



## Rationale for PSHE at Curnow School.

### School Context

Curnow School is a 2-19 specialist provision for students with special educational needs. We have two learning pathways within the school. Our curriculum is divided into the Learning to Learn and Ready to Learn strands, the EYFS curriculum and the Post 16 curriculum. Our Learning to Learn pupils are assessed using annual EHCP outcomes broken down into termly targets. The engagement model looks at how the children learn. Our ready to learn pupils follow a curriculum based on the national curriculum, split into the core subjects (including PSHE), the creative curriculum and understanding the world. At Curnow, we are proud of the classroom engagement levels, which are supported by the teachers' knowledge of how to plan a highly individualised timetable that considers pupils' interests and learning styles.

### Intent

At Curnow School, our PSHE curriculum is designed to empower students with the knowledge, skills, and attitudes essential for navigating the complexities of the world around them. Drawing from the guidance of the PSHE Association, our tailored curriculum is crafted through individual and cross-curricular design, aiming to foster a supportive learning environment where students can flourish socially, emotionally, and academically. Through this comprehensive approach, we strive to provide students with a strong foundation in understanding themselves, others, and the world they live in. We believe that by equipping students with the necessary knowledge and understanding, we can empower them to make informed decisions, develop positive relationships, and lead healthy and fulfilling lives.

Our PSHE curriculum encompasses three key areas: **Relationships, Living in the Wider World, and Health and Well-being.**

**Relationships:** Within this area, we aim to equip students with the skills necessary to form meaningful relationships from childhood through adulthood and understand and regulate their emotions. Our curriculum is designed to foster caring, safe, and trusting relationships among students, providing opportunities for them to identify sources of support and services they may need both now and in the future. Through this, students learn invaluable skills such as navigating friendships, resolving conflicts, and developing empathy and respect for others. By developing key skills and gaining an understanding of the term 'relationships', students learn to identify and respect differences and similarities among themselves and others.

**Living in the Wider World:** In our curriculum's Living in the Wider World aspect, we strive to prepare students to make meaningful contributions to their personal lives and communities. We encourage students to explore their potential and celebrate personal development. Our curriculum empowers students to develop a positive self-image, make responsible choices, and build independence and self-confidence in an ever-changing society. Additionally, we are committed to nurturing active citizenship within our community, empowering students to play an active role in their decision-making processes. Students explore various ways to engage with and positively impact their communities, aligning their choices with their values and principles.

**Health and Well-being:** The health and well-being of our students are paramount. We address a range of topics related to physical, emotional, and mental health, promoting healthy lifestyle choices, resilience, and self-care practices. Our curriculum endeavours to provide students with the knowledge and skills needed to lead healthy lifestyles and make informed decisions on issues such as drugs and alcohol. We also facilitate the development of essential skills to work towards and achieve personal healthcare routines, fostering independence in these areas. We also give students chances to explore social norms and beliefs and what values are important to them, helping them understand how they fit into the bigger picture of their own growth and their place in the world.

## Implementation

At Curnow School, we recognise the vital role of PSHE/RSE education in nurturing the holistic development of our students. To cater to the diverse needs of our learners, we have tailored the PSHE Association's curriculum framework, drawing from the PSHE Education Planning Framework for Pupils with SEND. This ensures thorough coverage of relevant statutory content related to relationships, sex education, and health education.

### Curriculum

Our PSHE/RSE education starts from the Early Years Foundation Stage (EYFS) and extends through Post-16. Within EYFS, we embed PSHE concepts through the Understanding the World and Communication strands of the early years framework. As students progress from KS1 to Post-16, structured units provide a cohesive and progressive approach to PSHE education. Transitioning into Post-16, we align the curriculum with students' Preparing for Adulthood EHCP targets, facilitating their journey into adult life.

At Curnow School, PSHE education is a collaborative effort involving all staff members, covering a wide range of topics. This inclusive approach ensures that every student, regardless of chronological age or developmental stage, receives tailored instruction aligned with their needs and learning styles. Particularly when addressing sensitive topics like relationships and sex education (RSE), our curriculum remains flexible and responsive, adapting to the evolving needs of our students. By prioritising flexibility and inclusivity, we aim to create a learning environment that fosters holistic development and meets the diverse needs of all learners.

Our curriculum operates on a two-year rolling program, revisiting each area twice yearly to strengthen previously acquired skills and knowledge. It is divided into KS1 and 2 and KS3 and 4, with all cohorts, including our L2L group, covering the same areas and units that progress uniformly across the school. For instance, during the initial half of the Autumn term, the focus will be on the Relationships topic, with each class delving into a progressive unit exploring various types of relationships. This approach guarantees that students consistently revisit topics and advance their skills based on prior learning.

#### PSHE LTP - KS1 & 2

	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 (2024-25) (2025-26)	Relationships (Families and people who care for me)	Living in the Wider World (Online relationships)	Health and Well-being (Mental Well-being)	Relationships (Caring Friendships)	Living in the Wider World	Health and Well-being (Being safe)
	Different types of Relationships (CG4)	Keeping Safe Online (SSS4)	Identifying and expressing feelings MF1 Plus Self-care Bullying Asking for Help	People who are special to us (SA4)  Family and friends	Taking Care of the Environment (WIL14)	Public and Private (SSS5) Dealing with Touch (CG3)
Year 2 (2024-5) (2025-6)	Relationships (Respectful Relationships)	Living in the Wider World (Internet Safety and Harms)	Health and Well-being (Changing Bodies)	Relationships (Being safe)	Living in the Wider World	Health and Well-being (Health Prevention)
	Kind and Unkind Behaviours (SA2)	Internet Safety	Changes in Puberty (CG2) Baby to Adult (CG1)	Trust (SSS3) Keeping Safe (SSS2)	Belonging to the Community (WIL15)	Taking Care of Ourselves (SSS1) + Basic First Aid

**PSHE LTP – KS3&4**

	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 (2024-25) (2025-26)	Relationships (Families)	Living in the Wider World (Online and Media)	Health and Well-being (Mental Well-being)	Relationships (Respectful relationships including friendships)	Living in the Wider World	Health and Well-being (Intimate and Sexual Health, Including Sexual Health)
	Different types of Relationships (CG4) or Long-Term Relationships and Parenthood (CG5)	Keeping Safe Online (SSS4)	Mental-Well-Being (HL1) Drugs, Alcohol and Tobacco (HL7)	Healthy and Unhealthy Relationship behaviours (CG3)	Diversity, Rights and Responsibilities (WIL1)	Public and Private (SSS6) Romantic Feelings and Sexual Attraction (MF3)
Year 2 (2024-5) (2025-6)	Relationships (Respectful Relationships)	Living in the Wider World (Internet Safety and Harms)	Health and Well-being (Changing Adolescent Bodies)	Relationships (Intimate and Sexual Health, Including Sexual Health)	Living in the Wider World	Health and Well-being (Health Prevention)
	Kind and Unkind Behaviours (SA2)	Managing Online Information (WIL12)	Puberty (CG1) Body Image (HL5)	Intimate Relationships, Consent and Contraception (CG4)	Preparing for Adulthood (WIL14)	Feeling Unwell (SSS1) + First Aid

The planning provides clear learning outcomes, enabling teachers to assess each student's position on the continuum and determine their learning objectives. Targets can be established based on this assessment. As students progress within each topic, they move along a continuum, consistently revisiting and reinforcing previous learning. This structured approach allows teachers to ensure they are following well-defined steps and that students are acquiring skills suitable for their level of development.

**R2L - KS1 & 2 Relationships**

CURNOW RATIONALE:
To provide pupils with the information they need <u>in order to</u> allow them to form meaningful relationships and understand feelings through childhood and into adult and to provide pupils with the information they need to be able to identify and respect the differences and similarities between <u>them</u> , by promoting the development of key skills and understanding of the term 'relationships. We, <u>therefore</u> need to ensure our pupils develop the fundamental skills to:
<ul style="list-style-type: none"> <li>Identify people in their family</li> <li>Communicates why family members are special</li> <li>Explore how people with families care for each other</li> <li>Explore and understand that all families are different</li> <li>Identify how our family differs from others.</li> <li>Explore ways to cope when there is tension within the family (<a href="#">Safeguarding link</a>)</li> </ul>

Changing and Growing	Encounter	Foundation	Core	Development	Enrichment	Enhanced
CG4 – Different types of relationships	<ul style="list-style-type: none"> <li>Gives familiar people a name</li> <li>Names a person in their immediate family</li> <li>Recognises familiar people/family in a video clip</li> <li>Recognises familiar people/family in a photograph</li> <li>Engages with stories about different types of families</li> </ul>	<ul style="list-style-type: none"> <li>Communicates what or who is special to them</li> <li>Names people in their immediate family</li> <li>Identifies people who care for others, e.g. families, nurses, etc.</li> <li>Engages with stories about different types of families</li> </ul>	<ul style="list-style-type: none"> <li>Explains why something or someone is special to them</li> <li>Gives examples of how they help others</li> <li>Names the important people in their life</li> <li>Explores how all families are different.</li> <li>Begins to explore different types of relationships we might have with others, e.g. friendships, families etc..</li> <li>Identifies different aspects</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of different types of relationships.</li> <li>Identify the people who make up our family.</li> <li>Explores and accepts different types of families</li> <li>Describes how important people in their life should care for each other</li> <li>Identifies what is involved in belonging, e.g. to a family or activity group</li> <li>Recognises their characteristics are from their</li> </ul>	<ul style="list-style-type: none"> <li>Identify different types of family.</li> <li>Recognise that others' families in school may be different from their family.</li> <li>Describes how families care for each other</li> <li>Identifies where there can be tension in a family and how to cope with this</li> <li>Lists ways they help at home, or could help at home and in the setting</li> </ul>	<ul style="list-style-type: none"> <li>Identify some ways we may be cared for by our families, friends and other adults who care for us.</li> <li>Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship</li> </ul>

KS3 & 4 Relationships						
<p><b>CUNEOW RATIONALE:</b></p> <p>To provide pupils with the information they need to allow them to form meaningful relationships and understand feelings through kindness and to assist and to provide pupils with the information they need to be able to keep themselves safe, by promoting the development of key skills and understanding of the term 'relationships'. We, therefore, need to ensure our pupils develop the fundamental skills to:</p> <ul style="list-style-type: none"> <li>Identify positive behaviours we would see in a healthy relationship</li> <li>Identify negative behaviours we would see in an unhealthy relationship</li> <li>Be able to cooperate with others in different situations</li> <li>Identify where we can seek support and help</li> <li>Ask for help when needed</li> <li>Recognise that we have choices around behaviours we accept from others</li> </ul>						
<p><b>KS3</b></p> <p>Exploring healthy and unhealthy friendships and what behaviours you might see or experience. Seeking help within the family and school environment when things go wrong. Exploring what we can do if we experience unkind behaviour – Asserting 'no'.</p>		<p><b>KS4</b></p> <p>Exploring what healthy relationships look like – boyfriend/girlfriend, within the family, etc. What negative behaviours might you see in an unhealthy relationship? Signpost to outside agencies as well as explore who you can ask for help within your class/network, e.g. school. Being able to say 'no'. Exploring what we can do if we see/experience unhealthy behaviours</p>				
<p><b>Changing and Growing</b></p> <p>CS3 – Healthy/Unhealthy Relationship Behaviours</p>	<p><b>Encounter</b></p> <ul style="list-style-type: none"> <li>discussions on awareness of other people's feelings</li> <li>Commissioners' Raise and Thrive and sorry when someone</li> </ul>	<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>shares an activity with a classmate when someone suggests they may not be able to join an activity.</li> </ul>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>talks to someone who is different to them</li> <li>asks for help when someone</li> </ul>	<p><b>Development</b></p> <ul style="list-style-type: none"> <li>suggests when they are a good friend and why</li> <li>Suggests behaviours that would assist a friend</li> <li>Say No</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>Identify our responsibilities of relationships</li> <li>Identify the differences between healthy and</li> </ul>	<p><b>Enhanced</b></p> <ul style="list-style-type: none"> <li>explain how we expect people to behave towards us in relationships and</li> <li>Identify the differences between healthy and</li> </ul>

<ul style="list-style-type: none"> <li>Identifies who their friends are</li> <li>Co-operates with others during a game/ activity</li> <li>Communicates affection for others</li> <li>is included in other's play and will join in with support</li> <li>Communicates consent for a peer</li> <li>Shares an activity with a peer when appropriate</li> <li>Takes turns in a game with help from a member of the staff</li> </ul>	<ul style="list-style-type: none"> <li>Co-operates with a peer for a short period</li> <li>Knows they are sorry when they have done something wrong</li> <li>Recognises qualities of being for help from a member of staff</li> <li>Takes turns in a game</li> <li>Communicates feelings of respect, support, good using words, signs or symbols</li> </ul>	<ul style="list-style-type: none"> <li>Has most of the time</li> <li>Identifies how they could manage a relationship</li> <li>Realises what they do affects others</li> </ul>	<ul style="list-style-type: none"> <li>Defines friendship relationships</li> <li>Identifies how we might feel angry or sad because of someone's behaviour</li> <li>Identifies ways in which they can help people who are happy or sad</li> <li>Plans with others to co-operate</li> </ul>	<ul style="list-style-type: none"> <li>Defines healthy relationships</li> <li>Identifies qualities of support, being able to communicate feelings, playing feelings of respect</li> <li>Recognises opportunities when others are upset</li> <li>Identifies behaviours that are helpful in different types of relationships</li> <li>Supports what they can do to help a peer who is hurt or upset</li> </ul>	<ul style="list-style-type: none"> <li>Recognises unhealthy relationships</li> <li>Identifies people we can talk to about relationships</li> </ul>	
<p><b>Key Vocabulary Resources</b></p> <p>Kind, share, happy, sad, sign, and help, fun, notice, unkind, boyfriend/girlfriend, relationship.</p> <p>Relationships (Relationships) can:</p> <ul style="list-style-type: none"> <li>Initials: Mental Skills by Steve G. Reynolds</li> <li>Social Behaviour: Humana's Colour Cards</li> <li>Jason: Speaking to Jason: Schoolnet</li> <li>Feeling in Love: Beyond Words Book</li> <li>High Five: Touch the Beyond Words Book</li> <li>Nothing Friends Beyond Words Book</li> <li>See Factor: Relationships social stories</li> <li>See: Lessons someone of work: social</li> </ul>						

Our curriculum development process has involved the identification of areas necessitating formal instruction and those able to be integrated into various opportunities throughout the school week. While aspects such as cooperative play and supporting pupil's interests can be taught through leisure periods, theme weeks, and assemblies, we reserve dedicated formal teaching sessions for fundamental subjects directly influencing students' safety and well-being in their daily lives. This approach allows us to allocate more curriculum space to prioritise topics deemed vital for a comprehensive student development and safety.

### Safeguarding

We prioritise the safety and well-being of our students through proactive safeguarding measures integrated into our curriculum. Safeguarding links are highlighted within units, ensuring that all staff members are aware and vigilant in safeguarding our students. Our curriculum also allows for responsive sessions on relationships and sex education (RSE) to address any concerning behaviours or topics as they arise through teacher observation or our bi-weekly safeguarding meetings. Teachers have the flexibility to adapt their lesson plans to address safeguarding concerns, whether through whole-class units or individualised 1:1 sessions. This proactive approach enables us to address safeguarding concerns promptly and effectively, fostering a culture of safety and support within our school community.

Empowering students to communicate safeguarding concerns effectively, whether verbal or non-verbal, is a top priority. We place great emphasis on equipping our students with the vocabulary necessary to articulate their concerns or express any incidents they may encounter. To facilitate this, we have developed a range of word mats tailored to various communication needs, ensuring that all students can express themselves effectively and, ultimately, safeguard their well-being. Through these initiatives, we strive to create a supportive environment where students feel empowered to communicate and advocate for their safety.

### Parental Links

We recognise the crucial role parents play in supporting their child's holistic development, particularly in the realm of PSHE education. We maintain close communication with parents to ensure they have the necessary support and information to reinforce learning at home. To foster collaboration and keep parents informed about PSHE developments, we conduct workshops where they can gain insights into the curriculum and learn strategies to support their child's learning journey effectively. Additionally, before delivering any Relationship and Sex Education (RSE) content, we proactively contact parents to provide details about the topics being taught and the resources utilised in the lessons. This transparent approach ensures that parents are fully informed and involved in their child's PSHE education, promoting a cohesive partnership between home and school.

### Pathways across the school

**Learning 2 Learn:** For our pre-formal learners, who may not engage in subject-specific instruction, we prioritise their access to foundational PSHE/RSE concepts, often integrated within the Social, Emotional, and Mental Health (SEMH) strands of learning. Again, they have weekly timetabled sessions for these students, but we also embed

PSHE education seamlessly into our students' daily routines, recognising the significance of informal learning opportunities in reinforcing essential concepts. Through structured daily activities, such as personal care routines, we incorporate basic PSHE concepts like body parts, supported by scripts for adults to facilitate communication. Students are set Personal Learning Goals (PLGs) directly taken from their Communication and Interaction (C&I) and SEMH targets, ensuring a holistic approach to their learning journey through the Engagement Model.

**Ready to Learn:** Within the Ready to Learn cohort, we have a wide range of learners at varying developmental and cognitive stages. These range from our emergent learners, who are just stepping onto the first steps of encountering more formal learning, to those who can readily access this more formal style of teaching. Lessons are carefully tailored to accommodate each group's diverse cognitive and developmental needs. Highly differentiated teaching and learning approaches are essential to address each class's varying developmental levels effectively. Each class has weekly timetable sessions dedicated to PSHE, allowing consistent and structured curriculum engagement. Our curriculum emphasises **experiential learning, role-play, whole-class sessions, discussions, and group work**, providing students with diverse opportunities to engage with PSHE content. These sessions are complemented by cross-curricular links and alignment with individualised targets alongside SEMH and C&I targets within their EHCPs, ensuring a holistic approach to PSHE education. As students progress into KS4 and Post-16, connections are made to their Preparing for Adulthood EHCP targets, facilitating their transition into adulthood. Additionally,

### Impact - Assessment of outcomes

Assessment is monitored through individual targets set by teachers at the beginning of each unit, drawn from the continuum outlined in our planning modules. These targets are continuously assessed throughout the term to identify any gaps in knowledge or skills. On returning to the topic, this helps us quickly evaluate where students are while also using the in depth teacher knowledge of the students. We also work closely with previous teachers, who provide valuable insights based on their understanding of the students. Additionally, within our R2L cohort, Floorbooks are used as an additional way to track progress and demonstrate sequence of learning.

Through our comprehensive PSHE curriculum and dedicated teaching approach, we aim to empower our students to navigate their futures with confidence and resilience. By fostering a deep understanding of themselves, their environment, and their place within it, we equip them with the knowledge, skills, and strategies necessary to lead healthy, safe, and fulfilling lives. Our focus on developing positive and meaningful relationships enables students to form connections beyond their immediate family, fostering a sense of belonging and social responsibility.

Furthermore, Our curriculum also strongly emphasises supporting mental health, providing students with the tools to manage their emotions, build resilience, and seek support when needed. By promoting autonomy and independence, we encourage students to make informed decisions and take ownership of their choices, preparing them for the challenges and opportunities they will encounter in adulthood.

We believe every student deserves to have a voice and be heard, so our curriculum emphasises communication skills and advocacy. Through discussions, role-plays, and real-life scenarios, students learn to express themselves confidently and assertively, advocating for their needs and rights.

Ultimately, we aim to ensure that every student reaches their full potential. By instilling a strong foundation of knowledge, skills, and values, we empower them to thrive in an ever-changing world, equipped with the confidence and resilience to overcome obstacles and seize opportunities.