



CROMWELL HIGH SCHOOL

Long Term Curriculum Plan – Personal Growth and Wellbeing - KS3

Cromwell Curriculum Area: **Personal Growth & Wellbeing**

Curriculum Area 5-year core learning strands

- How to be safe and successful citizens
- Learn the skills to be independent and confident within the wider world.
- To become emotionally intelligent and resilient when accessing the world around them.

Non-module based curriculum delivery (e.g. theme weeks, contemporaneous lessons, repeated messages)

- Wellbeing day and Mental health day.
- The concept of Consent will run through all aspects of each scheme of work.
- The concept of ‘Delayed gratification – Self-control for a bigger motivator / Over time saving for something / Looking beyond the now / Making an informed risk assessment.
- On-going ideas that requires reinforcement will be supported with additional schemes of work. (See below)
- British values will be addressed where relevant both in terms of sequences of learning and in relation to Cultural Collateral.
- Forest school sessions. (Self-resilience and independence.)
- PSD morning session will address the ideas of Monday Manners (Interpersonal conduct) and Friday Feelings (Basics of emotional intelligence/It’s OK to not be OK! and Zones of regulation – feelings = Need = solution (Grumpy = Food = happy)
- Use of direct teaching of Mindfulness skills to promote greater understanding of emotional self-awareness, co-regulation and in time self-regulation. (Use of formal scheme.)
- Addressing local and world events that would have a direct impact upon the children and their families. (Recent examples – Manchester bombing / Lockdown)

Modular Plan:

Sequence rationale

All learning begins with the child and moves outward from that point, to ensure that the Personal Growth and the many intertwining strands of PSHE are fully addressed in the correct sequence all schemes of work are written using the Cromwell School 'Learning Tree approach.

This takes the core principles of:

Self-help skills which ranges from engaging with *Personal care to independent travel*.

Interpersonal skills. – *The skills needed to interact with other people and express my needs.*

Intrapersonal skills - *An understanding of my own feelings and behaviours and those of the other people that I come into contact with.*

Which then placed within the wider scheme's of :

Life skills and independence

Relationships

Staying Healthy

Staying Safe

The core principles are then imbedded within each SOW ensuring the correct sequences for both skills and interlocking ideas. (Concepts)

This is then supported by the school's developmental curriculum model for PG (Onwards and Upwards), which like the work of PSHE association measures children's levels of understanding a long a spectrum of engagement and understanding until a child has mastered each skill and idea.

(Please see the attached appendix for a full break down.)

The school has also drawn on many elements of the National Curriculum (Citizenship/ PSHE / SRE) these can be locate below and clearly dovetail not only with the sequence of learning but the school's overall ethos.

	Module tile:	Relevance & core strands addressed	NC Ref: Cz PSHE Association:	Skills/Knowledge (O&U)	Curriculum overview ref
Y1.1	Safe Friendships and relationships	Staying safe / Consent / interpersonal skills / Taking care of others when they need help.	2f/ 2eh 4 abcde 3f 3g 5a 5b S.A- 1.2.3.4.5 M.F- 1.2 / 5 TWIL – 1.5 C&G – 3	<i>Self help</i> <i>Interpersonal</i> <i>Intrapersonal</i>	Citizenship – / communication Relationships. Knowledge – Friends Skills – Safety
Y1.2	Food, nutrition, health and	Staying health – relationships with	1a 3a 3b 5 a bh	<i>Self help</i>	Skills – Healthy eating

	wellbeing.	food. Delayed gratification.	SCSS – 1. 5c MF – 1.2 HL -1.3.3 / KS3 2.4	<i>Intrapersonal</i>	Knowledge – Routines
Y1.3	Personal safety and consent. SRE	Staying safe / Consent / CSE / Understanding the need to understand public and private.	1a/2f/4a 4b5 a f SCSS-12345 C&G – 3 4	<i>Interpersonal</i> <i>Intrapersonal</i>	Skills - Personal safety Knowledge – My body
Year 2					
Y2.1	Environmental dangers and personal independence.	Locating danger at all levels of access. Learning how manage/ Delayed gratification. (No acting first – so no just chasing the ball into the road.)	2d/3a/3g 5a SA -KS3 4 SCSS- 1234/6	<i>Intrapersonal</i> Self help	Knowledge – Independence Skills – danger of ..
Y2.2	My family and the families of others.	Understanding common relations types. / CSE / Consent What can we do to look after older people?	4b/4c4b 4d 4a 5b MF 1.2 / 1.2 SA 2.3.4/3	<i>Interpersonal</i> <i>Intrapersonal</i>	Knowledge – Home & My family Citizenship – Building relationships Skills – Other people's lives
Y2.3	Exercise and relaxation for wellbeing and better mental health. SRE	Learning that health is not just about the body. Understanding illness and medication.	1a 3a 3b 5b 5h HL 1.2.3/ /1.2.3.4 TWILI 3/1.3	<i>Self help</i> <i>Intrapersonal</i>	Knowledge – Independence and choices Skills – Healthy life style
Year 3					
Y3.1	Greetings and how my friends should treat me.	Building safe relationships / CSE Emotional awareness. Consent	1a 1b 1c 2f 2h 4d4e 5g 5b AS 2.3/4 SASS 1.2.5/2	<i>Interpersonal</i> <i>Intrapersonal</i>	Knowledge – My friends/Choices Confidence – Communication/relationship
Y3.2	Personal hygiene and bodily changes Baby to adults SRE	How and why to stay clean and the effects of illness.	2e 2f 3b 3c 3d 3e 4c 5g 5b MF 1.2/2.3.4 CG 1.2.3.4 / 1.2	<i>Interpersonal</i> <i>Intrapersonal</i> Self help	Knowledge - Mu body / clothing / routines / independent / choices Citizen– Research
Y3.3	Dangers in the home and First Aid	. Taking calculated risks - Learning to seek help or provide it	1d 2c 3a 3c3e3g4a 5g SA 2 / 2 SCSS 1.3/3.5	<i>Interpersonal</i> <i>Intrapersonal</i>	Knowledge – My body / Choices

				Self help	Skills – Danger of substances Citizen – Research
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Requirements:

Specify- to be relevant for at least the three main department levels plus extension for higher attainers- 4 levels:

- How the learning/topic is related to the school's main intent: - learn about the world, skills to be successful, good citizens
- How we sequence learning so that concepts are linked- one concept/skill leads to, and builds on, the next /building out from the pupil's life experiences – can we refer to the 'thinking tools' of "develop concepts", "organise concepts" and "relationships between concepts"? e.g.: perception/identification of a police officer/ sorting pics of police helping v arresting (developing concept)- parts; noticing different clothes/equipment, car etc, grouping varieties of police uniform (organising concept), close to fire crew and ambulance crew (relationship between concepts)
- What skills are being taught? – can we refer to the IEP, the communication skills and the cognition skills (focus, finding patterns/rules, applying patterns/rules, recall)? (e.g. finding the rule that means a uniform is police and not fire- grouping examples of police helping vs arresting)
- What knowledge is being taught? – Spiral curriculum? can the same 'knowledge' be accessed at a sensory, pictorial, symbolic and abstract level? – e.g.: working as a police officer – sensory- meeting and experiencing equipment etc, pictorial- identifying police officers in wider contexts- e.g. the news, symbolic- police and the law/plain clothes police, abstract- police and society
- What is the deeper learning targeted? Is this the most directly related idea to the school key intent statements? Egg: Police help, police protect- good citizen
- Cultural capital access /entitlement to mature (access to 'common knowledge' / adult/wider life experiences)- access to police experiential stimuli for all
- How we are covering the National Curriculum – KS1 with extension to Yrs 3 & 4 as necessary
- Activity ideas to achieve the above including 'real life' access/ed visits

Personal Growth.

Skills for Life and Independence

Relationships

Staying Healthy

Staying Safe

Relationships.

Understanding others – Interpersonal skills

- Learning to gain attention
- The emotions of others
- How I effect other people
- Friendship
- Personal space
- Appropriate touch / PANTS

Relationships all kinds

- Safe relationships
- Unsafe relationships, abuse, grooming
- Tolerating and working with others
- Boundaries
- Everyday Consent.

Families

- Families of all types
- Safe relationships with the family unit.
- Stages of human growth.

SRE including Puberty / Conception

- Strong feelings and attraction
- Body change and Puberty. (All elements)
- Consent
- Intermate relationships, safe sex and family planning.
- The Law – In relation to sexual behaviour.

Skills for Life and independence

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graph LR; A[Skills for Life and independence] --- B[Understanding ME - Intrapersonal Skills]; A --- C[Functional life skills]; A --- D[Co- and Self regulation /Delayed Gratification]; A --- E[The Wider world];
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Understanding ME - Intrapersonal Skills

Things I am good at
Kind and unkind behaviors
My Feelings and how they effect me.
Linking my feelings to needs
Managing my feelings.

Functional life skills

Personal care
Eating skills
Learning to learn skills

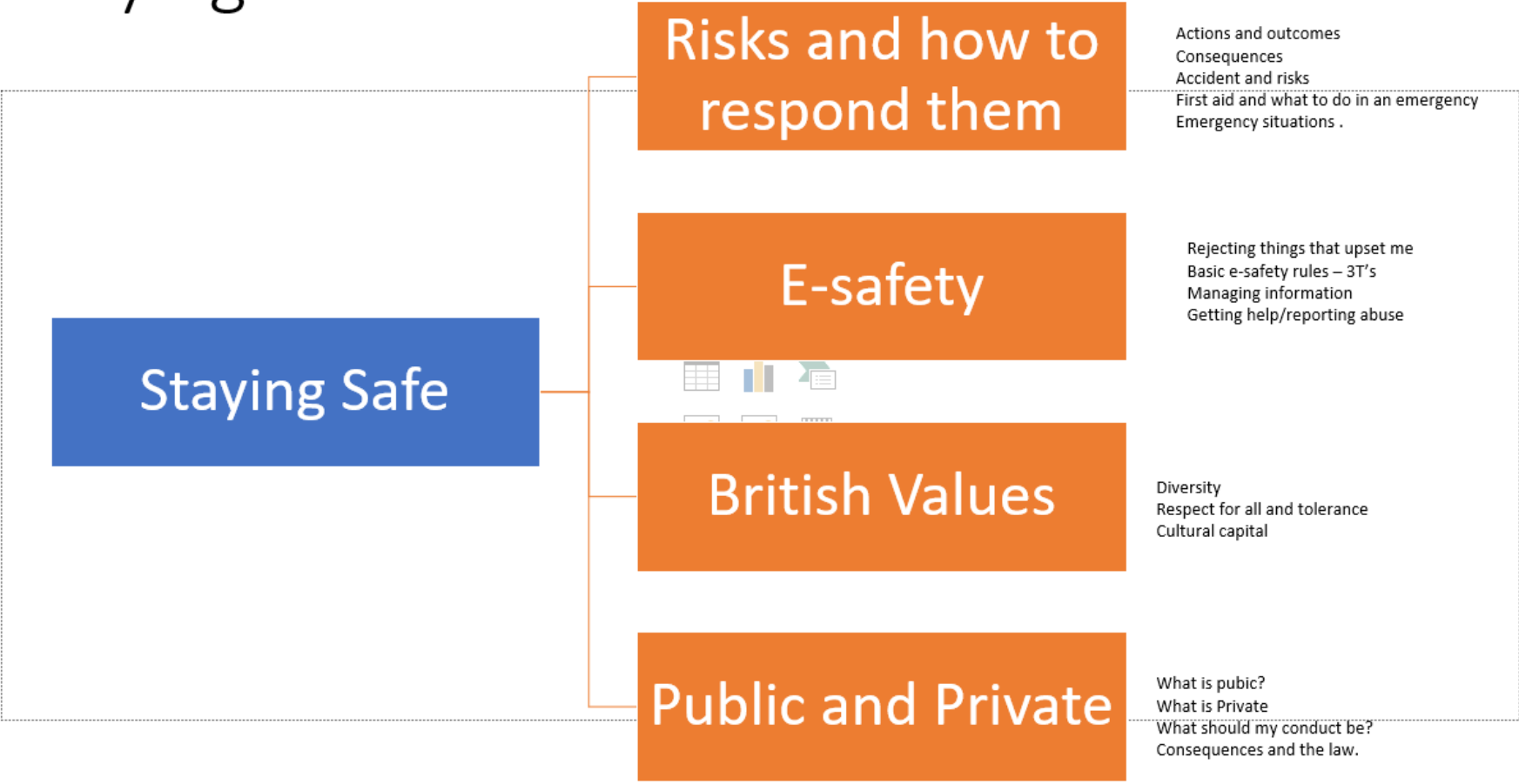
Co- and Self regulation /Delayed Gratification

Allowing an adult to help me.
Linking feelings to physical response
Learning and applying self regulation skills
Learning to wait
Learning to share
Saving up

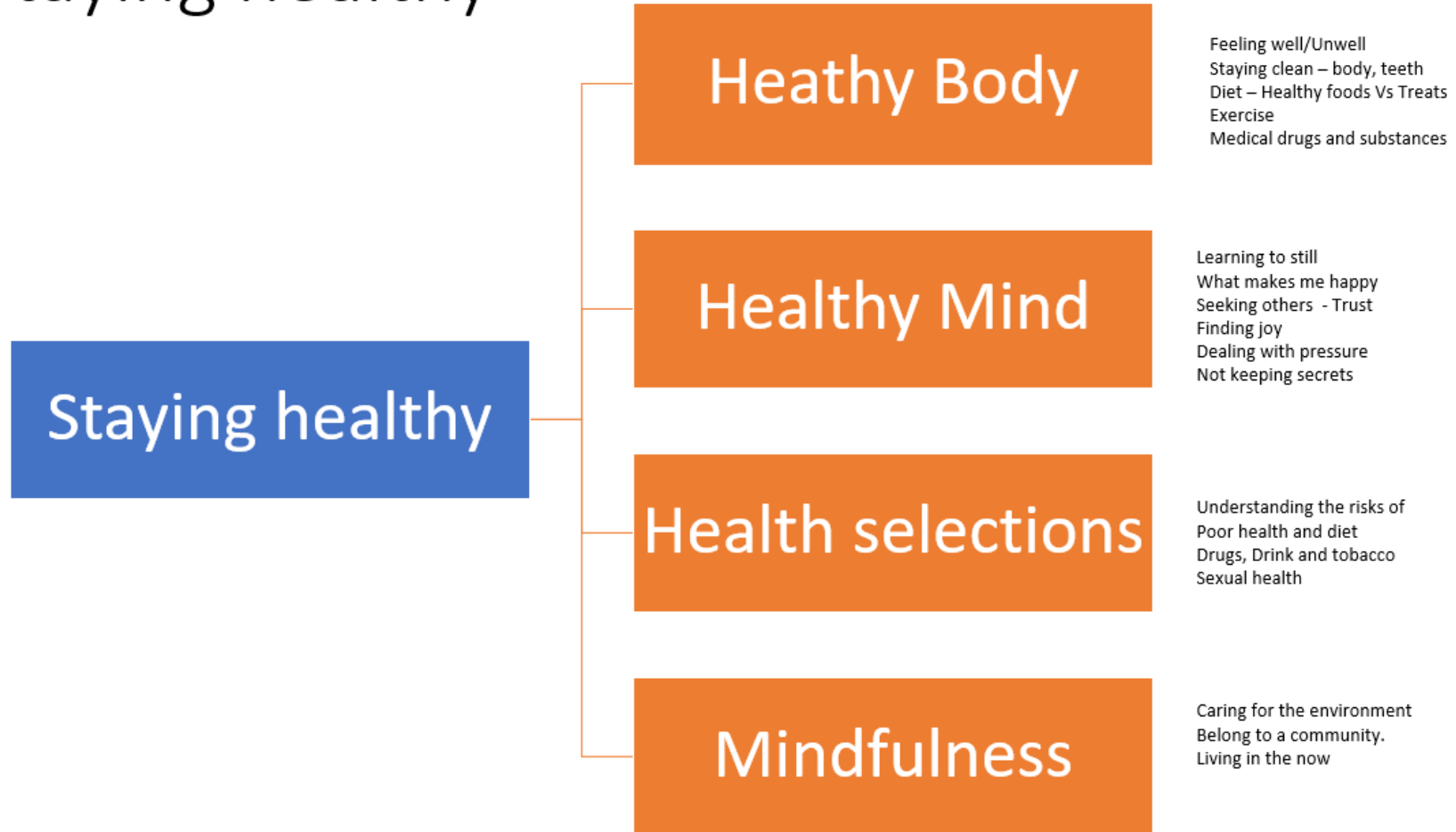
The Wider world

Community
Moving on
Life pathway and jobs
Access to the community
The Law – What can I do?

Staying safe



Staying healthy



Appendix: National Curriculum References PSHE association Framework.

Each of the six sections is subdivided into topic areas, as set out below. Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

Section	Key stage 1 and 2 Topic areas	Key stage 3 and 4 Topic areas
Self-Awareness	<ol style="list-style-type: none"> 1. <i>Things we are good at</i> 2. <i>Kind and unkind behaviours</i> 3. <i>Playing and working together</i> 4. <i>People who are special to us</i> 5. <i>Getting on with others</i> 	<ol style="list-style-type: none"> 1. <i>Personal strengths</i> 2. <i>Skills for learning</i> 3. <i>Prejudice and discrimination</i> 4. <i>Managing pressure</i>
Self-Care, Support and Safety	<ol style="list-style-type: none"> 1. <i>Taking care of ourselves</i> 2. <i>Keeping safe</i> 3. <i>Trust</i> 4. <i>Keeping safe online</i> 5. <i>Public and Private</i> 	<ol style="list-style-type: none"> 1. <i>Feeling unwell</i> 2. <i>Feeling frightened/worried</i> 3. <i>Accidents and risk</i> 4. <i>Keeping safe online</i> 5. <i>Emergency situations</i> 6. <i>Public and private</i> 7. <i>Gambling</i>

Managing Feelings	<ol style="list-style-type: none"> 1. <i>Identifying and expressing feelings</i> 2. <i>Managing strong feelings</i> 	<ol style="list-style-type: none"> 1. <i>Self-esteem and unkind comments</i> 2. <i>Strong feelings</i> 3. <i>Romantic feelings and sexual attraction</i> 4. <i>Expectations of relationships/abuse</i>
Changing and Growing	<ol style="list-style-type: none"> 1. <i>Baby to adult</i> 2. <i>Changes at puberty</i> 3. <i>Dealing with touch</i> 4. <i>Different types of relationships</i> 	<ol style="list-style-type: none"> 1. <i>Puberty</i> 2. <i>Friendship</i> 3. <i>Healthy and unhealthy relationship behaviour</i> 4. <i>Intimate relationships, consent and contraception</i> 5. <i>Long-term relationships/parenthood</i>
Healthy Lifestyles	<ol style="list-style-type: none"> 1. <i>Healthy Eating</i> 2. <i>Taking care of physical health</i> 3. <i>Keeping well</i> 	<ol style="list-style-type: none"> 1. <i>Elements of a healthy lifestyles</i> 2. <i>Mental wellbeing</i> 3. <i>Physical activity</i> 4. <i>Healthy eating</i> 5. <i>Body image</i> 6. <i>Medicinal drugs</i> 7. <i>Drugs, alcohol & tobacco</i>
The World I Live In	<ol style="list-style-type: none"> 1. <i>Respecting differences between people</i> 2. <i>Jobs people do</i> 3. <i>Rules and laws</i> 4. <i>Taking care of the environment</i> 5. <i>Belonging to a community</i> 	<ol style="list-style-type: none"> 1. <i>Diversity/rights and responsibilities</i> 2. <i>Managing online information</i> 3. <i>Taking care of the environment</i> 4. <i>Preparing for adulthood</i> 5. <i>Managing Finances</i>