



Curriculum Area Overview for PSHCE / RSE

The vision for PSHCE / RSE

PSHCE/RSE at Mowbray School enables pupils to become healthy, independent, safe and responsible members of society.

Our School Ethos and Values

Our school ethos is SURE and underpins all learning and values that parents, pupils and staff share and wish to promote and develop here. SURE stands for 'Achieving Success through Understanding, Respect and Endeavour'.

Our School Mission Statement

We provide the best education for all our children so that when they leave our school they have the skills, knowledge and aspirations to lead fulfilling lives as adults.

Our Vision

We believe that children thrive when encouraged and supported; they respond to being treated in a positive and nurturing manner. The principles that comprise SURE are valued by both children and staff. They reflect our desire to help children to understand their difficulties, support their wellbeing, develop respect for themselves and others and become successful in what they do and achieve throughout their time in school and into adulthood.

Mowbray Curriculum Intent

The intention of our curriculum is to create personalised learning opportunities based around individual EHCP outcomes and academic progress to successfully prepare our pupils for each stage of transition and life after school. At Mowbray School, we believe in providing our children with the best possible start to their education and that we establish the building blocks for their future learning from the moment they start with us. We have high expectations of all children and understand the vital role that early intervention has in providing aspirational outcomes into adulthood.





Curriculum Intent for PSHCE/RSE

EYFS	Primary Semi-Formal	Primary Formal Pastoral	Primary Formal
<p>Our curriculum will:</p> <ul style="list-style-type: none"> • Be delivered through personal, social and emotional development lessons • Promote the spiritual, moral, cultural, social, mental and physical development of pupils • Provide the knowledge and understanding for pupils to play an active, positive and successful role in a diverse society • Provide information about developing healthy relationships with familiar carers and peers • Enable pupils to be physically, mentally and socially healthy • Enable pupils to manage their emotions effectively 	<p>Our curriculum will:</p> <ul style="list-style-type: none"> • Be delivered through personal, social and relationships lessons • Promote the spiritual, moral, cultural, social, mental and physical development of pupils • Provide the knowledge and understanding for pupils to play an active, positive and successful role in a diverse society • Provide information about developing healthy relationships with familiar carers and peers • Enable pupils to be physically, mentally and socially healthy • Enable pupils to manage their emotions effectively 	<p>Our curriculum will:</p> <ul style="list-style-type: none"> • Be delivered through personal, social and relationships lessons • Promote the spiritual, moral, cultural, social, mental and physical development of pupils • Provide the knowledge and understanding for pupils to play an active, positive and successful role in a diverse society • Provide information about developing healthy relationships with familiar carers and peers • Enable pupils to be physically, mentally and socially healthy • Enable pupils to manage their emotions effectively • Enable pupils to become open-minded and respectful members of society, appreciating difference and diversity 	<p>Our curriculum will:</p> <ul style="list-style-type: none"> • Be delivered through personal, social, health, citizenship and economic education lessons • Promote the spiritual, moral, cultural, social, mental and physical development of pupils • Provide the knowledge and understanding for pupils to play an active, positive and successful role in a diverse society • Provide information about developing healthy relationships with familiar carers and peers • Enable pupils to be physically, mentally and socially healthy • Enable pupils to manage their emotions effectively • Enable pupils to become open-minded and respectful members of society, appreciating difference and diversity • Provide knowledge, skills and attributes needed to prepare pupils for life and work in Modern Britain
Curriculum Entitlement			
<p>Our curriculum will be broadened by:</p> <ul style="list-style-type: none"> • Culture/MFL days 	<p>Our curriculum will be broadened by:</p> <ul style="list-style-type: none"> • Culture/MFL days 	<p>Our curriculum will be broadened by:</p> <ul style="list-style-type: none"> • Culture/MFL days 	<p>Our curriculum will be broadened by:</p> <ul style="list-style-type: none"> • Culture/MFL days





<ul style="list-style-type: none"> • Feeling and emotion check ins (Zones of Regulation / Emotion Coaching) • World Book Days • Targeted EHCP focus as appropriate • Word of the Week • TACPAC • Whole School Celebrations • Outdoor/Forest School learning • Anti-Bullying Week • Family stay and play • Sensory stories • THRIVE • Circle Time • Visits from outside agencies • Trips and off-site visits as appropriate 	<ul style="list-style-type: none"> • Feeling and emotion check ins (Zones of Regulation / Emotion Coaching) • World Book Days • Targeted EHCP focus as appropriate • Word of the Week • TACPAC • Whole School Celebrations • Outdoor/Forest School learning • Anti-Bullying Week • Sensory stories • THRIVE • Circle Time • Visits from outside agencies • Trips and off-site visits as appropriate 	<ul style="list-style-type: none"> • Feeling and emotion check ins (Zones of Regulation / Emotion Coaching) • World Book Days • Targeted EHCP focus as appropriate • Word of the Week • TACPAC • Whole School Celebrations • Outdoor/Forest School learning • Anti-Bullying Week • Sensory stories • THRIVE • Circle Time • Visits from outside agencies • Trips and off-site visits as appropriate 	<ul style="list-style-type: none"> • Feeling and emotion check ins (Zones of Regulation / Emotion Coaching) • World Book Days • Targeted EHCP focus as appropriate • Word of the Week • TACPAC • Whole School Celebrations • Outdoor/Forest School learning • Anti-Bullying Week • THRIVE • Circle time • Visits from outside agencies • Trips and off-site visits as appropriate
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All pupils are entitled to lessons that cover the following: Personal (feelings, self-awareness, staying safe); Social (wider world, rights); Health (lifestyles, wellbeing); Citizenship (diversity and equality, careers, enterprise); Economic education (personal finance, economic wellbeing).

All pupils are entitled and have a legal requirement to access lessons on RSE (relationships, identity, friendships)

All pupils are entitled to lessons that are developmentally and age appropriate

All pupils are entitled to lessons delivered by familiar adults with appropriate training and expertise





Curriculum Intent for PSHCE/RSE

Secondary Semi-Formal	Secondary Formal Pastoral	Secondary Formal
<p>Our curriculum will:</p> <ul style="list-style-type: none"> • Be delivered through personal, social and relationships lessons • Promote the spiritual, moral, cultural, social, mental and physical development of pupils • Provide the knowledge and understanding for pupils to play an active, positive and successful role in a diverse society • Provide information about developing healthy relationships with familiar carers and peers • Enable pupils to be physically, mentally and socially healthy • Enable pupils to manage their emotions effectively • Enable pupils to develop their self-independence and have self-efficacy to make informed decisions • Provide developmentally appropriate information about relationships and sexual health 	<p>Our curriculum will:</p> <ul style="list-style-type: none"> • Be delivered through personal, social, health, citizenship and economic education lessons • Promote the spiritual, moral, cultural, social, mental and physical development of pupils • Provide the knowledge and understanding for pupils to play an active, positive and successful role in a diverse society • Provide information about developing healthy relationships with familiar carers and peers • Enable pupils to be physically, mentally and socially healthy • Enable pupils to manage their emotions effectively • Enable pupils to develop their self-independence and have self-efficacy to make informed decisions • Provide developmentally appropriate information about relationships and sexual health • Provide knowledge, skills and attributes needed to prepare pupils for life and work in Modern Britain 	<p>Our curriculum will:</p> <ul style="list-style-type: none"> • Be delivered through personal, social, health, citizenship and economic education lessons • Promote the spiritual, moral, cultural, social, mental and physical development of pupils • Provide the knowledge and understanding for pupils to play an active, positive and successful role in a diverse society • Provide information about developing healthy relationships with familiar carers and peers • Enable pupils to be physically, mentally and socially healthy • Enable pupils to manage their emotions effectively • Enable pupils to develop their self-independence and have self-efficacy to make informed decisions • Provide developmentally appropriate information about relationships and sexual health • Provide knowledge, skills and attributes needed to prepare pupils for life and work in Modern Britain • Provide the opportunities to discuss and teach about issues that will affect their ability to learn and progress, such as anxiety, unhealthy relationships and information around the law
Curriculum Entitlement		
<p>Our curriculum will be broadened by:</p> <ul style="list-style-type: none"> • Culture/MFL days • Feeling and emotion check ins (Zones of Regulation / Emotion Coaching) • World Book Days • Targeted EHCP focus as appropriate • Word of the Week 	<p>Our curriculum will be broadened by:</p> <ul style="list-style-type: none"> • Culture/MFL days • Feeling and emotion check ins (Zones of Regulation / Emotion Coaching) • World Book Days • Targeted EHCP focus as appropriate • Word of the Week 	<p>Our curriculum will be broadened by:</p> <ul style="list-style-type: none"> • Culture/MFL days • Feeling and emotion check ins (Zones of Regulation / Emotion Coaching) • World Book Days • Targeted EHCP focus as appropriate • Word of the Week





<ul style="list-style-type: none">• TACPAC• Whole School Celebrations• Outdoor Education• Anti-Bullying Week• Circle time• Residential visits• THRIVE• Visits from outside agencies• Trips and off-site visits as appropriate	<ul style="list-style-type: none">• Whole School Celebrations• Outdoor Education• Anti-Bullying Week• Circle time• Residential visits• THRIVE• Visits from outside agencies• Trips and off-site visits as appropriate	<ul style="list-style-type: none">• Whole School Celebrations• Outdoor Education• Anti-Bullying Week• Residential visits• THRIVE• Independent speakers• Go Wise Online
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All pupils are entitled to lessons that cover the following: Personal (feelings, self-awareness, staying safe); Social (wider world, rights); Health (lifestyles, wellbeing); Citizenship (diversity and equality, careers, enterprise); Economic education (personal finance, economic wellbeing).

All pupils are entitled and have a legal requirement to access lessons on RSE (relationships, identity, friendships)

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All pupils are entitled to lessons delivered by familiar adults with appropriate training and expertise





PSHCE/RSE Long Term Plan by Steps

Every Year			
	Autumn	Spring	Summer
THEME	Self-Awareness / Support and Safety	Relationships	The World I Live In
<p>Topics for Steps 1-14</p> <p>These are interchangeable dependent on the needs of the group</p> <p>Pupils accessing steps 1-14 will complete each theme as it is needed, therefore not subjected to a yearly rolling programme.</p>	<p>Self Regulation / Managing Self</p> <p>Recognises self Emotional responses to others Attachment Develop sense of self Greeting others Dress and undress simple items independently Imitations Develop identity Understanding of some rules and routines Responds to boundaries</p>	<p>Building Relationships</p> <p>Recognises familiar carers Tolerate separation from special people Emotional security from trusted adults Awareness of others Cope with different behaviours of groups Turn-taking Interacts / plays with others Friendships</p>	<p>Past and Present / People, Culture and Communities</p> <p>Routines Experience stories about people Exploring environments and objects Curiosity and pretend play Story-telling Special places</p>





Year 1 of 2 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Self-Awareness	The World I Live In	Support and Safety	Relationships	Me and My Future	Healthy Lifestyles
Topics for Steps 15-16	<p>Knowing Myself My differences Encounter new activities and express feelings/emotions Preference to different things THRIVE strategies</p> <p>The Body Start to name body parts Difference between boys and girls</p>	<p>Exploration New experiences, senses, tastes Encounter different community situations (shops, café, pool) Awareness of being uncomfortable (eg. Wet and cold)</p> <p>Anti-Bullying Week Look at the online theme for this year</p>	<p>Rules Rules for safety Classroom and school rules</p> <p>Safety at School Using equipment and resources Recognising and using trusted adults for support Safety around the classroom and home (eg. Iron = hot)</p>	<p>Pastoral Relationships Recognise people who care for us Interact with others (non-familiar) positively Accepting help from others THRIVE strategies</p>	<p>New Experiences Actively seeking new experiences Developing personal skills</p> <p>Money Recognising money Recognising the need to pay for things</p> <p>Careers Recognise different jobs by uniform</p>	<p>Play Exercise development THRIVE strategies</p> <p>Hygiene Washing and drying hands unaided Teeth brushing Help with skin and hair care routines</p> <p>Support Recognise people helping them live healthy lifestyles</p>





Year 1 Of 2 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Self-Awareness	The World I Live In	Support and Safety	Relationships	Me and My Future	Healthy Lifestyles
Topics for Steps 17-18	Being Myself Emotions Different parts of our brain (flipping our lid) Sensory exploration THRIVE strategies	Community Belonging to groups Community awareness Anti-Bullying Week Look at the online theme for this year	Safety at School and Home Medicines Being able to call 999	Types of Relationships Pastoral relationships (teachers / colleagues) My family Types of family THRIVE strategies	Careers Recognise different careers and what they do Making future choices My skills and abilities Transitions Primary to Secondary Moving classes	Healthy Eating Choices Effects of sweets and fizzy drinks





Year 1 Of 2 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Self-Awareness	The World I Live In	Support and Safety	Relationships	Me and My Future	Healthy Lifestyles
Topics for Steps 19-20	<p>Puberty Growing and changing Increase in body awareness Changing emotions; hormones; understanding where emotions come from (the different parts of the brain) <i>THRIVE strategies</i></p> <p>For KS3 Teachers</p> <p>AQA PEL: Puberty (75474)</p>	<p>Topical Issues School Community Nationally Internationally Why we have laws Rights and responsibilities</p> <p>Anti-Bullying Week Look at the online theme for this year</p> <p>For KS3 Teachers</p> <p>AQA PEL: Introduction to issues of bullying (97736)</p>	<p>Online Safety Online safety Time spent online Being able to report online issues (bullying, inappropriate content)</p> <p>For KS3 Teachers</p> <p>AQA PEL: Internet Safety (115119)</p>	<p>Personal Relationships Public and Private Respecting privacy Personal Space <i>THRIVE strategies</i></p> <p>For KS3 Teachers</p> <p>AQA PEL: Keep our Bodies Safe (112084)</p>	<p>Careers Recognise different careers and what they do Making future choices My skills and abilities</p> <p>Transitions Primary to Secondary Moving classes</p> <p>For KS3 Teachers</p> <p>AQA PEL: Investigating Jobs (115260)</p>	<p>Hygiene How germs spread Dental hygiene and importance Make choices regarding skin and hair care routines</p> <p>For KS3 Teachers</p> <p>AQA PEL: Personal Care and Hygiene (111466)</p> <p>AQA PEL: Dental Care (81709)</p>





Year 2 of 3 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Self-Awareness	The World I Live In	Support and Safety	Relationships	Me and My Future	Healthy Lifestyles
Topics for Step 21-23	<p>Sensory Regulation Zones of Regulation Exploring different senses Identifying sensory regulation strategies Growth mindset</p> <p>THRIVE strategies</p> <p>AQA EL Multi-Sensory Seasons (LE4404)</p> <p>AQA L1 Developing a Growth Mindset (114643)</p>	<p>Culture Celebrations Religion Celebrate British values/religions/cultures</p> <p>Community Our environment, our responsibility Community cohesion Immigration and diversity - British communities Groups I belong to</p> <p>Anti-Bullying Week Be Kind</p> <p>AQA EL RE: Celebrations (110604)</p> <p>AQA EL Leaflet on Understanding Bullying (108776)</p>	<p>Rules Law- young offenders Drugs, alcohol, e-cigs and tobacco</p> <p>Risks Risks, hazards and prevention Risk taking</p> <p>AQA EL: Intro to Anti-Social Behaviour (75287)</p> <p>AQA EL: Intro to Law (79806)</p> <p>AQA EL: Smoking, drugs and alcohol (110846)</p>	<p>Relationships and the Media Unhealthy/ healthy relationships/role models Conformity - what the media says we should do</p> <p>Relationship Support Accepting help from others Offering help to others THRIVE strategies</p> <p>AQA EL: Healthy Relationships (116179)</p> <p>AQA EL: Relationships (108471)</p>	<p>Money Value of money (not only value) Salaries Shopping and dining out</p> <p>Household Tasks Looking after our home / school</p> <p>Transitions New year 7s Moving from classes</p> <p>AQA EL: Managing Money (116863)</p> <p>AQA EL: Household Cleaning (114830)</p>	<p>Mental Wellbeing Mental health issues, depression, managing anxiety Recognising early signs of wellbeing Mindfulness THRIVE strategies</p> <p>AQA EL: Everyday Mindfulness (115849)</p> <p>AQA EL: Exploring Mental Health (105498)</p>





Year 1 of 2 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Self-Awareness	The World I Live In	Support and Safety	Relationships	Me and My Future	Healthy Lifestyles
<p>KS4 4KC and 4PC (who can access)</p> <p>Topics for Step 17-18</p> <p>KS4 are entitled to complete age appropriate topics. Staff should consider how to ensure this is developmentally appropriate.</p> <p>Steps 15-18 can also be included to ensure a broad, balanced and developmentally</p>	<p>Managing Behaviours Effect of behaviour on others Social etiquette Socially acceptable behaviours Experiencing group activities and managing behaviour appropriately Actions and consequences THRIVE strategies</p> <p>AQA PEL: Displaying appropriate behaviour (98215)</p> <p>AQA EL: Exploring Offending Behaviour (72419)</p> <p>AQA EL: Experiencing Group Activities (111612)</p>	<p>Citizenship Basic Rights Co-operating with others Making choices and decisions Taking responsibility Accepting help</p> <p>Topical Issues Anti-Bullying Week (United Against Bullying)</p> <p>AQA PEL: Exploring Human Rights with Support (111399)</p> <p>AQA EL: Rights, Responsibilities and Citizenship (71238)</p>	<p>Personal Safety Road safety Pedestrian crossing Choosing safe places to cross Listen for traffic Cross roads safely Recognising landmarks to prevent getting lost THRIVE strategies</p> <p>AQA PEL: Crossing the Road (114122)</p> <p>AQA EL: Road Safety (105485)</p> <p>Community Awareness Plan a visit to a chosen tourism destination H&S considerations Knowing what to wear Knowing how to behave in public</p>	<p>Types of Relationships Me and my friends Qualities of a friend Breaking friendships Peer pressure Assertiveness Dealing with disagreements THRIVE strategies</p> <p>AQA PEL: Intro to Sex and Relationships (110600)</p> <p>AQA PEL: Nature of Friendship (111640)</p> <p>AQA EL: Relationships (108471)</p>	<p>Careers Year 11 Search and apply for a job Types of employment Tasks in employment Preparing for interview Person specification and job description</p> <p>AQA PEL: Applying for Jobs (117013)</p> <p>AQA PEL: Investigating Jobs (115260)</p> <p>AQA EL: Employability: Preparation for Work (108672)</p> <p>Transitions Year 11 Applying to colleges Educational institutions</p>	<p>Healthy Lifestyle Yr 11 Functions of body systems Healthy Living - hygiene, exercise and wellbeing Food to help maintain a healthy body</p> <p>AQA PEL: Healthy Lifestyles (117725)</p> <p>AQA PEL: Healthy Lifestyles and Emotions (81319)</p> <p>AQA EL: Healthy Lifestyles (PSE026)</p> <p>Basic First Aid Yr 10 Why first aid is given Location of first aid room / boxes Things in a first aid box First aid scenarios</p>





<p>appropriate curriculum</p>			<p>OS Unit 57 - Planning a Visit</p>		<p>AQA EL Post-16 Transition Choices (87232)</p> <p>Enterprise Year 10 Identifying money from other items What we can use money for Money Bingo Good and Bad purchases</p> <p>AQA PEL: Handling Money (73707)</p> <p>Aspirations Year 10 Types of jobs that interest Visiting workplaces Like and dislikes about workplaces Qualifications needed</p> <p>AQA EL Introduction to Employment (112941)</p>	<p>AQA EL Basic First Aid (108643)</p>
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Year 1 of 2 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Self-Awareness	The World I Live In	Support and Safety	Relationships	Me and My Future	Healthy Lifestyles
Topics for Step 24-26	Managing Behaviours Problem solving Social etiquette Learning to learn - strengths and weaknesses Asking for help - where can we go for a wide range of issues (CEOP) Actions and consequences THRIVE strategies AQA L1: Etiquette (111878) AQA L1: Emotional Triggers (112724) AQA L1: Emotional Intelligence (113462)	Citizenship Human Rights Democracy ambassadors Parliament AQA L1 Exploring and Understanding Values in Personal and Everyday Life (110571) Topical Issues Homelessness Crimes, gangs and County Lines Money laundering Fake news Anti-Bullying Week UNIT PS11: Contributing to your Community	Personal Safety Study skills for exam stress Self-awareness when out and about (headphones in etc) Peer pressures Equality and discrimination THRIVE strategies Environmental Awareness Environmental issues and their impact Environmental organisations Global Initiatives Ways to improve the environment Unit 11: Improving Personal Impact in the Environment	Types of Relationships Appropriate language Types of love LGBT Parenting styles Sexuality and gender AQA L1 Life Skills: Building Healthy Relationships (105564) AQA L1 Equality and Diversity: Sexuality and Sexual Orientation (72977) Personal Relationships Break ups (relationships and friendships) Sexual Health Boundaries Contraception	Careers Yr 11 Jobs - rights and responsibilities in the workplace Trade unions Health & Safety at work Job Interviews CVs Time management Salaries Transitions Yr 11 Applying to colleges Educational institutions AQA L1: Investigating possible career options (76182) AQA EL: Post-16 Transition Choices (87232) Enterprise Yr 10	Healthy Lifestyle Yr 11 Balanced lifestyles Physical, emotional, social and mental health needs Lifestyle choices Motivation to pursue a healthy lifestyle Link between inactivity and disease THRIVE strategies AQA L1: Healthy Lifestyles (71955) Healthy Eating Yr 11 Healthy diets Link between diet and disease Mental Wellbeing Yr 10 Emotional wellbeing Types of mental and emotional wellbeing concerns





					<p>Enterprising / learning from entrepreneurs Understanding contracts</p> <p>Aspirations Yr 10 Employability skills Job match to personal skills Career and ambitions Suitable career pathways</p> <p>AQA L1: Careers and Work Preparation (80600)</p> <p>AQA EL: Introduction to Enterprise (111509)</p>	<p>Basic First Aid Yr 10 Self-examinations Making 999 calls CPR Allergies Breaks and sprains First Aid Kits Primary Survey Recovery position Cuts Burns and Scalds</p> <p>AQA L1 Introduction to First Aid (LE5534) / Basic First Aid (74607)</p>
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