
FUNCTIONAL AND PROGRESSION PATHWAYS

The following rolling programme is SEND specific taken from the PSHE Association website. Please refer to the second document that has been given to you that identifies the learning outcomes for each topic area. These are shown in progressive steps. Please adapt to the needs and abilities of your pupils. Some areas may need to be re-visited by some teachers and learning outcomes from other year groups/ key stages might need to be drawn upon. Relationships Education and Sex and Relationships education is covered within the topics. Please make clear the theme and topic covered on your topic cover sheets in PSHE books.

| KS 1 & 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|--|---|--|---|---|--|
| Theme | Self- Awareness | Self- Care, Support and Safety | Managing Feelings | Changing and Growing | Healthy Lifestyles | The World We Live In |
| Year 1 | People who are special to us <ul style="list-style-type: none"> Family Friends How people care for us Different types of families | Taking care of ourselves including first aid <ul style="list-style-type: none"> How people care for us Self-care Keeping healthy and clean | Identifying and expressing feelings <ul style="list-style-type: none"> Good and bad feelings Change and loss Communicating our feelings ZOR | Baby to adult <ul style="list-style-type: none"> Stages of Human lifecycle How people's needs change from baby through to old age. | Healthy Eating <ul style="list-style-type: none"> Healthy food Unhealthy food Allergies/ dietary requirements | Jobs people do <ul style="list-style-type: none"> Jobs that people we know do Jobs in the community |
| Year 2 | Kind and unkind behaviours <ul style="list-style-type: none"> Kind/unkind actions Hurt feelings | Keeping safe including first aid <ul style="list-style-type: none"> How people care for us Self-care Keeping healthy and clean | Identifying and expressing feelings <ul style="list-style-type: none"> Good and bad feelings Change and loss Communicating our feelings ZOR | Baby to adult <ul style="list-style-type: none"> Stages of Human lifecycle How people's needs change from baby through to old age. | Healthy Eating <ul style="list-style-type: none"> Healthy food Unhealthy food Allergies/ dietary requirements | Taking care of the environment <ul style="list-style-type: none"> Caring for people, animals and all living things School environment |
| Year 3 Bridgewater 1 | Playing and working together <ul style="list-style-type: none"> Listening skills Being fair Turn-taking | Trust <ul style="list-style-type: none"> What is a surprise and what is a secret Trust is different to 'like' How to ask for help Who is a trusted adult | Identifying and expressing feelings <ul style="list-style-type: none"> Good and bad feelings Change and loss Communicating our feelings ZOR | Different types of relationships <ul style="list-style-type: none"> Different types of families Who cares for us Roles and responsibilities of parents and carers | Taking care of physical health <ul style="list-style-type: none"> Hygiene Physical activities we like Importance of sleep | Rules and laws <ul style="list-style-type: none"> School rules Rules and laws in the community |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4</p> | <p>Things we are good at</p> <ul style="list-style-type: none"> • Happiness • Strengths • In-school skills • At-home skills | <p>Public and private</p> <ul style="list-style-type: none"> • Public and private places • Public and private situations • Personal belongings • Permission • Respecting privacy | <p>Identifying and expressing feelings</p> <ul style="list-style-type: none"> • Good and bad feelings • Change and loss • Communicating our feelings • ZOR | <p>Different types of relationships</p> <ul style="list-style-type: none"> • Different types of families • Who cares for us • Roles and responsibilities of parents and carers | <p>Taking care of physical health</p> <ul style="list-style-type: none"> • Hygiene • Physical activities we like • Importance of sleep • Sun safety and screen time | <p>Belonging to a community</p> <ul style="list-style-type: none"> • Groups I belong to (family, school, clubs) • Things we do in these groups • How it makes us feel |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5 Gladstone 1 Gladstone 2</p> | <p>Getting on with others</p> <ul style="list-style-type: none"> • Falling out • Making up • Different points of view/opinions • Treating ourselves and others with respect | <p>Keeping safe online</p> <ul style="list-style-type: none"> • Ways to communicate online • Passwords • Screen time • How to ask for help | <p>Managing strong feelings</p> <ul style="list-style-type: none"> • Using the ZOR • Helping others who are feeling sad • Self-care | <p>Puberty Dealing with touch</p> <ul style="list-style-type: none"> • Types of touch as part of our daily care • Asking permission before we touch others e.g. hugs. • Identifying trusted adults/how to tell | <p>Keeping well</p> <ul style="list-style-type: none"> • Feeling unwell • Medicine • Safety around medicines • Who can help us • Smoking and alcohol | <p>Respecting differences between people</p> <ul style="list-style-type: none"> • Similarities and differences • Being rude or unkind is always unacceptable |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6 Minton 1 Aynsley 1</p> | <p>Getting on with others</p> <ul style="list-style-type: none"> • Falling out • Making up • Different points of view/opinions • Treating ourselves and others with respect | <p>Public and Private</p> <ul style="list-style-type: none"> • Public and private places • Public and private situations • Personal belongings • Permission • Respecting privacy | <p>Managing strong feelings</p> <ul style="list-style-type: none"> • Using the ZOR • Helping others who are feeling sad • Self-care | <p>Puberty Dealing with touch</p> <ul style="list-style-type: none"> • Types of touch as part of our daily care • Asking permission before we touch others e.g. hugs. • Identifying trusted adults/how to tell | <p>Keeping well</p> <ul style="list-style-type: none"> • Feeling unwell • Medicine • Safety around medicines • Who can help us • Smoking and alcohol | <p>Money</p> <ul style="list-style-type: none"> • Where money comes from • Spending money • Keeping money safe |

| KS3 & KS4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|---|---|---|
| Theme Focus | Self- Awareness | Self- Care, Support and Safety | Managing Feelings | Changing and Growing | Healthy Lifestyles | The World We Live In |
| Parents have the right to opt out of Sex education in Secondary classes. Please make parents aware of any Sex education coverage before teaching it e.g. on parent topic overview and make parents aware that they can discuss any coverage with you. If they still request to opt out they need to have a discussion with Lisa. | | | | | | |
| Year 7 Wedgewood 1 Minton 2 | Personal strengths <ul style="list-style-type: none"> Things we are good at Strengths of others Self-esteem Skills for learning <ul style="list-style-type: none"> Likes/dislikes Our learning targets Short term and long term goals How it feels to achieve a goal | Feeling unwell First aid <ul style="list-style-type: none"> Hygiene Feeling unwell/asking for help Emotional health Basic first aid | Self-esteem and unkind comments <ul style="list-style-type: none"> How our actions affect others Managing our feelings when we receive unhelpful/unkind comments | Puberty and personal hygiene <ul style="list-style-type: none"> Physical and emotional changes in puberty Personal hygiene Different stages of reproduction, pregnancy and birth | Elements of healthy lifestyle <ul style="list-style-type: none"> Dental health Balancing time e.g. online activities, sleep | Diversity, Rights and responsibilities <ul style="list-style-type: none"> Similarities and differences between people Rules in school and the wider world Identify some rights and responsibilities Similarities and differences between people. |
| | Year 8 | Managing pressure <ul style="list-style-type: none"> Online pressure Bullying Difference between friendships groups and gangs Peer pressure | Managing online information Keeping safe online <ul style="list-style-type: none"> Positives and negatives of social media How to ask for help/report concerns | Strong feelings <ul style="list-style-type: none"> Recognising facial expressions and body language in others How we can help others What to do when we feel unhappy How to ask for help – including online. | Healthy/ unhealthy relationships Consent <ul style="list-style-type: none"> Positive qualities to have in a relationship Who can we talk to about relationships Types of behaviour that are against the | Healthy Lifestyle including medicine <ul style="list-style-type: none"> What is a healthy lifestyle What is a medicine Over the counter medicine Prescribed medicine |

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| | | <ul style="list-style-type: none"> Personal data/digital footprint | | law (see planning framework) | <ul style="list-style-type: none"> Risk of all medicine/drugs. | <ul style="list-style-type: none"> Our responsibilities |
| Year 9 Regency 1 Regency 2 | Prejudice and discrimination Diversity <ul style="list-style-type: none"> What does prejudice mean What does discrimination mean How to respond to prejudice and discrimination | Emergency situations incl. first aid <ul style="list-style-type: none"> School procedures that keep us safe e.g. fire alarm Emergency situations Calling 999 | Romantic feelings and sexual attraction <ul style="list-style-type: none"> What it means to like someone Difference between liking and fancying Respecting all genders and sexual orientations Sources of advice and help regarding gender and sexuality | Healthy/unhealthy relationships Consent <ul style="list-style-type: none"> How to ask permission for things Our right not to be pressurised into anything we do not want to do. Parts of a relationship we are responsible for –e.g. being kind How the media portray relationships may not be reality | Drugs, alcohol and Tabaco <ul style="list-style-type: none"> Identify common and legal drugs (nicotine, alcohol) Risks and consequences of these drugs Peer pressure Where to find support and advice | Managing finances <ul style="list-style-type: none"> How people acquire money How Money is kept safe Borrowing, lending and affording Luxuries vs essentials Debt and credit |
| Year 10 | Personal strengths <ul style="list-style-type: none"> Self-esteem Personal strengths in others Social media Skills for learning <ul style="list-style-type: none"> How to be organised in our learning Targets and goals | Public and private <ul style="list-style-type: none"> What we can/should not share online Sharing photos or personal information Specific ways of keeping safe online | Self-esteem <ul style="list-style-type: none"> How our actions can affect how others feel about us How others' actions/things they say can affect how we feel about ourselves. How to challenge unkind comments | Intimate relationships. Consent and contraception <ul style="list-style-type: none"> What is intimacy Different levels of intimacy and their risks Our right not to be pressurised/c | Body image <ul style="list-style-type: none"> How different bodies are portrayed in the media Artificial intelligence/altered images Effect on emotional well-being | Managing online information <ul style="list-style-type: none"> Online advertising AI/fake information Fake news |

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| | <ul style="list-style-type: none"> How we can develop our strengths | <ul style="list-style-type: none"> How to seek help | | <ul style="list-style-type: none"> choice/consent Identifying readiness for an intimate relationship | <ul style="list-style-type: none"> Where to find support and advice | |
| <p>Year 11</p> <p>Aynsley 2</p> | <p>Prejudice and discrimination</p> <p>Diversity</p> <ul style="list-style-type: none"> What does prejudice mean What does discrimination mean What is stereotyping How to respond to prejudice and discrimination | <p>Gambling</p> <ul style="list-style-type: none"> What is gambling Why people gamble Identifying influences or pressures to gamble. How to seek help | <p>Long term relationships and parenthood</p> <ul style="list-style-type: none"> Difference between being ready for a relationship, a sexual relationship, and being a parent. Responsibilities of being a parent Forced marriage How to seek help e.g. if parents are divorcing | <p>Intimate relationships</p> <p>Consent and contraception</p> <ul style="list-style-type: none"> What is intimacy Different levels of intimacy and their risks Our right not to be pressurised/choice/Consent Identifying readiness for an intimate relationship | <p>Mental and physical wellbeing</p> <ul style="list-style-type: none"> What is emotional wellbeing? Link between physical and mental health Healthy coping strategies if we are struggling with emotional wellbeing Sources of advice and support | <p>Preparing for adulthood</p> <ul style="list-style-type: none"> Different types of living arrangements, including adult care, residential care and living independently. Our aspirations for adulthood Skills for independent living Job skills |

PHSE planning format for Engagement and Multisensory

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|---------------------------------|-------|----------|
| Class: | Date: | Topic: |
| Engagement Levels: Level E Step | | Teacher: |

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| HAPS: | MAPS: | LAPS: |
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| <p>PHSE - Lesson Plan 5 x Day board 5 x Play and Peer interaction time 5 x Class worship 1 x Individual Target Session 5 x Personal Care 1 x Tac Pac session 1 x session on 'My Development'</p> | | |
| <p>Morning session: <i>Self Awareness</i> Hello Song – interaction skills Exploring names and pictures – All about me Zones of Regulation – talking about how we are feeling at that time and putting our pictures into a colour. Colour of the Day – Pupils engage in sensory exploration of the colour of the day including the scent, texture, song and day of the week.</p> <p>Lunchtime: Hand and face washing- <i>Self care</i> Making choices- <i>Self-awareness</i> Feeding and independence skills- <i>Healthy Lifestyles</i> Toothbrushing- <i>Self care</i> Social/play skills- <i>Changing and Growing/ Healthy Lifestyles</i></p> <p>3 x per week story time- 2.45-3.00- <i>The World we live in</i> Read a book from the book shelf/library related to our topic.</p> <p>Monday 2:30-2:45 Singing Hands <i>Changing and growing/Healthy Lifestyles</i> Pupils will engage in singing hands session. Working on their communication and interaction skills.</p> <p>Tuesday 2:30-2:45 Guided Meditation <i>Self Awareness/ Managing Feelings</i> Pupils will engage in and listen to a guided meditation session. Lights will be down and pupils will be encouraged to focus on their breathing and the environment around them.</p> <p>Wednesday 2:30-2:45 Assembly <i>Changing and Growing/ The World We Live In</i> Review of week and star of the week rewards Library visit</p> <p>Thursday 2:30-2:45 Supported Body Scan <i>Managing Feelings/ Self Care, support and Security</i> Pupils will tolerate adult sitting next to them. Adult will gentle squeeze each part of the body (head, arms, legs, hands, feet, elbow, shoulders, knees, ankles, fingers, ribs, stomach) starting at the top of the body and working their way down. Pupils will listen to relaxing music as this happens. Pupils will be given time to respond to the gentle touch.</p> <p>Friday 2:30-2:45 Story time- <i>The World We Live In/Self Awareness</i> Pupils will enjoy a story linked to our topic. One pupil to choose the story each week from a selection.</p> | | |
| LAPS: | MAPS: | HAPS: |
| (Objectives for the activities to go in these boxes) | (Objectives for the activities to go in these boxes) | (Objectives for the activities to go in these boxes) |

Friday 9:30 -12:00 'My development' activities

Autumn 1 Theme:

Activities

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:

Week 6..

Week 7:

Resources

Comments about engagement, absences, medicals, etc: