

## **PSHE & RSE across Pathways & Avenues**

### Discover

EYFS has the prime area focus Personal, Social and Emotional Development. Learning outcomes are taken from DEYO (Differentiated Early Years Outcomes) for this area and students work through these to prepare them for their pathway. In addition to this, cross-curricular PSHE is taught to develop functional life skills at the earliest ages for those who are able; this is visible on our cross-curricular planning map.

SRE: Relationship education focussed around interactions, play, working with others, communicating with others and building healthy friendships and positive communication. The beginnings of communication and therefore communicating consent and asking for help- as listed on the cross curricular framework.

### Support

In the Support Pathway, students working typically between 0-36 months on the EYFS Framework. As a result, discrete PSHE is not appropriate. Instead, our students work on their Social, Emotional PLOM (Personalised Learning Opportunity) that is directly linked to their EHCP target areas. In addition to this, cross-curricular sessions such as eating and drinking independently, dressing, hygiene and communicating choices are practised throughout the curriculum and these outcomes can be found on our cross-curricular planning map. When pupils reach their avenue – 14-19 they will work toward the moving on awards and these link to the areas of PSHE that are covered within the cross curricular map.

SRE: Relationship education focussed around interactions, play, working with others, communicating with others and building healthy friendships and positive communication. Developing communication skills to support yes and no consent, positive touch and expression of help, understanding of their own body and body parts as listed on the cross curricular framework.

### Explore

In the Explore pathway, students work typically between 18-48 months on the EYFS Framework. As a result, discrete PSHE sessions can be taught, but these must be focussed around core life skills and experiences students need to develop in order to be ready for modern Britain and the world outside of Stanton Vale. The cross-curricular planning map and Explore Long term plan is used to develop opportunities to practice skills such as waiting in a waiting room, accessing the doctors or hairdressers, washing dolls or personal hygiene routines on themselves. In addition to these sessions, the cross- curricular planning map is used to teach core knowledge in context of the scenario such as public and private, road safety, health and hygiene and independent eating. When pupils reach their avenue – 14-19 they will work toward the moving on awards and these link to the areas of PSHE that are covered within the cross curricular map.

SRE: Relationship education focussed around interactions, play, working with others, communicating with others and building healthy friendships and positive communication. Developing communication skills to support yes and no consent, positive touch and expression of help, understanding of public and private, being reminded of behaviours that are appropriate for school and home. Development of personal hygiene routines, understanding of self and own body.

## Nurture

In the Nurture Pathway, students follow the Nurture Long Term Plan and matching outcomes. These have been taken from the PSHE Association SEN Adapted Framework and have been identified as relevant for our pupils working at this level. The planning is split into six key areas and these are The World I Live in, Healthy Living, Changing and Growing (RSE), Self-Care, Support and Safety, Self-Awareness and Managing Feelings. Students are taught PSHE twice weekly, one of these sessions must be from the long term planning and objectives- the other can be for emergent needs within the group. Cross-curricular skills such as hand washing and independent eating are taught within the curriculum and are listed on the cross-curricular planning map. When pupils reach their avenue – 14-19 they will work toward the moving on awards and these link to the areas of PSHE that are covered within the cross curricular map preparing our students for modern Britain and life beyond Stanton vale.

SRE: Relationship education focussed around interactions, play, working with others, communicating with others and building healthy friendships and positive communication. Developing communication skills to support yes and no consent, positive touch and expression of help, understanding of public and private, being reminded of behaviours that are appropriate for school and home. Development of personal hygiene routines, understanding of self and own body. Discrete sessions following changing and growing including body part labelling, sex education at secondary phase and non-statutory from year 9.

## Aspire

Students in Aspire work from the long term planning for Aspire Primary and Secondary. They access two discrete sessions a week, one of which must be directly linked to the long term planning, the other which also can be linked or aimed at emergent needs of the group. Aspire students outcomes derive directly from the PSHE Association SEN Adapted framework and students are able to work through these to the national standard. As with the nurture pathway, the planning is split into six key areas and these are; The World I Live in, Healthy Living, Changing and Growing (RSE), Self-Care, Support and Safety, Self-Awareness and Managing Feelings. When students reach their Avenue, 14-19, they are able to achieve AQA unit awards and they work on these throughout their time in their avenue preparing them for adulthood and modern Britain

SRE: Use of PSHE curriculum areas for Primary to support understanding of changing bodies, growing up and positive relationships both in the home and outside of the home. Development of positive social interaction, developing and maintaining friendships. The secondary curriculum explains sex, what sex is, how this can happen safely, consent, keeping safe and non-statutory areas such as what is porn and masturbation.