



# CROMWELL HIGH SCHOOL

## Long Term Curriculum Plan – Personal Growth and Wellbeing - KS4

KS4 Year 1					
Y1.1	Dangers of substances	To understand the effect of the things that we place in our bodies from energy drinks to drugs. Delayed gratification	<b>1a3a3c 3b 3c 3f3g 4a 5g</b> HL 1.2.3/ 7.6.1	Self help <i>Interpersonal</i> <i>Intrapersonal</i>	Knowledge – Choices Skills – Dangers  Knowledge – My body / Choices Skills – Danger of substances Citizen – Research
Y1.2	Making friends and dealing with disagreements and strong feelings. SRE.	Forming relationships and learning to tolerate / deal with interpersonal conflict. / CSE / Emotional awareness	<b>1a 1c 1d 2a 2b2c2d 4a 4b4d4e 5ab5a 5g</b> SA 2.3/3 MF1.2/2.3.4	<i>Interpersonal</i> <i>Intrapersonal</i>	Knowledge - Friends / independent / choices Skills – dangers Citizen – relationships / Team work / communication
Y1.3	Treats, healthy habits and habits that are harmful for you.	Learning about all aspects of health including substances and life choices. Understanding how illness effect you.	<b>1a 1b 1d 3a3f3g 5g</b> HL 1.2.3 / 1.2.3	<i>Intrapersonal</i> Self help	Knowledge – My body / Choices Skills -Exercise / substances / Healthy eating Citizen – Research
KS4 Year 2					
Y2.1	The risks within the community and how to safely manage them.	CSE / Concept of a safe stranger / understanding of people roles in the wider community.	<b>2d 2e 2f 3f 4d</b> TWILI 1.2.3 SA 2 CG 3 /3 SCSS 2.3 / 2.3	<i>Interpersonal</i> <i>Intrapersonal</i> Self help	Skills - Personal dangers / People who help / Other people's lives Citizen – Jobs /Careers / Research
Y2.2	What makes me and other people	Self-reflection / Personal goal setting	<b>1a 1c 1d 1e 2c2e4b 5a5b 5e5g</b>	<i>Interpersonal</i>	Knowledge – Who am I /

	special?	/ emotional awareness. Setting personal goals.	SA 1/1 MF 1.2/1		My families Citizen – Communication / Team Work / fairness
Y2.3	How to take care of myself and others / what can I do be healthy. SRE.	All aspects of a healthy life style with a focus on the empowerment of choices. Staying clean. Being a responsible for myself and others – including be a parent.	1e 2a2c2e3a3a3g5a5b5d 5f  HL 1.2.3/1234567	Intrapersonal Self help	Skills – Routines / My body Successful – Hygiene Citizen– Research
Additional	Internet /digital safety (Half termly)	How to stay safe on line and introduction / reinforcement of the schools 3 T's approach. This area of personal safety is best addressed in context. Address the idea of law and what you are allowed to look for. The school will act on the termly advice of the Safe guarding team.	1a2c2d3a3g4a4e5a5b 5d SCSS 4 /4 TWIL 0/2	Self help	Knowledge – Choices / Hobbies Skills – Personal safety and the law Citizen – Communication
	Personal Hygiene and care routines & skills. (As needed / start of each term.)	How to stay clean and engage with Personal care routines in school. Learning to look in the mirror and learn to wipe face / wash hands	2d2e3a3b5a SCSS-135	Self help	Knowledge - My body / clothing / routines / independent / choices Citizen – Research
	Dealing with interpersonal conflict. (As needed)	How to reconnect with peers when they have fallen out or if students are not able to tolerate each other.	1a 1b 1c 2a4a 4b5a 5b 5g  MF – 12/2.4 TWILI – 0/4	Interpersonal	Knowledge - Friends / independent / choices Skills – dangers Citizen – relationships / Team work / communication
	Events that result in changes in the pupils environmental. (Halloween / Bonfire night / Eid /Christmas (Week for before if needed)	Learning to deal with: Changes to familiar locations and how people look. Learning to tolerate new stimuli.	SA-4/4 SCSS-3 4/	Interpersonal Intrapersonal	Knowledge – Home Skills – Personal safety / Other people's lives Citizen - Communication

	Sex & relationship education – Including sexual identity) (As required considering cognition and degree of sexual persona. / See the PG led if individual programs are needed) Three week program to be delivered yearly – see program of study.)	Consent Body change is addressed in PW and SRE	NC – pg. 15 Section – 33/34/35 The requirements on pg. 33 to 35 are located through the long term plan.  CG1234/12345 MF 12 / 1234	<i>Interpersonal</i> <i>Intrapersonal</i>	Knowledge – My bodies / Choices / independence Skills – Personal safety Citizen – Relationships.
	The Additional modules are to be accessed by the class teams as required to support the needs of the children in real time. SRE – Due to the complex nature of our children, in the majority of cases a bespoke package of SRE will be provided, involving the child's family where possible. Cromwell will however ensure that key principles area fully addressed at an accessible level. This will include the topics of sexual health and intimacy were cognitively suitable.				
KS4 Accreditation	Transition challenge / See new accreditation scheme of work.				

## 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

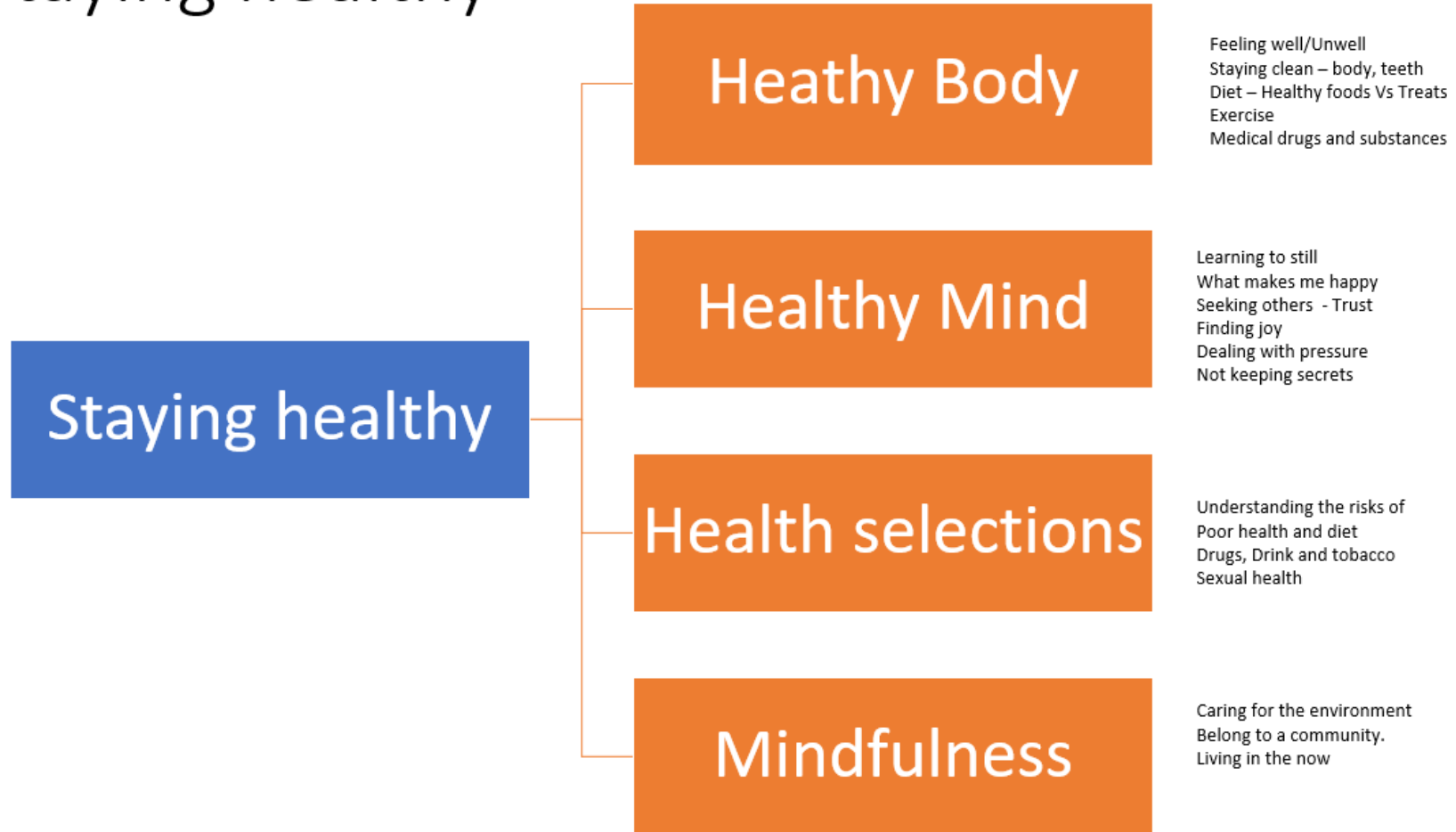
### Co- and Self regulation /Delayed Gratification

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

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