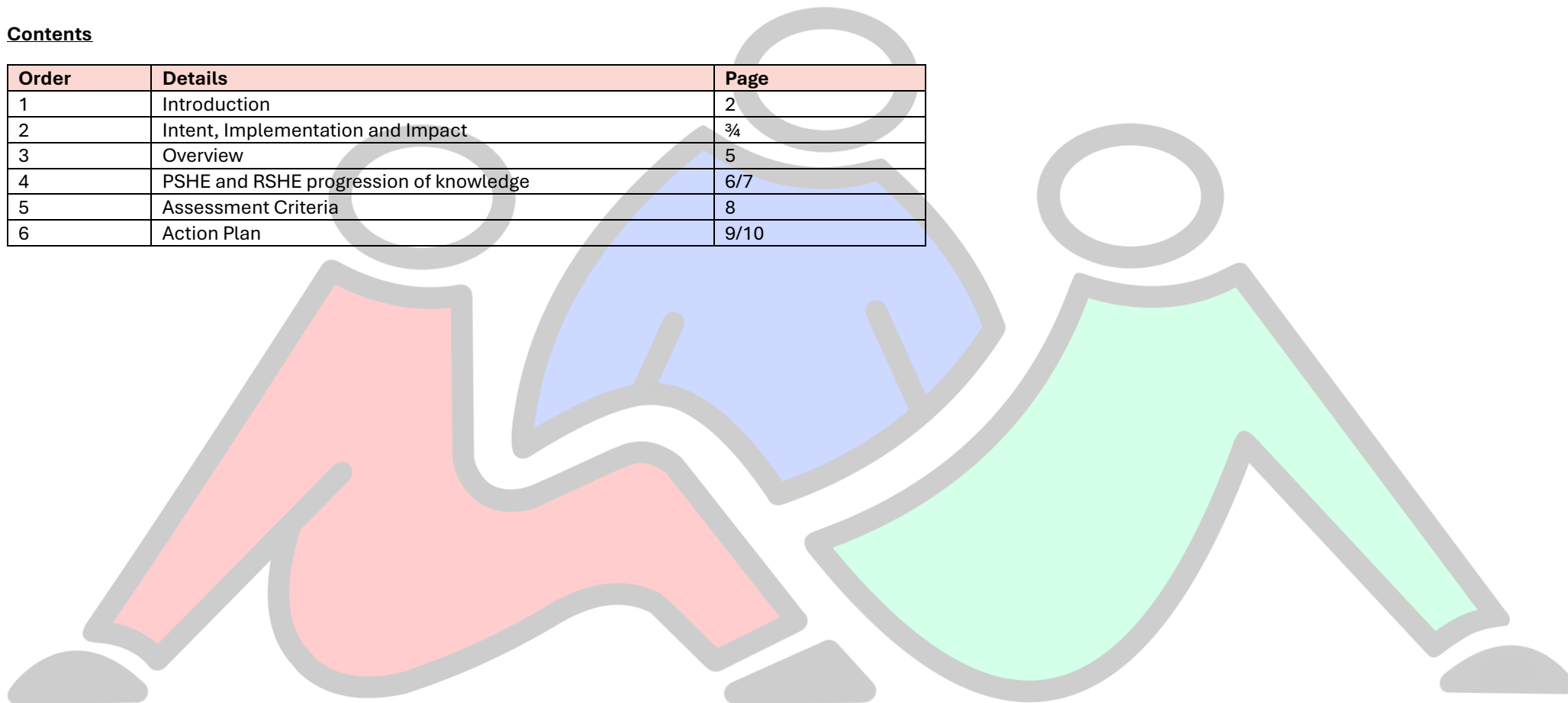




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Unity



RSHE is statutory for all schools.

The curriculum is designed with consideration for government guidance, the SEND Code of Conduct, and with direct links to Preparing for Adulthood outcomes.

Consortium Trust have adapted their policy and Curriculum statements to include the different needs of the children/young people at Warren school.

Teacher surveys and opinions are sought across the Trust to design the Curriculum and maintain its efficacy.

A fair and diverse sample of pupil voice is sought to ensure engagement and impact.

Parental engagement and a shared partnership is crucial to the RSHE curriculum, as we share in our commitment to provide for the personal development of children and young people.

The curriculum is supported by resources from the PSHE Association, relevant literature and other trusted providers – with no evidence of bias.

Equity



Equity, access and inclusion form the basis of the RSHE curriculum. All children/young people will feel included and represented. An understanding of self is the starting point for understanding, accepting, respecting and empathising with others.

Literature will, where possible show diverse representation.

Mediums used in RSHE will consider a need for alternative and augmentative communication, as well as a variety of sensory stimuli.

Trust



Every discrete RSHE lesson will begin with establishing ground rules for creating a safe learning environment. The children/young people will be encouraged to:

- Listen to each other
- Remember that everyone has the right to be heard and their opinion/beliefs respected
 - Ask a question if you feel confused
- Ensure everyone has their chance to speak and avoid comments that may be harmful to others
 - Know we have the right to pass
- Be kind and respectful to anyone who does share feelings or thoughts today

Success



Success in RSHE will be evident in the personal, social and emotional development of children and young people.

Evidence (where relevant) will be collected in floor books.

There are strong links to all learning.

Our curriculum is centered around the child. The phases are a guideline and not restrictive. Age and stage should be carefully considered in all areas of the curriculum. Important considerations must be made in the introduction of a new Curriculum, where there may be gaps in learning within earlier phases. These gaps should be filled, where not repeated within the spiral curriculum. However, this should not be at the disregard of physical development, such as puberty, or dismissing essential learning to keep young people safe.

RSHE Intent	RSHE Implementation	RSHE Impact
<p>At Warren School, we celebrate difference. Our initial aim is to provide a strong sense of self, where we appreciate our own uniqueness, so others can too. It is our intent to educate our children/young people to be understanding, accepting respectful and empathetic of diversity and be sensitive to the needs of different groups of people in society.</p> <p>We aim to encourage all children to use the correct language and terminology in discussion, developing an understanding and awareness that diversity and difference should be accepted and celebrated.</p> <p>All children/young people will gain access to the curriculum and be given an opportunity to have a voice.</p> <p>The curriculum has been developed to be respectful, accepting and tolerant of different community and social groups, rather than to promote specific lifestyle choices. We aim to provide high quality learning opportunities which allow the children to demonstrate an understanding of, and a sensitivity to all others regardless of their beliefs and values, so that they can develop meaningful relationships and caring friendships in which they feel safe, cared for and supported.</p> <p>We aim to provide learning suitable to both age and stage of development, and to consider this carefully where cognitive and emotional development differ considerably to physical development.</p> <p>We aim to equip children with the ability to make their own decisions about their lifestyle choices, health and wellbeing and the knowledge they need to keep themselves safe in an ever developing world.</p> <p>We will always respect that special educational needs and disability, and varying levels of independence should not deny anyone the right to choice, opinion and belief.</p>	<p>We will provide a spiral curriculum of learning across phases, providing repetition, reinforcement, reflection and potential for progression for all children and young people.</p> <p>RSHE will be taught in a combination of cross-curricular activities and discrete learning.</p> <p>Teaching and learning will be both knowledge and skills based, including life-skills and independent living.</p> <p>Literature will, where possible show diverse representation.</p> <p>Mediums used in RSHE will consider a need for alternative and augmentative communication, as well as a variety of sensory stimuli.</p> <p>The Curriculum will be delivered with a range of 'PSHE Association' and 'Equals' resources, adapted for communication and sensory needs, combined with pictorial and representative children's books.</p> <p>Some activities will generate evidence, which will be collected on evidence for learning.</p> <p>EYFS</p> <p>Personal Sense of Self Express likes/dislikes, follow rules, meeting own care needs (personal hygiene), what is special about me.</p> <p>Making Relationships Engaging with others, make requests, taking turns, finding solutions to conflicts</p> <p>Understanding emotions Identifying emotions in self and others, moderate own feelings</p> <p>Primary</p> <p>Self-Awareness Things we are good at / kind and unkind behaviours / Playing and working together/ People who are special to us/ Getting on with other</p> <p>Self-Care, Support and Safety Taking care of ourselves / Keeping safe / Trust/ Keeping safe online/ Public and Private</p>	<p>Children/young people are engaged by RSHE activities. They will take the opportunities to explore and investigate themselves and develop relationships within the world around them.</p> <p>Children/young people will be inquisitive and make choices relating to themselves and others. They will be able to work collaboratively or with support to implement the skills taught within RSE.</p> <p>Children and young people will have a strong sense of identity and have the opportunity to see themselves and their likeness represented and celebrated.</p> <p>They will celebrate difference and seek understanding of others, to understand, empathise and respect.</p> <p>Where applicable, children/young people will understand that RSE knowledge is relevant to the real world and their life. Where applicable, they will be able to use the skills and knowledge from RSE in their everyday life to become as independent as possible in the community.</p>

	<p style="text-align: center;">Manage Feelings</p> <p style="text-align: center;">Identifying and expressing feelings/ managing feelings (regulation)</p> <p style="text-align: center;">Changing and Growing</p> <p style="text-align: center;">Baby to adult /Changes at puberty (upper KS2)/ Dealing with touch/ Different types of relationships</p> <p style="text-align: center;">Healthy Lifestyles</p> <p style="text-align: center;">Healthy eating/ fitness and physical health / mental health</p> <p style="text-align: center;">The World I Live In</p> <p style="text-align: center;">Respecting difference / Jobs people do / rules and laws / Taking care of the environment / Being part of a community/ Money</p>	
	<p style="text-align: center;">Secondary Self-Awareness</p> <p style="text-align: center;">Personal strengths/ skills for learning/ prejudice and discrimination/managing pressure</p> <p style="text-align: center;">Self-Care, Support and Safety</p> <p style="text-align: center;">Feeling unwell/Feeling frightened/Accidents and risk/Keeping safe online/Emergency situations/Public and Private/Gambling</p> <p style="text-align: center;">Manage Feelings</p> <p style="text-align: center;">Self-esteem and unkind comments/Managing feelings (regulation)/Romantic feelings and sexual attraction /Expectations of relationships</p> <p style="text-align: center;">Changing and Growing</p> <p style="text-align: center;">Puberty/Friendship/Healthy and unhealthy relationship /Intimate relationships, consent and contraception</p> <p style="text-align: center;">Healthy Lifestyles</p> <p style="text-align: center;">/ Elements of a healthy lifestyles Mental wellbeing /Physical activity /Healthy eating /Body image /Medicinal drugs /Drugs, alcohol & tobacco</p> <p style="text-align: center;">The World I Live In</p> <p style="text-align: center;">Diversity/rights and responsibilities /Managing online information /Taking care of the environment /Preparing for adulthood /Managing Finances</p> <p style="text-align: center;"><i>See breakdown of Yearly Plan, in line with Umbrella Topic</i></p>	
	<p style="text-align: center;">Post 16</p> <p style="text-align: center;">See Post-16 OCR Curriculum- Personal skills M02</p>	

Overview

The PSHE/RSE Curriculum is a one-year plan, repeating and extending learning as we grow is an important part of our development. No year of learning (even within a school phase) looks the same, because we have changed and grown, and so has the world around us. The PSHE/RSE Curriculum focuses on learning from Primary 1 to the end of Secondary. PSHE/RSE is also included in the Early Years, PMLD and Post-16 curriculums. PSHE/RSE is taught both discretely and as a part of everyday learning.

Section	Phase 1 and Phase 2	Secondary	EYFS	PMLD	Post 16
Self-Awareness	1. Things we are good at 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others	1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure	See EYFS Framework	See PMLD curriculum	See Post 16 Curriculum
Self-Care Support and Safety	1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and Private	1. Feeling unwell 2. Feeling frightened/worried 3. Accidents and risk 4. Keeping safe online 5. Emergency situations 6. Public and private 7. Gambling			
Managing Feelings	1. Identifying and expressing feelings 2. Managing strong feeling	1. Self-esteem and unkind comments 2. Strong feelings 3. Romantic feelings and sexual attraction			
Changing and Growing	1. Baby to adult 2. Changes at puberty 3. Dealing with touch 4. Different types of relationship	1. Puberty 2. Friendship 3. Healthy and unhealthy relationship behaviour 4. Intimate relationships, consent and contraception 5. Long-term relationships/parenthood			
Healthy Lifestyles	1. Healthy Eating 2. Taking care of physical health 3. Keeping well	1. Elements of a healthy lifestyles 2. Mental wellbeing 3. Physical activity 4. Healthy eating 5. Body image 6. Medicinal drugs 7. Drugs, alcohol & tobacco			
The World I live in	1. Respecting differences between people 2. Jobs people do 3. Rules and laws 4. Taking care of the environment 5. Belonging to a community	1. Diversity/rights and responsibilities 2. Managing online information 3. Taking care of the environment 4. Preparing for adulthood 5. Managing Finances			

Progression map PSHE and RHSE

Pathway	Self-Regulation	Managing Self	Building Relationships
<p>Explorer</p>	<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Learn to use the toilet with help, and then independently.</p>	<p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Thrive as they develop self-assurance.</p> <p>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p>	<p>Engage with others through gestures, gaze and talk.</p> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Develop friendships with other children.</p>

Pathway	Self-Regulation	Managing Self	Building Relationships
<p>Discoverers</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries.</p> <p>For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Begin to understand how others might be feeling.</p>
<p>Adventurers</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Manage their own needs: -personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating -toothbrushing - sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian</p>	<p>See themselves as a valuable individual.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p>

Assessment Criteria – Explorers

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Work and play cooperatively and take turns with others

Assessment Criteria – Discoverers

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Form positive attachments to adults and friendships with peers

Assessment Criteria – Adventurers

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
- Show sensitivity to their own and to others' needs



Action plan

Focus area:	Quality of Education
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Key improvement priority (taken from the SDP)	Action and RAG rating	Led by	Success criteria	Review Date
SDP2 - Curriculum/Teaching and Learning 2.4 Curriculum subject leads plan and develop their curriculum area and celebrate this across the school.	<p>Raise the profile of PSHE and RSHE across the school.</p> <p>Improve the standard of work – ensure all staff fully understand and share the expectations.</p> <p>Provide CPD for all staff</p> <p>Work with new teachers to provide support and exemplar work.</p> <p>Add EYFS curriculum to folder</p> <p>Add Post 16 curriculum to folder</p> <p>Add PMLD links to folder</p>	Aimee Cable	<p>Teachers fully aware of and share the high expectations of PSHE and RSHE.</p> <p>Schemes of work followed and each part of the process evidenced on EfL.</p> <p>CPD session in place</p>	<p>Implement September 2024</p> <p>Review November 2024</p>
SDP3 - Planning and Assessment 3.3 Consistent and effective in the use of the Evidence for Learning (EfL) tool by all members of the class teams.	<p>Lesson explorations</p> <p>Regular monitoring of pupils work on EfL</p> <p>Staff voice</p> <p>Pupil Voice</p> <p>Develop schedule of monitoring</p> <p>Following monitoring provide feedback and share best practice</p>	Aimee Cable	<p>We have a clear monitoring system in place through EfL (TAGS) that supports the teaching of PSHE and RSHE and ensures consistency across the school.</p> <p>Pupils voice to be used throughout the year.</p> <p>Leaders are able to identify areas for development and provide support for staff</p> <p>Feedback to all teachers after learning exploration.</p>	<p>Implemented September 2024</p> <p>Review November 2024</p>

<p>SDP4 - Learning Environment 4.1 Connections to be formed with other schools to enable sharing of good practice.</p>	<p>Connections to be formed with other schools and external agencies</p>	<p>Aimee Cable</p>	<p>Links formed with Riverwalk School</p>	<p>Implemented September 2024 Review November 2024</p>
<p>SDP2 - Curriculum/Teaching and Learning 2.4 Curriculum subject leads plan and develop their curriculum area and celebrate this across the school.</p>	<p>To provide staff with bespoke CPD so that they can confidently deliver their schemes of work.</p> <p>Staff to understand the skills being taught</p> <p>Progression maps</p> <p>Police, Health Bus & Fire service visits planned with progression across school</p> <p>Decide on how students who are absent from school due to medical needs are caught up.</p>	<p>Aimee Cable</p>	<p>Teachers possess the skills, enjoy and be confident when delivering the schemes of work.</p>	<p>Implemented September 2024 Review November 2024</p>