- Planning a journey.</li> </ul>	<b>Respectful relationships</b> <ul style="list-style-type: none"> <li>- Personal values</li> <li>- Self esteem</li> <li>- Recognising unhealthy relationships</li> <li>- Coercive behaviour</li> <li>- Support networks</li> <li>- Living in a diverse society</li> <li>- Respecting diversity</li> </ul>	<b>Community responsibility</b> <ul style="list-style-type: none"> <li>- Democracy</li> <li>- Voting</li> <li>- Rule of Law</li> <li>- Human rights</li> <li>- Basic first aid</li> <li>- Safe and responsible internet use.</li> <li>- Local healthcare</li> </ul>	<b>Ten:Ten</b> Units specified in RSE Policy.	<b>The World of Work</b> <ul style="list-style-type: none"> <li>- Taking on new challenges</li> <li>- Recording my experiences</li> <li>- What jobs and roles interest me?</li> <li>- Different types of workplace</li> <li>- What jobs are available in my area and nationally (Researching the labour market)</li> <li>- Recruitment and selection processes (Applications and interviews)</li> <li>- What will my next steps be?</li> </ul>
KS4 (B)	<b>Mental Health</b> <ul style="list-style-type: none"> <li>- What is Mental Health?</li> <li>- Stigma's and misunderstandings.</li> <li>- What affects our mental health?</li> <li>- How to stay mentally healthy</li> <li>- How to manage emotions.</li> <li>- Developing resilience</li> </ul>	<b>Financial decision making</b> <ul style="list-style-type: none"> <li>- What do I need money for?</li> <li>- Keeping to a budget</li> <li>- The effects of advertising</li> <li>- The dangers of debt</li> <li>- Gambling</li> </ul> <b>Skills for life</b> <ul style="list-style-type: none"> <li>- Taking and managing medication.</li> <li>- Hazards and risks.</li> </ul>	<b>Healthy Relationships</b> <ul style="list-style-type: none"> <li>- Different types of relationships</li> <li>- What is a healthy relationship?</li> <li>- Managing expectations</li> <li>- Respecting boundaries</li> <li>- Consent</li> <li>- Positive online relationships</li> <li>- Reporting concerns and asking for help</li> </ul>	<b>Exploring Influence</b> <ul style="list-style-type: none"> <li>- Older friends</li> <li>- Extremism</li> <li>- Gangs</li> <li>- Peer pressure</li> <li>- Grooming</li> <li>- Social Media</li> </ul>	<b>Ten:Ten</b> Units specified in RSE Policy.	<b>Employability</b> <ul style="list-style-type: none"> <li>- Qualifications, experience and jobs</li> <li>- Employment Skills</li> <li>- Good presentation</li> <li>- Digital Footprints</li> <li>- Rights and responsibilities in work</li> <li>- CV Writing</li> <li>- Job interviews</li> </ul>

## **9.4 Key Stage 5 programme of study**

At Post 16, pupils develop, rehearse and apply their skills in preparation for adulthood, as they gain increasing independence and begin to personally experience the topics or issues they have been taught. At Post-16, PSHE will continue to be taught in discrete curriculum time, delivered by class teachers, specialist teachers and other staff. This key stage represents our final opportunity to ensure that young people have real competence in the skills, language and strategies, and extend the knowledge and understanding they have been developing throughout their PSHE education.

At the end of Key Stage 5 pupils will gain knowledge in the following subjects in accordance with guidelines set out by the PSHE Association:

- Respectful relationships and friendships
- Online safety and the internet
- Intimate and sexual relationships education
- Sexual Health
- The Media
- Physical health and fitness
- Mental wellbeing
- Pathways, Further Education and careers
- Independent living

## Key Stage 5 Overview of areas taught

	<b>Autumn 1 Health &amp; Wellbeing</b>	<b>Autumn 2 Living in the wider world</b>	<b>Spring 1 Relationships</b>	<b>Spring 2 Health &amp; Wellbeing</b>	<b>Summer 1 Relationships (RSE)</b>	<b>Summer 2 Living in the wider world (Careers)</b>
KS5 (A)	<b>Diet, Healthy Choices and Substance Use</b> <ul style="list-style-type: none"> <li>- Healthy Eating and Balance Diets.</li> <li>- Making Healthy Choices.</li> <li>- Sleep</li> <li>- Tobacco and vaping</li> <li>- Illegal drugs</li> <li>- Addiction</li> <li>- Social issues</li> </ul>	<b>Next steps (Living independently)</b> <ul style="list-style-type: none"> <li>- Doing laundry</li> <li>- Making a bed</li> <li>- Basic cleaning</li> <li>- Hazards and risks</li> <li>- Where to find information</li> <li>- Contacting emergency services</li> </ul>	<b>Respectful relationships</b> <ul style="list-style-type: none"> <li>- Different relationship roles</li> <li>- Equality</li> <li>- Sexuality</li> <li>- Families</li> </ul>	<b>Independence (In the community)</b> <ul style="list-style-type: none"> <li>- Democracy</li> <li>- Voting</li> <li>- Eco friendly</li> <li>- Travel</li> <li>- Entertainment and activities</li> <li>- Gangs and exploitation</li> <li>- Safe and responsible use of internet.</li> </ul>	<b>Ten:Ten</b> Units specified in RSE Policy.	<b>My future career</b> <ul style="list-style-type: none"> <li>- Where will I be in 10 years time?</li> <li>- Different learning pathways and options</li> <li>- National and local jobs</li> <li>- Self employment and working for others</li> <li>- What is a career?</li> <li>- Exploring different career paths</li> </ul>
KS5 (B)	<b>Mental Health</b> <ul style="list-style-type: none"> <li>- What is Mental Health?</li> <li>- Stigma's and misunderstandings.</li> <li>- What affects our mental health?</li> <li>- How to stay mentally healthy</li> </ul>	<b>Next steps (Personal Organisation)</b> <ul style="list-style-type: none"> <li>- Using email</li> <li>- Booking appointments</li> <li>- Local services</li> <li>- What will I do next? (After St John Vianney)</li> <li>- Online bookings</li> <li>- Shopping online</li> <li>- Planning my journeys</li> </ul>	<b>Healthy Relationships</b> <ul style="list-style-type: none"> <li>- What is a healthy relationship</li> <li>- Managing expectations</li> <li>- Respecting boundaries</li> <li>- Consent</li> <li>- Reporting concerns and asking for help</li> </ul>	<b>Independence (At work)</b> <ul style="list-style-type: none"> <li>- Health and safety</li> <li>- Dressing professionally and appropriately</li> <li>- Rights and responsibilities in work</li> <li>- GDPR</li> <li>- Social interactions</li> <li>- Preparing lunch</li> </ul>	<b>Ten:Ten</b> Units specified in RSE Policy.	<b>Work Skills</b> <ul style="list-style-type: none"> <li>- Punctuality</li> <li>- Resilience</li> <li>- Different types of jobs and what they involve</li> <li>- Responding to feedback</li> <li>- Creating good habits</li> <li>- Asking for help or guidance</li> <li>- Mock Interviews</li> </ul>
KS5 (C)	<b>Managing stress and personal management</b> <ul style="list-style-type: none"> <li>- What is stress?</li> <li>- Physical and mental signs of stress.</li> <li>- Asking for and finding help.</li> <li>Ways to manage stress</li> <li>- Meditation</li> <li>- Mindfulness</li> <li>- Emotional wellbeing</li> </ul>	<b>Next steps (Managing my finances)</b> <ul style="list-style-type: none"> <li>- What bills do I need to pay?</li> <li>- Planning a budget</li> <li>- How to access money (Bank accounts)</li> <li>- Loans, credit and overdrafts</li> <li>- Reasons to save</li> <li>- Unexpected costs</li> <li>- The dangers of debt</li> </ul>	<b>Managing relationships</b> <ul style="list-style-type: none"> <li>- Personal values</li> <li>- Respecting different opinions</li> <li>- Family conflict</li> <li>- Identifying healthy and unhealthy relationships</li> <li>- Managing conflict in relationships</li> <li>- Addressing relationship abuse</li> <li>- Where to go for help</li> </ul>	<b>Independence (At home)</b> <ul style="list-style-type: none"> <li>- Personal hygiene</li> <li>- Dental hygiene</li> <li>- Lumps and bumps</li> <li>- Hazards in the home</li> <li>- Medication</li> <li>- Safe and responsible use of internet.</li> </ul>	<b>Ten:Ten</b> Units specified in RSE Policy.	<b>Employability</b> <ul style="list-style-type: none"> <li>- Qualifications, experience and jobs</li> <li>- Employment Skills</li> <li>- Good presentation</li> <li>- Digital Footprints</li> <li>- Rights and responsibilities in work</li> <li>- CV Writing</li> <li>- Job interviews</li> </ul>

## **10. Assessment**

- 10.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 10.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- 10.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, practical tasks, discussion groups and quizzes, in order to monitor progress. Progress is recorded through our Assessment platform 'SOLAR', where evidence of learning successes is stored.

## **11. Monitoring and review**

- 11.1. This policy will be reviewed by the Headteacher every 2 years.
- 11.2. Any changes to this policy will be communicated to all staff and other interested parties.
- 11.3. The next scheduled review date for this policy is November 2027.