



PSHE AT GOSDEN HOUSE

(Person, Social and Health Education, Citizenship and RSE)

KEY END POINTS IN OUR LEARNER'S JOURNEYS

The PSHE curriculum supports the progress of our learners in achieving our purposeful and ambitious 'End Points'. These identified 'End Points' focus on 'tooling' up our eventual Gosden Graduates for their future pathways. In addition to these guiding end points all learners have individualised ILPs (Individual Learning Plans) and within their EHCP individual outcomes under the four areas of need which are developed and achieved throughout their time at Gosden.

DEIB:

Diversity, Equity, Inclusion and Belonging are key elements in PSHE. We ensure that all of our learners feel represented in our PSHE lessons and also offer them windows and sliding doors into learning about other people's lives. The themes are explored throughout each area of learning and our resources are diverse and varied to reflect this as is explored below.

PRIMARY END POINTS

- HAPPY & HEALTHY - I will learn how I can have a healthy mind and a healthy body.
- CREATIVE AND CURIOUS - I can learn to be curious about the world around me and I am excited to find out.

SECONDARY END POINTS

- EMOTIONAL WELLBEING WIIFM (What's in it for me?) - I can recognise my self-worth and understand ways I can work towards accepting change. I am aware of the importance of my emotional well being and will continue to develop strategies to support this in a way that works for me.
- KEEPING HEALTHY WIIFM (What's in it for me?) - I understand why it is important for my body to be healthy and who to speak to for advice and support.
- HEALTHY REALTIONSHPIS WIIFM (What's in it for me?) - I recognise what different relationships look like. I am empowered to understand and develop healthy relationships. I feel comfortable with, when and where to get support and help, if I need to.
- SENSE OF BELONING WIIFM (What's in it for me?)- I have the skills to be confident in my community and feel valued in making positive contributions. I am interested in the world outside my door and I want to play a part in it, understanding differences in people and my community.
- KS3 EMPLOYABILITY SKILLS WIIFM (What's in it for me?)- I am developing an understanding of the expectations needed for my future aspirations and to successfully transition into KS4.
- Ks4 EMPLOYABILITY SKILLS WIIFM (What's in it for me?) - I have an individualised skill set that enables me to access qualifications and a work based environment, in preparation for my future pathway.
- LIFE SKILLS WIIFM (What's in it for me?)- I am building a range of life skills and experiences that equip me with the confidence and sense of belonging, to be an active participant in my community.



- ICT Skills WIIFM (What’s in it for me?) I have functional ICT skills that I can use in the workplace. I can also use these skills to help me engage with the online world positively.

WHAT DO WE BELIEVE IS ESSENTIAL IN THE TEACHING AND LEARNING OF PSHE FOR OUR GOSDEN LEARNERS?

PSHE is a core subject at Gosden House School that sits within the ‘Happy and Healthy’ area of our curriculum. We believe that all learning with PSHE is of utmost importance in ensuring that our learners have ‘happy and healthy’ lives now and in the future. Our aim is to give every student the chance to build their emotional, social and self-care skills in order for them to become a confident ‘Gosden Graduate’ who will succeed in the workplace and live rewarding, independent lives with the skills to build and maintain healthy and positive relationships with others.

Gosden House provides a warm and vibrant learning environment in all areas, PSHE teaching and learning is a golden thread that runs through every area of the curriculum and beyond. It is embedded within our relational approach which outlines ‘all behaviour is a form of communication’.

Teachers and LSA’s work closely with our students and get to know them and develop a positive rapport, meaning our students benefit from individualised support.

Early Years:

- Self-Awareness and Managing Feelings
- Life Skills (citizenship) for the World I live in
- Healthy Lifestyle
- Keeping Safe, Online Safety and Self-care
- Changing and Growing
- Respectful Relationships

KS1 and KS2:

- Self-Awareness and Managing Feelings
- Life Skills (citizenship) for the World I live in
- Healthy Lifestyle
- Keeping Safe, Online Safety and Self-care
- Changing and Growing
- Respectful Relationships

KS3 and KS4:

- Self-Awareness and Managing Feelings
- Life Skills (citizenship) for the World I live in
- Healthy Lifestyle
- Keeping Safe, Online Safety and Self-care
- Changing and Growing
- Respectful Relationships

The PSHE curriculum at Gosden is guided by the National Curriculum, EYFS, the PSHE association programme of study and bsquared, with knowledge of our children underpinning how all of this is adapted to suit our learners. The PSHE curriculum is broken down into the following areas:



Our Relationships and Sex Education curriculum is planned to ensure in-depth coverage and exploration. This is integrated into these PSHE curriculum areas;

Early Years, KS1 and Lower KS2:

- Keeping Safe, Online Safety and Self-care
- Changing and Growing
- Respectful Relationships

Upper KS2:

- Keeping Safe, Online Safety and Self-care
- Changing and Growing
- Respectful Relationships

KS3 and KS4:

- Keeping Safe, Online Safety and Self-care
- Changing and Growing
- Respectful Relationships Intimate and
- Sexual Relationships, including Sexual Health

HOW DO WE DEVELOP, STRETCH AND NURTURE THE ESSENTIAL SKILLS AND KNOWLEDGE IN PSHE?

Our PSHE curriculum at Gosden House is adapted to suit our learners, the main aim being to equip them with the social and life skills needed to become a successful 'Gosden Graduate'. We have based our PSHE and RSE long term plans on the EYFS, the National Curriculum, the Adult Curriculum bsquared and the PSHE association in order to suit our learners from Early Years to Year 11.

PSHE is taught through explicit lessons as outlined in our long term plans, but is also an embedded subject throughout all of our teaching and learning. Our relational approach and our PSHE learning go hand in hand to inform and uphold the ethos of our school;

"At Gosden House School, we recognise each child and young person's unique experience. We seek to understand the motives, wishes and feelings behind behaviour, because we believe all behaviour is communication. We aim to nurture connection, build healthy relationships and promote resilience to achieve success in the present and hope for the future."

A few examples of these implicit learning opportunities include; snack time in classes being a time to focus on listening to each other and developing social and friendship skills, playtime as an opportunity for friendship skills to be scaffolded and lunch time as a time when healthy choices can be taught and promoted.

At Gosden our children benefit from the use of our schools '**Learning Powers**' empowering children with a concrete tool to use to create the mind set "*I am, I can, I will*". Throughout Primary School the 'learning habits' are used in every area of the curriculum. The 'learning muscles' in Secondary school extend this and our learners are given the opportunity to develop ownership over their learning. These approaches are embedded in the culture of learning throughout the school. In stand-alone PSHE lessons children have designated time to reflect on the learning habits and muscles used in their learning. Further to this,

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positive PSHE discussion is modelled implicitly and is scaffolded throughout daily school life. In Primary, students have individualised targets related to learning habits in their ILPs and displayed in their classrooms. In Secondary they have their learning muscles and targets displayed in the classroom and designated time to reflect on their progress each week with a teacher.

The **Gosden Toolkit** further outlines how PSHE learning is organised and demonstrates to students the purpose and relevance of their learning. The outcomes are named 'WIIFM' ('what's in it for me?') ensuring the emphasis is on how specific learning will benefit the students personally.

Those areas of the toolkit most prevalent to PSHE are 'emotional wellbeing', 'life skills', 'sense of belonging', 'keeping healthy' and 'healthy relationships'.

Toolkit Area - Emotional Wellbeing

EMOTIONAL WELLBEING WIIFM (What's in it for me?) I can recognise my self-worth and understand ways I can work towards accepting change. I am aware of the importance of my emotional wellbeing and will continue to develop strategies to support this in a way that works for me.

At Gosden we use a differentiated, spiral curriculum. This means that children are stretched and also have access to the overlearning that our learners benefit from. Throughout their learning journey at Gosden we equip the children with the tools and strategies to support them in regulating their own emotions. We have clear links with a range of external agencies, one of the most vital to emotional wellbeing are the 'Occupational Therapy' team. As a school we use the 'Zones of Regulation' strategy. This is adapted to suit the learners from Early Years to Key Stage 4. Learners are empowered to increase their understanding of how they best stay regulated as an individual and what 'Green' or 'ready for learning' looks like for them.

A specific group of children in Primary and all children in Secondary have individualised 'Passports to Learning'. These documents outline what it looks like when the individual is in each 'zone' - red, yellow, blue or green. It also outlines strategies that work for that child to support them to come back to green when needed. These are all created by the class teacher, in collaboration with the class team and the students themselves. As a school we empower our learners by teaching them a range of strategies they can use to self-regulate.

These include but are not limited to;

- Movement breaks
- Music and dance
- Playdough and other tactile resources
- Heavy lifting work
- Feelings visuals
- Sensory circuits



Within their PSHE lessons children are taught about the importance of their emotional wellbeing and the self – care skills needed to maintain this. Furthermore to this, promoting positive emotional health and self – belief is at the heart of our relational approach at Gosden and is prevalent in every area of learning. This can be seen through the positive relationships throughout the school between staff, students and parents/carers. Every individual is valued for who they are and their individual strengths are respected and celebrated.

At Gosden we believe it is of utmost importance not just to support our learners, but also their families. Our home/school link worker and ELSA work closely with our Gosden families supporting them to access external agencies, access practical support, apply for funding, apply for diagnoses, form social relationships and support the quality of their home lives. As part of our school community we have a fund that anyone can contribute to which created a food bank for our families should they need to access this.

Toolkit Area - Keeping Healthy

KEEPING HEALTHY WIIFM (What's in it for me?) I understand why it is important for my body to be healthy and who to speak to for advice and support.

At Gosden, we focus on healthy eating, exercise, hygiene and puberty as specific areas of 'keeping healthy'. Our pupils have the opportunity to learn about different types of foods, how to shop for ingredients, create meal plans, how to plan budgets and how to cook a range of meals. This is explored through DT lessons, class lessons, the ASDAN qualification and the 'coffee shop' and 'out and about' vocational courses.

Pupils learn about 'moving for enjoyment' and how to incorporate this in to their daily lives positively. We focus on a body positivity informed approach and promote the use of self – care strategies and speaking kindly to ourselves. Giving the message that 'how you look is not the most important part of you' whilst also teaching practical skills that enable pupils to have an active and positive role in their physical health.

A practical area of RSE explores puberty, hygiene and self – care skills. Students are given opportunities to learn about how to manage periods, how to maintain personal hygiene and the importance of these skills.

Toolkit Area - Healthy Relationships

HEALTHY REALTIONSHIPS WIIFM (What's in it for me?) I recognise what different relationships look like. I am empowered to understand and develop healthy relationships. I feel comfortable with, when and where to get support and help, if I need to.

RSE stands for 'relationship and sex education' it provides education around relationships, health and sex. It promotes understanding and teaches skills around families, respectful relationships, online and media skills, being safe, intimate and



sexual relationships etc. At Gosden this is an integral part of our explicit and implicit curriculum. The importance of Relationships and Sex Education *cannot* be underestimated.

It is explored explicitly through our RSE curriculum which includes the areas;

- The importance of consent.
- Healthy relationships including friendships as well as romantic/sexual relationships.
- Unhealthy and abusive relationships.
- LGBTQ+.

We believe that 'relationships and sex education' is essential for our pupils so that they are able to be safe and happy. In the future our pupils should have the opportunity to form healthy, positive and loving relationships.

We view the partnership of home and school as vital in providing consistency and a safe environment where pupils can ask questions and learn without judgement.

At Gosden House the overarching aim for our pupils in terms of their RSE is to have the skills to lead a happy and healthy adult life.

The intended outcomes of our programme are that pupils will:

- Know and understand what a healthy relationship is
- Understand that they have a right to have control over their own body and actions
- Develop the skills to be able to make informed decisions about their own wellbeing
- Understand how to ask for help if they need it

As a school we agree that "To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support." *statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education. DFE Updated (9th July 2020).*

We ensure that RSE fosters gender equality and LGBTQ+ equality by challenging all forms of abuse and discrimination. Our programme reflects and celebrates a diverse range of cultures, faiths and family types. It supports our Gosden pupils to be their unique and authentic selves.



Toolkit Area - Sense of belonging

SENSE OF BELONGING WIIFM (What's in it for me?) I have the skills to be confident in my community and feel valued in making positive contributions. I am interested in the world outside my door and I want to play a part in it, understanding differences in people and my community.

Every member of our school community at Gosden is valued and celebrated for who they are. We work to give our students the self-belief to recognise their skills and the strengths they have to offer to a wider community.

We have fostered strong links with our local and wider community and this is shown in a number of ways, including;

- 'halow' - a company that supports adults and young people with additional needs in giving them life skills and involving them within community projects. They have a longstanding link with our plant care team and visit often to learn gardening skills. This is a positive example for our learners to see young people and adults with additional needs succeeding within their community.
- 'GASP' - is a widely recognised in Surrey as a provider of non-judgmental, caring and practical support. They deliver accredited courses in basic motor mechanics and practical engineering skills and contribute to students' positive personal development. This gives our students a physical representation of possible life paths.
- 'Peer Productions' - run award winning project 'Generation Girls' and now also 'Generation Guys'. It is a drama programme developed specifically for young people with additional needs, designed to teach them about social, emotional and sexual health. They cover a range of learning areas, including; the importance of consent, healthy relationships including friendships as well as romantic/sexual relationships, unhealthy and abusive relationships, self-esteem and body image, LGBTQ+, alcohol and drug education and staying safe online.
- 'Theatre links' - we have links with our local theatre production company at Yvonne Arnaud.
- Work experience - our young people are all active participants in work experience based around their interests and supported by the school.
- 'Tea under the tree' - our coffee shop vocation group invite a range of guests from the local community to have tea and cake under the tree in order to form relationships and celebrate their learning.
- Class jobs & class values - alongside our careers week, classes throughout the school promote class jobs and class values which gives our students a sense of belonging
- 'The Forge' - Students from KS4 have close links with a local café, they bake sweet treats to be sold in the café, spend time there learning barista and social skills and even complete work experience there. They are valued members of this community.
- 'College' - our KS4 students have the opportunity to access a local college once a week with the support of their familiar team. This provides them with the opportunity to experience college life, participate in learning and be part of a wider community.



Toolkit Area - Life Skills

LIFE SKILLS WIIFM (What's in it for me?) I am building a range of life skills and experiences that equip me with the confidence and sense of belonging, to be an active participant in my community.

'Life skills' is a main area of our PSHE curriculum as we believe that this is a vital area of development for our learners. From learning to ask for the snack they prefer in Early Years to being able to make their own doctor's appointment in Year 11 these lessons will arm our Gosden Graduates with the skills to become happy and successful members of their wider communities now and throughout their lives.

First aid skills are an important area within life skills and are taught throughout Primary and Secondary. Students learn how to find support, when and how to call the emergency services and how to use the recovery position amongst a range of other skills.

Resourcing

Resourcing for RSE has been developed as we have our own 'Happy and Healthy' area in the school where all of the resources are stored in accordance with the areas of the LTP. The RSE resourcing was extensively researched and organised by a group of professionals at school in order to best suit our learners needs. This is a working document and whenever we find quality resources these can be included. The guide has been shared with all staff and a parent version has been shared with parents/guardians should they wish to use the same resources at school and provide their child with continuity in this area of their learning. We also offer an annual meeting with parents/guardians in KS2, KS3 and KS4 around RSE wherein they have a chance to find out more about what their child will be learning, explore resources and ask questions in a supportive environment.

Our '**Gosden Standards**' outlines our universal offer for all learners and 'SEMH' is a key area in this alongside our 'Relational Support Policy' it outlines the offer provided to each student including the use of;

- Emotional check- ins
- Social stories
- Having strong relationships
- Use of passports to learning
- Visual timetables
- Clear classroom rules and boundaries
- Use of now/next boards
- Classroom jobs
- Staff using calm and clear speech
- The child's voice being respected and listened to
- Children given 'take up' time

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- Clear communication between parents, staff and external agencies
- Adults modelling good practise and calming strategies
- Multi – sensory resources available such as chewy, wobble cushion etc.
- Success is planned by scaffolding independence and supporting known triggers such as transitions.
- De-escalation strategies are applied where needed, ‘scaffold and support’ rather than fix.
- Identified students have a ‘safe place’ to go.
- Restorative processes are used and each lesson offers a fresh start.
- Underpinning all of this is the understanding that all behaviour is a form of communication.

Throughout the school we use **child - led and enquiry based** learning approaches which are explored in a range of ways including the school - wide engagement with *outdoor learning* and *focus weeks*. One of the focus weeks engaged in each year is ‘Diversity Week’ where we celebrate our own and the wider LGBTQ+ community through learning about different kinds of families.

When you ask parents/carers what they want for their children in the future, lots of them would agree that they want their child to grow up to be happy and healthy, at Gosden we agree with this sentiment. PSHE is at the heart of our overall approach at Gosden House School. It is the golden thread that informs our relational policy, approach to nurture and the individualised nature of our teaching and learning in all areas. Our learners need to be able to regulate and feel safe and secure before they can begin to express themselves and engage with their learning in every area and we believe that robust PSHE learning is the key to this success.



PUPIL LEARNING JOURNEY IN PSHE

Areas of our curriculum and planning linked to the teaching of citizenship are highlighted in **yellow**

PSHE Overview - Primary - Detailing topic coverage						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception <i>EYFS categories</i>	Self Confidence and Self-Awareness	Life skills & Self-Care	Managing Feelings and Behaviour	RSE - on other plan	RSE - on other plan	Making Relationships
Y1 <i>EYFS categories</i>	Self Confidence and Self-Awareness	Life skills & Self-Care	Managing Feelings and Behaviour	RSE - on other plan	RSE - on other plan	Making Relationships
Y2	My World and the Wider World	Me and My Relationships	Health Lifestyle and Wellbeing	RSE - on other plan	RSE - on other plan	Life skills & Self-Care
Y3	Life skills & Self-Care	My World and the Wider World	Me and My Relationships	RSE - on other plan	RSE - on other plan	Health Lifestyle and Wellbeing
Y4	Life skills & Self-Care	My World and the Wider World	Me and My Relationships	RSE - on other plan	RSE - on other plan	Health Lifestyle and Wellbeing
Y5	Health Lifestyle and Wellbeing	Me and my relationships	My World and the Wider World	Relationships and Sex Education - see separate plan	Relationships and Sex Education - see separate plan	Life skills & Self-Care
Y6	Health Lifestyle and Wellbeing	Me and my relationships	My World and the Wider World	Relationships and Sex Education - see separate plan	Relationships and Sex Education - see separate plan	Life skills & Self-Care
PSHE Overview - Secondary Detailing topic coverage						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	My world & the wider world	Me and my relationships	Health lifestyle and wellbeing	Relationships and Sex Education - see separate plan	Relationships and Sex Education - see separate plan	Life skills
Y8	My world & the wider world	Me and my relationships	Health lifestyle and wellbeing	Relationships and Sex Education -	Relationships and Sex Education - see	Life skills

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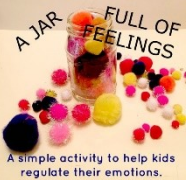



				see separate plan	separate plan	
Y9	Me and my relationships	Life skills	My world & the wider world	Relationships and Sex Education - see separate plan	Relationships and Sex Education - see separate plan	Health lifestyle and wellbeing
Y10	My world & the wider world	Me and my relationships	Health lifestyle and wellbeing	Relationships and Sex Education - see separate plan	Relationships and Sex Education - see separate plan	Life skills
Y11	Me and my relationships	Health lifestyle and wellbeing	My world & the wider world	Relationships and Sex Education - see separate plan	Relationships and Sex Education - see separate plan	Life skills





Teaching ideas and resources are initial things to get you started please take this in your own direction and share any amazing resources you find					
EY <i>Categorise from ELG & P levels</i>	Self Confidence and Self-Awareness	Managing Feelings and Behaviour	Making Relationships	Self-Care	Life Skills
Learning Objectives	To be willing to try new activities To express why they like some activities more than others with support To be confident communicating with a familiar adult To share their ideas To express when they do or do not need help	To begin to recognise some feelings i.e. happy and sad To listen to others To answer questions To encourage a sense of being unique	To encourage joint activities To understand sharing and to share resources willingly	To begin to indicate a need for the toilet (not always on time) To use the toilet when prompted to or put on the toilet To undress themselves with some support	To start to ask for an object they would prefer i.e. at snack time To explore different scenarios through role play r.e. playing shops and cafes with some direction To begin exploring cooking and baking with support First Aid - I know what first aid is I know how to call for help if someone is hurt I know the recovery position
Teaching ideas and useful resources	Create all about me books Celebrating uniqueness; self-portrait, fingerprints express through art The rainbow fish book 	Emotions dice Thinking and feeling station www.notimeforflashcards.com good website for circle time ideas and inspiration 	Recipe for a good friend http://preschoolpowolpackets.blogspot.com good website for sensory ideas for circle time/PSHE relating to friendships 	Role play and dress up to explore dressing skills independently Share books around toileting Prompt cards where needed	www.allisonfors.com good blog with speech and language games that can be adapted www.fiveminutemum.com good speech and language and curriculum based games (lots of phonics too)






Year 1 Categories from ELG & P levels	Self Confidence and Self Awareness	Managing Feelings and Behaviour	Making Relationships	Self-Care	Life Skills
Learning Objectives	To be willing to try new activities To express why they like some activities more than others independently To be confident communicating within a familiar group To share their ideas To choose resources they need for their activities independently	To recognise some feelings i.e. happy and sad To begin to express when they are feeling sad or happy with support	To encourage joint activities and teamwork in play To give opportunities to explore co-operative play To understand sharing and to share resources willingly	To indicate a need for the toilet (not always on time) <i>Gross Motor</i> - To run steadily To improve balancing skills <i>Fine Motor</i> - To hold a pencil using a dagger drip To hold a pencil using a pincer grip	To be able to ask for an object they would prefer i.e. at snack time To explore different scenarios through role play r.e. playing shops and cafes To begin learning to follow a recipe First Aid - I know what first aid is I know how to call for help if someone is hurt I know the recovery position
Teaching ideas and useful resources	Communication games and taking turns Songs with parts and taking turns https://family.co/blog/inspiration/10-simple-communication-and-language-activities/ Pom Pom avalanche, Memory game, DIY telephone Dance Freeze	 Books Circle time - use P4C questions to open up	 friendship charter	Role play and dress up to explore dressing skills independently Share books around toileting Prompt cards where needed	Trip to post office or links to topic - give a reason for the skills
Year 2 Categories from NC and P levels	Health Lifestyle and Wellbeing	My World and the Wider World	Me and My Relationships	Self-Care	Life Skills
Learning Objectives	To put resources away in the correct places	To share objects when prompted	To greet people by name To communicate with	To begin to dress independently	To begin to use money to work out how to pay for

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<p>es</p>	<p>To feed themselves To take off and put on coat, hat and gloves independently To explore different kinds of food</p>	<p>To play with a range of objects To select own materials to use To begin to problem, solve</p>	<p>others enthusiastically To explore what it means to be a good friend</p>	<p>To undress independently Put resources away independently</p>	<p>items To follow a recipe with support To sequence a recipe with support First Aid – I know what first aid is I know how to call for help if someone is hurt I know the recovery position I know when to call 999 I know how to call 999</p>
<p>Teaching ideas and useful resources</p>	<p>http://intheplayroom.co.uk/2016/02/26/fun-activities-to-encourage-healthy-eating/  Healthy eating games</p>	<p>https://www.firstdiscoverers.co.uk/encourage-sharing-early-years/ blog with games to encourage sharing https://nrich.maths.org/13371 problem solving games and ideas</p>	<p>Hello and goodbye songs, speaking and listening games. Small group work – play games to take turns Friendship charter and display</p>	<p>Dressing cards Sequencing together</p>	
<p>Year 3 Categories from NC and P levels</p>	<p>Health Lifestyle and Wellbeing</p>	<p>My World and the Wider World</p>	<p>Me and My Relationships</p>	<p>Self-Care</p>	<p>Life Skills</p>
<p>Learning Objectives</p>	<p>Begins to express likes and dislikes clearly Begins to verbalise feelings with support; happy, angry, love, scared and sad To get an apron when painting (and other</p>	<p>To explore helping others Shows an awareness of danger – To be able to cross the road safely To work independently at times To share their own ideas and respond to other's</p>	<p>To work alongside a peer without the help from any adults To begin to learn an awareness of the feelings of others To co - operate with peers in a led task</p>	<p>To dress and undress independently To use the toilet independently To look after resources carefully To learn to tie shoes</p>	<p>To follow a recipe independently To sequence a recipe independently To be able to buy an item at a shop (role play or trip) To post a postcard or</p>





	relevant tools) independently	ideas	To understand when to regulate i.e. to remove themselves from a situation when needed		letter with support First Aid - I know what first aid is I know how to call for help if someone is hurt I know the recovery position I know when to call 999 I know how to treat some simple ailments i.e. nose bleed, cut knee
Teaching ideas and useful resources	https://www.giftofcuriosity.com games for exploring feelings 	Road safety role play Recognising signs  Road safety song	Teamwork games - parachute games,  problem games and turn taking.	Sequence changing Use symbol matching for resources	Role play, trips, writing a letter to themselves (posted to home address) or a pen pal.
Year 4 Categories from NC and P levels	Health Lifestyle and Wellbeing	My World and the Wider World	Me and My Relationships	Self-Care	Life Skills
Learning Objectives	To express likes and dislikes clearly To verbalise feelings with support; happy, angry, love, scared and sad with support To get an apron when painting (and other relevant tools)	To learn the number of their house and the name of their street (to learn where their house is and what an address is) To identify the month, they are born in To begin to show some awareness of the feelings	To share equipment willingly and interact with their peers when doing so To take turns in group games To begin to demonstrate an awareness that not everyone feels the way they do	To use appropriate language to ask for the toilet To ask for help with toileting if required To go to the toilet independently To try to tear paper in half	To follow a recipe independently To be able to make a sandwich independently To post a letter To buy an item at the shop with support First Aid -



	independently	of others	To accept that they can not always do what they want to	To begin to copy folding skills To jump over objects To climb with confidence	I know what first aid is I know how to call for help if someone is hurt I know the recovery position I know when to call 999 I know how to assess for danger in an emergency situation (i.e. do not run into road to help someone) I know where the first aid kit is in school I know how I might treat some common ailments with adult support i.e cut knee, nosebleed
Teaching ideas and useful resources	https://www.bbc.com/bitesize/clips/zk2w2hv https://www.bbc.co.uk/cbeebies/shows/feeling-better videos exploring emotions and feeling better	http://lastingthumbprints.com/8-ways-to-teach-children-their-address-and-phone-number/#_a5y_p=1471327 ideas of how to learn address and phone number; maps, songs and games	http://www.earlyyearscares.com/eyc/learning-and-development/7-great-ways-to-encourage-turn-taking/ Turn taking game ideas - sharing bins, special items etc Bucket therapy - sharing focus	Origami games Opportunities to climb Toilet cards and symbols to support asking	Robot sandwich instructions - program your teacher to make a jam sandwich https://www.youtube.com/watch?v=leBEFaVHIIE
Year 5 Categories from NC and P levels	Health Lifestyle and Wellbeing	My World and the Wider World	Me and My Relationships	Self-Care	Life Skills
Learning Objectives	To express likes and dislikes clearly To verbalise feelings with support; happy, angry, love, scared and sad independently To get an apron when	To show some awareness of the feelings of others Begin to understand changes in routine To begin to explore that others' have different ideas and these are not	To engage with others in a group spontaneously To show consideration towards others To co-operate with a peer using one piece of equipment	To use appropriate language to ask for the toilet To use the toilet independently To begin to throw ball overhead	To follow a recipe independently To be able to make a simple meal independently To post a letter To buy an item at the

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	<p>painting (and other relevant tools) independently To express their feelings through creative work</p>	<p>wrong To discuss ideas with a partner</p>	<p>To develop relationships so that they can get on well with peers with no adult present To begin to help a peer with a task they find difficult</p>	<p>To throw objects in the intended direction To catch a large ball with support</p>	<p>shop independently To know how to make a phone call with support To learn about calling the emergency services responsibly</p> <p>First Aid - I know what first aid is I know how to call for help if someone is hurt I know the recovery position I know when to call 999 I know how to assess for danger in an emergency situation (i.e. do not run into road to help someone) I know where the first aid kit is in school I know how I might treat some common ailments with adult support i.e cut knee, nosebleed</p>
<p>Teaching ideas and useful resources</p>	<p>https://www.artsy.net/article/artsy-editorial-art-feeds-teaching-children-express-emotions-artmaking interesting read and some ideas about art therapy initiative</p>  	<p>https://www.teachingideas.co.uk/subjects/pshe ideas by subject i.e. sharing sharing a shell - Julia Donaldson</p>	<p>https://www.everyschool.co.uk/pshe-foundation-caring-for-others.html Videos and prompts for helping others</p>	<p>Gross motor exercises - balls, OT room and throwing skills Indoor movement games - Bean bags in baskets, paper plate pathways, play find and tag, move like an animal and balloon game.</p>	<p>http://kids.triplezero.gov.au/Teachers_Guide.pdf ideas for calling emergency services etc.</p>



Year 6 Categories from NC and P levels	Health Lifestyle and Wellbeing	My World and the Wider World	Me and My Relationships	Self-Care	Life Skills
Learning Objectives	<p>To express their feelings through creative work To begin to communicate their fears To listen to and begin to understand why actions may be wrong or right To communicate how a story or poem makes them feel</p>	<p>To show awareness of the feelings of others To begin to explore how their actions affect the feelings of others To accept some changes in routine To begin to understand that not everyone thinks the same way they do To initiate an activity of their choice</p>	<p>To co - operate with a peer to complete a task To share an adult with 10 others/within a group To develop relationships so that they can get on well with peers with no adult present To help a peer with a task they find difficult with no prompting</p>	<p>To use appropriate language to ask for the toilet To use the toilet independently To throw ball overhead To catch a large ball independently To show an awareness of the movement and direction of others</p>	<p>To follow a recipe independently To be able to make a simple meal independently To write and post a letter To buy an item at the shop independently To know how to make a phone call independently To learn about calling the emergency services responsibly</p> <p>First Aid - I know what first aid is I know how to call for help if someone is hurt I know the recovery position I know when to call 999 I know how to assess for danger in an emergency situation (i.e. do not run into road to help someone) I know where the first aid kit is in school I know how I might treat some common ailments with adult support i.e cut knee, nosebleed</p>
Teaching ideas	The dark - by Lemony Snickett (Lazlo)	Reading social stories together - change in	https://www.everyschool.co.uk/	Indoor movement games - Bean bags in baskets,	http://kids.triplezero.gov.au/

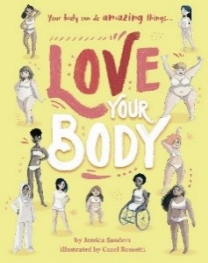
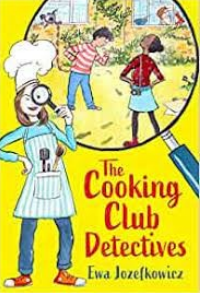
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<p>and useful resources</p>	<p>Emily Gravett – Big Book of Fears</p> <p>Add a page to big book of fears</p> <p>Listen to a range of stories and poems</p>	<p>routine</p> <p>Give them the ownership over the social stories</p> <p>Feelings wheel</p> <p>Choosing from a few options</p>	<p>pshe-foundation-caring-for-others.html</p> <p>Videos and prompts for helping others</p>	<p>paper plate pathways, play find and tag, move like an animal and balloon game</p> <p>Awareness of others movements - obstacle course, mirror game etc.</p>	<p>Teachers_Guide.pdf</p> <p>ideas for calling emergency services etc.</p>
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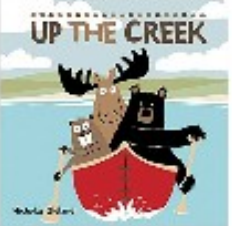
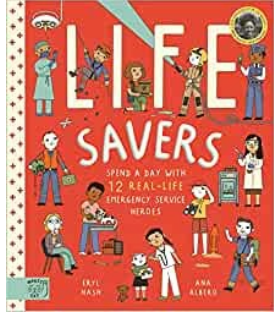
Teaching ideas and resources are initial things to get you started please take this in your own direction and share any amazing resources you find				
<p>Year 7 Categories from NC and bsquared levels</p>	Health Lifestyle and Wellbeing	My World and the Wider World	Me and My Relationships	Life Skills
<p>Learning Objectives</p>	<p>I can name different kinds of diets i.e vegetarian</p> <p>I know how germs can be passed along</p> <p>I know why I need to wash my hands</p> <p>I know that medicine can help cure some illnesses</p> <p>I know some ways I can feel calm</p> <p><i>I know what mental health is</i></p> <p><i>I know my mental health is as important as my physical health</i></p> <p><i>I know some ways to care for my mental health</i></p>	<p>I know what a community is</p> <p>I can name some examples of a community</p> <p>I understand the benefits of a specific community</p> <p>I can reflect on a task I have achieved</p> <p>I can give an example of a task I have achieved</p>	<p>I know what a role model is</p> <p>I understand there can be good and bad role models</p> <p>I can categorise characters into good or bad role model</p> <p>I can work in a team with a range of peers</p>	<p>I know how to ask for help if I have a problem online</p> <p>I can make a snack for myself or others</p> <p>I can make a hot drink independently</p> <p>I can write a simple shopping list</p>




<p>Teaching ideas and useful resources</p>	<p>Wash your hands - https://www.youtube.com/watch?v=48etEqI31D4</p> 	 <p>story about community</p>	<p>Celebrity role models</p> <p>Use characters from your current class story to categorise</p> <p>Team building games - bridge with spaghetti etc.</p>	<p>Research snacks and plan</p> <p>First Aid -</p> <ul style="list-style-type: none"> I know what first aid is I know how to call for help if someone is hurt I know the recovery position I know when to call 999 I know how to assess for danger in an emergency situation (i.e. do not run into road to help someone) I know where the first aid kit is in school I know how I might treat some different injuries i.e. head injury, cut or burn I know how to get first aid help safely when I am out and about
<p>Year 8 Categories from NC and bsquared levels</p>	<p>Health Lifestyle and Wellbeing</p>	<p>My World and the Wider World</p>	<p>Me and My Relationships</p>	<p>Life Skills</p>
<p>Learning Objectives</p>	<p>I can name different kinds of diets i.e. vegetarian</p>	<p>I know what a community is I can name some examples of a</p>	<p>I can ask for help to solve a disagreement</p>	<p>I know how to ask for help if I have a problem online</p>

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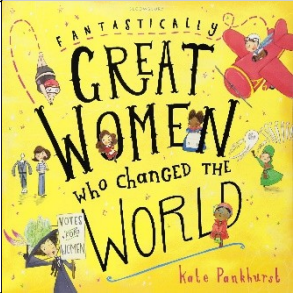


	<p>I know how germs can be passed along I know why I need to wash my hands I know that medicine can help cure some illnesses I understand what a mistake is I know that a mistake is a good thing (it is how I learn) I can celebrate a mistake I have made with support I can say something I am good at I know some activities I can do to make me feel calm <i>I know what mental health is</i> <i>I know my mental health is as important as my physical health</i> <i>I know some ways to care for my mental health</i></p>	<p>community I understand the benefits of a specific community I can reflect on a task I have achieved I can give an example of a task I have achieved</p>	<p>I can think of some ways to solve a specific disagreement with support I know what a role model is I understand there can be good and bad role models I can categorise characters into good or bad role model I can work in a team with a range of peers</p>	<p>I can make a snack for myself or others I can make a hot drink independently I can write a simple shopping list I can call the emergency services independently</p> <p>First Aid - I know what first aid is I know how to call for help if someone is hurt I know the recovery position I know when to call 999 I know how to assess for danger in an emergency situation (i.e. do not run into road to help someone) I know where the first aid kit is in school I know how I might treat some different injuries i.e. head injury, cut or burn I know how to get first aid help safely when I am out and about</p>
<p>Teaching ideas and useful resources</p>	<p>Make a growth mindset playlist of songs to celebrate mistakes and have a boogie here is one to start you off - https://www.youtube.com/watch?v=c6rP-YP4c5I</p>	<p>Make a reflection log</p>	<p>book about friends who disagree</p> 	
<p>Year 9 Categories from NC and bsquared levels</p>	<p>Health Lifestyle and Wellbeing</p>	<p>My World and the Wider World</p>	<p>Me and My Relationships</p>	<p>Life Skills</p>
<p>Learning Objectives</p>	<p>I can sequence a familiar routine I can plan my bedtime routine</p>	<p>I can name some local communities</p>	<p>I know what bullying is I know that is wrong to bully</p>	<p>I know how to ask for help if something online worries me</p>



	<p>with support I can plan my morning routine with support I know that there are no 'good' or 'bad' foods (all food gives you energy and is OK in balance) I know that food gives me energy I know that my body is not the most important part of me I know what mindfulness is I know some ways I can feel mindful <i>I know what mental health is</i> <i>I know my mental health is as important as my physical health</i> <i>I know some ways to care for my mental health</i></p>	<p>I can think of a community I would like to join I can celebrate my own mistake I know that I can keep trying when I make a mistake I can plan again when I have made a mistake (task orientated)</p>	<p>someone I know how to ask for help if I am being bullied I know how to be kind to others I know what racism is I know it is wrong to treat people differently because of the colour of their skin</p>	<p>I know what personal hygiene is I know how to use deodorant I know when I need to wash myself I can make a hot drink independently First Aid - I know what first aid is I know how to call for help if someone is hurt I know the recovery position I know when to call 999 I know how to assess for danger in an emergency situation (i.e. do not run into road to help someone) I know where the first aid kit is in school I know how I might treat some different injuries i.e. head injury, cut or burn I know how to get first aid help safely when I am out and about I know how to respond in some emergency situations i.e. choking, allergic reaction, asthma attack</p>
<p>Teaching ideas and useful resources</p>	<p>Create routine chart Make a video teaching others your routines Mirror talk as a class Daily affirmations as a class - write your own affirmations</p>	<p>Create a growth mindset booklist as a class or area in your class book case</p>		<p>Make a personal hygiene plan Make a keep clean kit of things to help with personal hygiene</p>
<p>Year 10 Categories from NC and</p>	<p>Health Lifestyle and Wellbeing</p>	<p>My World and the Wider World</p>	<p>Me and My Relationships</p>	<p>Life Skills</p>



bsquared levels				
<p>Learning Objectives</p>	<p>I know that cigarettes are harmful I can sequence a familiar routine I can plan my bedtime routine with support I can plan my morning routine with support I know that there are no 'good' or 'bad' foods (all food gives you energy and is OK in balance) I know that food gives me energy I know that my body is not the most important part of me I can say something I like about myself I have a bank of tools to feel calm <i>I know what mental health is</i> <i>I know my mental health is as important as my physical health</i> <i>I know some ways to care for my mental health</i></p>	<p>I can use my previous knowledge to problem solve I know how to join a club</p>	<p>I know what racism is I know it is wrong to treat people differently because of the colour of their skin I know what sexism is I know what feminism is I know that it is wrong to treat people differently because of their gender</p>	<p>I know how to set privacy settings online I know how to not share my location online I can plan my personal hygiene routines I can make a meal independently</p> <p>First Aid - I know what first aid is I know how to call for help if someone is hurt I know the recovery position I know when to call 999 I know how to assess for danger in an emergency situation (i.e. do not run into road to help someone) I know where the first aid kit is in school I know how I might treat some different injuries i.e. head injury, cut or burn I know how to get first aid help safely when I am out and about I know how to respond in some emergency situations i.e. choking, allergic reaction, asthma attack</p>
<p>Teaching ideas and useful resources</p>	<p>Create an individual calm box to remind them of tools</p>	<p>Practise researching clubs based on interests</p>		<p>Practise setting privacy settings on different apps using visuals - sequence</p>
<p>Year 11 Categories from NC and</p>	<p>Health Lifestyle and Wellbeing</p>	<p>My World and the Wider World</p>	<p>Me and My Relationships</p>	<p>Life Skills</p>

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<i>bsquared levels</i>				
<p>Learning Objectives</p>	<p>I know that cigarettes are harmful I know that drugs are harmful I know what peer pressure is I know how to ask for help if someone is pressuring me to smoke or do drugs I know that there are no 'good' or 'bad' foods (all food gives you energy and is OK in balance) I know that food gives me energy I know that my body is not the most important part of me I can say something I like about myself I have a bank of tools I can use to feel calm <i>I know what mental health is</i> <i>I know my mental health is as important as my physical health</i> <i>I know some ways to care for my mental health</i></p>	<p>I can use my previous knowledge to problem solve I know how to join clubs once I have left school</p>	<p>I know what racism is I know it is wrong to treat people differently because of the colour of their skin I know what sexism is I know what feminism is I know that it is wrong to treat people differently because of their gender I know when a situation feels right or wrong I know what a red flag is I can identify a red flag in a situation</p>	<p>I know how to make a drs appointment for myself I know what I need to go to the dr for and what I need to go to a&e for I can plan a week of meals I can use a budget for a weekly shop I can make a few meals independently</p> <p>First Aid - I know what first aid is I know how to call for help if someone is hurt I know the recovery position I know when to call 999 I know how to assess for danger in an emergency situation (i.e. do not run into road to help someone) I know where the first aid kit is in school I know how I might treat some different injuries i.e. head injury, cut or burn I know how to get first aid help safely when I am out and about I know how to respond in some emergency situations i.e. choking, allergic reaction, asthma attack</p>
<p>Teaching ideas and useful resources</p>	<p>What I like about me portrait Meditation for kids https://www.youtube.com/c/CosmicKidsYoga</p>	<p>Research clubs and how to join Role play scenarios</p>	<p>https://www.booksfortopics.com/upper-ks2-diverse-and-inclusive https://www.booksfortopics.com/bame-</p>	<p>Meal plan template</p>



	cosmic kids yoga		characters https://www.booksfortopics.com/black-lives-matter https://www.blacklivesmatteratschool.com/	
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Gosden House School RSE Coverage

Year Group	Curriculum coverage & Learning objectives		
Primary – See PSHE LTP Overview for more information on ‘making relationships’ and other areas of learning. Respectful relationships as part of RSE teaching & learning.			
EYFS Reception	Families and people who care for me	Respectful Relationships	Being safe
Learning Objectives	I know who is in my family I know some families are different to my own I know that there are a lot of different types of families (including LGBT parents, foster families, adoptive families, step-families, single parent families et al.)	I understand what respect means I know some ways I can respect my friends I know that I need to ask if I want to give someone a hug I know that I am allowed to say no if someone wants to give me a hug	I know that my body belongs to me I know which parts of my body are private I know how to ask for help if I need it
KS1 Year 1	Families and people who care for me	Respectful Relationships	Being safe
Learning Objectives	I know who is in my family I know some families are different to my own I know that there are a lot of different types of families (including LGBT parents, foster families, adoptive families, step-families, single parent families et al.)	I understand what respect means I know some ways I can respect my friends I know that I need to ask if I want to give someone a hug I know that I am allowed to say no if someone wants to give me a hug	I know that my body belongs to me I know which parts of my body are private I know how to ask for help if I need it

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KS1 Year 2	Families and people who care for me	Respectful Relationships	Being safe	
Learning Objectives	I know who is in my family I know some families are different to my own I know that there are a lot of different types of families (including LGBT parents, foster families, adoptive families, step-families, single parent families et al.)	I understand what respect means I know some ways I can respect my friends I know that I need to ask if I want to give someone a hug I know that I am allowed to say no if someone wants to give me a hug I know what marriage is I know what a civil partnership is	I know that my body belongs to me I know which parts of my body are private I know how to ask for help if I need it I can recognise appropriate and inappropriate touch	
KS2 Year 3	Families and people who care for me	Respectful Relationships	Being safe	
Learning Objectives	I know some families are different to my own I know that there are a lot of different types of families (including LGBT parents, foster families, adoptive families, step-families, single parent families et al.) I know some ways that families care for each other.	I know what self-respect is I know how I can show self-respect I know that I deserve to be treated with respect I know that I how to say no if I do not want a hug/high 5 etc. I know that I need to ask if I want to give someone a hug I know what marriage is I know what a civil partnership is	I know that my body belongs to me I know which parts of my body are private I know how to ask for help if I need it I can recognise appropriate and inappropriate touch	
KS2 Year 4	Families and people who care for me	Respectful Relationships	Being safe	
Learning Objectives	I know that there are a lot of different types of families (including LGBT parents, foster families, adoptive families, step-families, single parent families et al.) I know some ways that families care for each other. I know what healthy family life looks like (explore; commitment to each other, protection and care for children and other family members).	I know what self-respect is I know how I can show self-respect I know that I deserve to be treated with respect I know what a boundary is I know what to do if someone wants to break my boundary (saying no, asking for help) I know that I how to say no if I do not want a hug/high 5 etc. I know that I need to ask if I want to give someone a hug	I know that my body belongs to me I know which parts of my body are private I know how to ask for help if I need it I can recognise appropriate and inappropriate touch	
Upper KS2 Year 5	Families and people who care for me	Respectful Relationships	Being safe	Growing Up & Puberty



<p>Learning Objectives</p>	<p>I know that there are a lot of different types of families (including LGBT parents, foster families, adoptive families, step-families, single parent families et al.) I know some ways that families care for each other. I know what healthy family life looks like (explore; commitment to each other, protection and care for children and other family members). I know how to recognise if family relationships are making me feel unhappy or unsafe.</p>	<p>I know what respect means I understand some ways I can respect others I understand how I can practise self-respect I know what a boundary is To understand how to set a boundary To understand what consent means To understand what a boundary is I can make my own boundary (i.e. not to touch my hair)</p>	<p>I know that my body belongs to me I know what consent means (i.e. in relation to touching such as hand holding/hugging). I know which parts of my body are private I can recognise appropriate and inappropriate touch I know how to ask for help if I need it</p>	<p>To learn about physical changes that may be experienced during puberty (i.e. hair growth, voice dropping). To learn about the biological changes that may happen to your body during puberty. I can label the body parts on a body with a penis. I can label the body parts on a body with a vagina. To learn about the importance of personal hygiene during puberty.</p>
<p>Upper KS2 Year 6</p>	<p>Families and people who care for me</p>	<p>Respectful Relationships</p>	<p>Being safe</p>	<p>Growing Up & Puberty</p>
<p>Learning Objectives</p>	<p>I know that there are a lot of different types of families (including LGBT parents, foster families, adoptive families, step-families, single parent families et al.) I know some ways that families care for each other. I know what healthy family life looks like (explore; commitment to each other, protection and care for children and other family members). I know how to recognise if family relationships are making me feel unhappy or unsafe.</p>	<p>I know what respect means I understand some ways I can respect others I understand how I can practise self-respect I know what a boundary is To understand how to set a boundary To understand what consent means</p>	<p>I know that my body belongs to me I know what consent means (i.e. in relation to touching such as hand holding/hugging). I know which parts of my body are private I can recognise appropriate and inappropriate touch I know how to ask for help if I need it I know what privacy means To understand that it is not always right to keep secrets if they relate to being safe.</p>	<p>To learn about physical changes that may be experienced during puberty (i.e. hair growth, voice dropping). To learn about the biological changes that happen to your body during puberty. I can label the body parts on a body with a penis. I can label the body parts on a body with a vagina. To learn about the importance of personal hygiene during puberty. To understand how and why emotions may change during puberty. I know how to find out more & get help if I have any questions about puberty. To learn about managing change (new roles and responsibilities as</p>



					we grow up).
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Year Group	Curriculum coverage & Learning objectives			
Secondary - Online and media in relation to RSE outlined here i.e. sexting etc. More extensive e - safety planning included in PSHE outside of RSE				
Gordy	Me and my respectful relationships	Online & media	Being Safe	Intimate and sexual relationships, including sexual health
Learning Objectives	I know what a healthy relationship looks like I know what puberty is I understand the human life cycle I know the changes a body will go through during puberty I know that hormones will affect how I feel I know what a menstrual cycle/period is I know what will happen when I am on my period I know how to manage my periods I know what a wet dream is I know what will happen when I have a wet dream I know how to manage when I have a wet dream I can tell you about the structure of the reproduction systems I know what fertilisation means I know what gestation means	To understand how to show respect online as you would in real life To understand that anything they share online could be seen by people they do not know To realise that images of bodies in the media have been edited and are not real To know that how I look is not the most important thing about me	I know that my body belongs to me I know what consent means (i.e. in relation to touching such as hand holding/hugging). I know which parts of my body are private I can recognise appropriate and inappropriate touch I know how to ask for help if I need it I know what privacy means To understand that it is not always right to keep secrets if they relate to being safe. I can recognise appropriate and inappropriate touch	To acknowledge and respect the right not to have intimate relationships until ready and learn about readiness for sex To learn about different types of contraception and how to access these (including emergency contraception) To learn about diversity in sexual attraction To learn about diversity in sexuality To understand the difference between assigned sex at birth, gender identity and sexual orientation I know that it is illegal to have sex before 16 years of age and that this law is in place to protect me
KS3 Year 7 & Year 8	Me and my respectful relationships	Online & media	Being Safe	Intimate and sexual relationships, including sexual health
Learning Objectives	I know what a healthy relationship looks like I know what puberty is I understand the human life cycle	To understand how to show respect online as you would in real life To understand that anything they share online could be seen	I know that my body belongs to me I know what consent means I know how to say no I know which parts of my body	To acknowledge and respect the right not to have intimate relationships until ready and learn about readiness for sex To learn about diversity in sexual

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	<p>I know the changes a body will go through during puberty I know that hormones will affect how I feel I know what a menstrual cycle/period is I know what will happen when I am on my period I know how to manage my periods I know what a wet dream is I know what will happen when I have a wet dream I know how to manage when I have a wet dream I can tell you about the structure of the reproduction systems I know what fertilisation means I know what gestation means</p>	<p>by people they do not know To realise that images of bodies in the media have been edited and are not real To know that how I look is not the most important thing about me</p>	<p>are private I can recognise appropriate and inappropriate touch I know how to ask for help if I need it I know what privacy means To understand that it is not always right to keep secrets if they relate to being safe I can recognise appropriate and inappropriate touch</p>	<p>attraction To learn about diversity in sexuality To understand the difference between assigned sex at birth, gender identity and sexual orientation I know that it is illegal to have sex before 16 years of age and that this law is in place to protect me</p>
<p>KS3 Year 9</p>	<p>Me and my respectful relationships</p>	<p>Online & media</p>	<p>Being Safe</p>	<p>Intimate and sexual relationships, including sexual health</p>
<p>Learning Objectives</p>	<p>I know that there are different types of committed, stable relationships I can identify different types of love I know what a healthy relationship looks like I know what puberty is I understand the human life cycle I know the changes a body will go through during puberty I know that hormones will affect how I feel I know what a menstrual cycle/period is I know what will happen when I am on my period I know how to manage my periods</p>	<p>To understand how to show respect online as you would in real life To understand not to share images of other people online To understand that anything they share online will be there forever To understand that anything they share online could be seen by people they do not know To know how to set privacy settings online To realise that images of bodies in the media have been edited and are not real To know that how I look is not the most important thing about me</p>	<p>I know that my body belongs to me I know what consent means I know how to say no I know which parts of my body are private I can recognise appropriate and inappropriate touch I know how to ask for help if I need it I know what privacy means To understand that it is not always right to keep secrets if they relate to being safe I can recognise appropriate and inappropriate touch</p>	<p>To acknowledge and respect the right not to have intimate relationships until ready and learn about readiness for sex To learn about diversity in sexual attraction To learn about diversity in sexuality To understand the difference between assigned sex at birth, gender identity and sexual orientation To understand how teenage pregnancy happens and how it affects the teenagers I know that it is illegal to have sex before 16 years of age and that this law is in place to protect me</p>



	<p>I know what a wet dream is</p> <p>I know what will happen when I have a wet dream</p> <p>I know how to manage when I have a wet dream</p> <p>I can tell you about the structure of the reproduction systems</p> <p>I know what fertilisation means</p> <p>I know what gestation means</p> <p>To know that masturbation is a natural way of exploring your own body.</p> <p>To understand the difference between public and private spaces.</p>			
<p>KS4 Year 10 & Year 11</p>	<p>Me and my respectful relationships</p>	<p>Online & media</p>	<p>Being Safe</p>	<p>Intimate and sexual relationships, including sexual health</p>
<p>Learning Objectives</p>	<p>I know that there are different types of committed, stable relationships</p> <p>I can identify different types of love</p> <p>I know what a healthy relationship looks like</p> <p>I know how to treat a boyfriend or girlfriend</p> <p>I know how I should be treated by a boyfriend or girlfriend</p> <p>I know what sexual harassment is. I know that sexual harassment is always unacceptable.</p> <p>To understand and discuss the differences between and the terms associated with, sex, gender, gender identity and sexual orientation.</p> <p>I can tell you about the structure of the reproduction systems</p> <p>I know what fertilisation means</p> <p>I know what gestation means</p>	<p>To learn to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)</p> <p>To understand how to show respect online as you would in real life</p> <p>To understand not to share images of other people online</p> <p>To understand that anything they share online will be there forever</p> <p>To understand that anything they share online could be seen by people they do not know</p> <p>To know how to set privacy settings online</p> <p>To realise that images of bodies in the media have been edited</p>	<p>I know what consent means</p> <p>I know how to say no</p> <p>I know how people can communicate consent</p> <p>I know how and when consent can be withdrawn</p> <p>I understand the importance of seeking and giving consent</p> <p>I can recognise appropriate and inappropriate touch</p> <p>I know how to ask for help if I need it</p> <p>I know what privacy means</p> <p>To understand that it is not always right to keep secrets if they relate to being safe</p>	<p>To acknowledge and respect the right not to have intimate relationships until ready and learn about readiness for sex</p> <p>I know that it is illegal to have sex before 16 years of age and that this law is in place to protect me</p> <p>To know that there are choices and different pathways available in relation to pregnancy</p> <p>To understand what abortion is including the current legal position and the range of beliefs and opinions around this</p> <p>To learn about different types of contraception and how to access these (including emergency contraception)</p> <p>To learn about diversity in sexual attraction</p> <p>To learn about diversity in sexuality</p> <p>To understand the difference</p>



	<p>To know that masturbation is a natural way of exploring your own body. To understand the difference between public and private spaces.</p> <p>Repeat from previous year groups in more depth where needed;</p> <p>I know what puberty is I understand the human life cycle I know the changes a body will go through during puberty I know that hormones will affect how I feel I know what a menstrual cycle/period is I know what will happen when I am on my period I know how to manage my periods I know what a wet dream is I know what will happen when I have a wet dream I know how to manage when I have a wet dream</p>	<p>and are not real To know that how I look is not the most important thing about me</p>		<p>between assigned sex at birth, gender identity and sexual orientation I know that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against STIs To learn the reasons why parents, choose to adopt/foster or to place children for adoption/fostering To understand how teenage pregnancy happens and how it affects the teenagers</p>
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Gosden House School RSE Resource Guide



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Year Group		RSE Resources		
EYFS Reception	Families and people who care for me	Me and my respectful relationships	Being safe	
Resources	The Family Book by Todd Parr Love makes a family by Sophie Beer And Tango makes three by Justin Richardson	What's going on inside my head? By Sarah Jennings My Shadow is Pink by Scott Stuart Julian is a mermaid by Jessica Love Princess Hair by Sharee Miller	Let's talk about body boundaries, consent and respect by Jaydeen Sanders Will Ladybug hug? By Hillary Leung Talk PANTS with Pantosaurus NSPCC song https://www.youtube.com/watch?v=-IL07JOGU5o C C is for consent by Eleanor Morrison Consent for kids – boundaries, respect and being in charge of you by Rachel Brian	
KS1 Year 1	Families and people who care for me	Me and my respectful relationships	Being safe	
Resources	And Tango makes three by Justin Richardson The Family Book by Todd Parr Love makes a family by Sophie Beer	What's going on inside my head? By Sarah Jennings My Shadow is Pink by Scott Stuart Julian is a mermaid by Jessica Love Princess Hair by Sharee Miller	Let's talk about body boundaries, consent and respect by Jaydeen Sanders Will Ladybug hug? By Hillary Leung Talk PANTS with Pantosaurus NSPCC song https://www.youtube.com/watch?v=-IL07JOGU5o My body what I say goes by Jaydeen Sanders C is for consent by Eleanor Morrison Consent for kids – boundaries, respect and being in charge of you by Rachel Brian	
KS1 Year 2	Families and people who care for me	Me and my respectful relationships	Being safe	
Resources	And Tango makes three by Justin Richardson The Family Book by Todd Parr Love makes a family by Sophie Beer	What's going on inside my head? By Sarah Jennings My Shadow is Pink by Scott Stuart	Let's talk about body boundaries, consent and respect by Jaydeen Sanders Will Ladybug hug? By Hillary Leung	



		<p>Julian is a mermaid by Jessica Love</p> <p>Princess Hair by Sharee Miller</p>	<p>Talk PANTS with Pantosaurus NSPCC song https://www.youtube.com/watch?v=-IL07JOGU5o</p> <p>My body what I say goes by Jaydeen Sanders</p> <p>C is for consent by Eleanor Morrison</p> <p>Consent for kids – boundaries, respect and being in charge of you by Rachel Brian</p>
<p>KS2 Year 3</p>	<p>Families and people who care for me</p>	<p>Me and my respectful relationships</p>	<p>Being safe</p>
<p>Resources</p>	<p>And Tango makes three by Justin Richardson</p> <p>The Family Book by Todd Parr</p> <p>Love makes a family by Sophie Beer</p>	<p>What’s going on inside my head? By Sarah Jennings</p> <p>My Shadow is Pink by Scott Stuart</p> <p>Julian is a mermaid by Jessica Love</p> <p>Princess Hair by Sharee Miller</p>	<p>Let’s talk about body boundaries, consent and respect by Jaydeen Sanders</p> <p>Will Ladybug hug? By Hillary Leung</p> <p>Talk PANTS with Pantosaurus NSPCC song https://www.youtube.com/watch?v=-IL07JOGU5o</p> <p>My body what I say goes by Jaydeen Sanders</p> <p>C is for consent by Eleanor Morrison</p> <p>Consent for kids – boundaries, respect and being in charge of you by Rachel Brian</p>
<p>KS2 Year 4</p>	<p>Families and people who care for me</p>	<p>Me and my respectful relationships</p>	<p>Being safe</p>
<p>Resources</p>	<p>And Tango makes three by Justin Richardson</p> <p>The Family Book by Todd Parr</p> <p>Love makes a family by Sophie Beer</p>	<p>What’s going on inside my head? By Sarah Jennings</p> <p>My Shadow is Pink by Scott Stuart</p> <p>Julian is a mermaid by Jessica Love</p> <p>Princess Hair by Sharee Miller</p>	<p>Let’s talk about body boundaries, consent and respect by Jaydeen Sanders</p> <p>Will Ladybug hug? By Hillary Leung</p> <p>Talk PANTS with Pantosaurus NSPCC song https://www.youtube.com/watch?v=-IL07JOGU5o</p> <p>My body what I say goes by Jaydeen Sanders</p> <p>C is for consent by Eleanor Morrison</p>



Consent for kids – boundaries, respect and being in charge of you by Rachel Brian

Upper KS2 Year 5	Families and people who care for me	Me and my respectful relationships	Being safe	Growing Up & Puberty
Resources	And Tango makes three by Justin Richardson	<p>What’s going on inside my head? By Sarah Jennings</p> <p>Red: A Crayons Story by Michael Hall</p> <p>My Shadow is Pink by Scott Stuart</p> <p>Julian is a mermaid by Jessica Love</p>	<p>Let’s talk about body boundaries, consent and respect by Jaydeen Sanders</p> <p>Talk PANTS with Pantosaurus NSPCC song https://www.youtube.com/watch?v=-lL07JOGU5o</p> <p>My body what I say goes by Jaydeen Sanders</p> <p>Consent for kids – boundaries, respect and being in charge of you by Rachel Brian</p>	<p>Where Willy Went by Nicholas Allan</p> <p>See inside your body Usbourne</p> <p>Amazing you by Dr Gail Sultz</p> <p>Some parts of the book relevant for years 5 and 6 (whole book for higher year groups) – teachers to dip in and out where relevant</p> <p>Understanding sexuality by Honor Head</p> <p>The growing up book for boys by Davida Hartman</p> <p>The Autism friendly guide to periods by Robyn Steward</p> <p>Practical resources – period pads, tampons, period pants</p> <p>Practical resources – reproductive systems models</p> <p>Let’s talk about the birds and the bees by Molly Potter</p>
Upper KS2 Year 6	Families and people who care for me	Me and my respectful relationships	Being safe	Growing Up & Puberty
Resources	And Tango makes three by Justin Richardson	What’s going on inside my head? By Sarah Jennings	Let’s talk about body boundaries, consent and respect by Jaydeen Sanders	<p>Where Willy Went by Nicholas Allan</p> <p>See inside your body Usbourne</p>



		<p>Red: A Crayons Story by Michael Hall</p> <p>My Shadow is Pink by Scott Stuart</p> <p>Julian is a mermaid by Jessica Love</p>	<p>Talk PANTS with Pantosaurus NSPCC song https://www.youtube.com/watch?v=-lL07JOGU5o</p> <p>My body what I say goes by Jaydeen Sanders</p> <p>Consent for kids – boundaries, respect and being in charge of you by Rachel Brian</p>	<p>Amazing you by Dr Gail Sultz</p> <p>Some parts of the book relevant for years 5 and 6 (whole book for higher year groups) – teachers to dip in and out where relevant</p> <p>Understanding sexuality by Honor Head</p> <p>The growing up book for boys by Davida Hartman</p> <p>The Autism friendly guide to periods by Robyn Steward</p> <p>Busy Bodies: A book about puberty for you and your parents - Created by crisis pregnancy agency available to download for free online https://www.socialworkers.net/product-page/busy-bodies-a-book-about-puberty-for-you-and-your-parents</p> <p>Practical resources – period pads, tampons, period pants</p> <p>Practical resources – reproductive systems models</p> <p>Let’s talk about the birds and the bees by Molly Potter</p>
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Year Group	RSE Resources			
Secondary – Online and media in relation to RSE outlined here i.e. sexting etc. More extensive e – safety planning included in PSHE outside of RSE				
Students in Gordy will be taught in differentiated groups based on their individual needs. Prior to planning teachers must consider their individual student’s needs including their social and emotional maturity and can use planning and resources from primary & secondary to guide content.				
Gordy	Me and my respectful relationships	Online & media	Being Safe	Intimate and sexual relationships, including sexual

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				health
Resources	<p>And Tango makes three by Justin Richardson</p> <p>My Shadow is Pink by Scott Stuart</p> <p>What's going on inside my head? By Sarah Jennings</p> <p>Red: A Crayons Story by Michael Hall</p> <p>Julian is a mermaid by Jessica Love</p>	<p>A song about the permanence of the things you put on the internet - a light hearted way to start a conversation - 'bite you in the bum - a song about e - safety' by muicalternative https://www.youtube.com/watch?v=rdSQLgOPXN0</p> <p>Staying safe online an Usborne: life skills book by Louie Stowell</p>	<p>Let's talk about body boundaries, consent and respect by Jaydeen Sanders</p> <p>Consent for kids - boundaries, respect and being in charge of you by Rachel Brian</p>	<p>Where Willy Went by Nicholas Allan</p> <p>See inside your body Usbourne</p> <p>Let's talk about sex by Robbie Harris</p> <p>Amazing you by Dr Gail Sultz</p> <p>Understanding sexuality by Honor Head</p> <p>The growing up book for boys by Davida Hartman</p> <p>The Autism friendly guide to periods by Robyn Steward</p> <p>Let's talk about the birds and the bees by Molly Potter</p> <p>Busy Bodies: A book about puberty for you and your parents - Created by crisis pregnancy agency available to download for free online https://www.socialworkers.net/product-page/busy-bodies-a-book-about-puberty-for-you-and-your-parents</p> <p>Practical resources - reproductive systems models</p> <p>Practical resources - period pads, tampons, period pants</p>
KS3 Year 7 & Year 8	Me and my respectful relationships	Online & media	Being Safe	Intimate and sexual relationships, including sexual health
	And Tango makes three by	A song about the permanence of	Let's talk about body boundaries,	Where Willy Went by Nicholas



<p>Resources</p>	<p>Justin Richardson My Shadow is Pink by Scott Stuart What's going on inside my head? By Sarah Jennings Red: A Crayons Story by Michael Hall Julian is a mermaid by Jessica Love</p>	<p>the things you put on the internet - a light hearted way to start a conversation - 'bite you in the bum - a song about e - safety' by muicalternative https://www.youtube.com/watch?v=rdSQLgOPXN0 Staying safe online an Usborne: life skills book by Louie Stowell</p>	<p>consent and respect by Jaydeen Sanders Consent for kids - boundaries, respect and being in charge of you by Rachel Brian</p>	<p>Allan See inside your body Usbourne Amazing you by Dr Gail Sultz Understanding sexuality by Honor Head The growing up book for boys by Davida Hartman The Autism friendly guide to periods by Robyn Steward Let's talk about the birds and the bees by Molly Potter Busy Bodies: A book about puberty for you and your parents - Created by crisis pregnancy agency available to download for free online https://www.socialworkers.net/product-page/busy-bodies-a-book-about-puberty-for-you-and-your-parents Let's talk about sex by Robbie H Harris Practical resources - period pads, tampons, period pants Practical resources - reproductive systems models</p>
<p>KS3 Year 9</p>	<p>Me and my respectful relationships</p>	<p>Online & media</p>	<p>Being Safe</p>	<p>Intimate and sexual relationships, including sexual health</p>
<p>Resources</p>	<p>And Tango makes three by Justin Richardson</p>	<p>A song about the permanence of the things you put on the internet</p>	<p>Let's talk about body boundaries, consent and respect by Jaydeen</p>	<p>Where Willy Went by Nicholas Allan</p>



	<p>My Shadow is Pink by Scott Stuart</p> <p>What's going on inside my head? By Sarah Jennings</p> <p>Red: A Crayons Story by Michael Hall</p> <p>Julian is a mermaid by Jessica Love</p>	<p>- a light hearted way to start a conversation - 'bite you in the bum - a song about e - safety' by muicalternative https://www.youtube.com/watch?v=rdSQLgOPXN0</p> <p>Staying safe online an Usborne: life skills book by Louie Stowell</p>	<p>Sanders</p> <p>To be used at teachers discretion as could be triggering - That uh oh feeling a story about touch by Kathryn Cole</p> <p>Consent for kids - boundaries, respect and being in charge of you by Rachel Brian</p>	<p>See inside your body Usbourne</p> <p>Let's talk about sex by Robbie Harris</p> <p>Amazing you by Dr Gail Sultz</p> <p>Understanding sexuality by Honor Head</p> <p>The growing up book for boys by Davida Hartman</p> <p>The Autism friendly guide to periods by Robyn Steward</p> <p>Let's talk about the birds and the bees by Molly Potter</p> <p>Busy Bodies: A book about puberty for you and your parents - Created by crisis pregnancy agency available to download for free online https://www.socialworkers.net/product-page/busy-bodies-a-book-about-puberty-for-you-and-your-parents</p> <p>Let's talk about sex by Robbie H Harris</p> <p>Practical resources - reproductive systems models</p> <p>Practical resources - period pads, tampons, period pants</p>
<p>KS4 Year 10 & Year 11</p>	<p>Me and my respectful relationships</p>	<p>Online & media</p>	<p>Being Safe</p>	<p>Intimate and sexual relationships, including sexual health</p>



<p>Resources</p>	<p>And Tango makes three by Justin Richardson</p> <p>My Shadow is Pink by Scott Stuart</p> <p>What's going on inside my head? By Sarah Jennings</p> <p>Red: A Crayons Story by Michael Hall</p> <p>Julian is a mermaid by Jessica Love</p> <p>Love your body by Jessica Sanders</p> <p>Celebrate your body (And its changes too) a body positive guide for girls by Sonya Taylor</p>	<p>A song about the permanence of the things you put on the internet - a light hearted way to start a conversation - 'bite you in the bum - a song about e - safety' by muicalternative https://www.youtube.com/watch?v=rdSQLgOPXN0</p> <p>Staying safe online an Usborne: life skills book by Louie Stowell</p>	<p>To be used at teachers discretion as could be triggering - That uh oh feeling a story about touch by Kathryn Cole</p> <p>Let's talk about body boundaries, consent and respect by Jaydeen Sanders</p> <p>Consent for kids - boundaries, respect and being in charge of you by Rachel Brian</p>	<p>Where Willy Went by Nicholas Allan</p> <p>See inside your body Usbourne</p> <p>Let's talk about sex by Robbie Harris</p> <p>Amazing you by Dr Gail Sultz</p> <p>Understanding sexuality by Honor Head</p> <p>The growing up book for boys by Davida Hartman</p> <p>The Autism friendly guide to periods by Robyn Steward</p> <p>Let's talk about the birds and the bees by Molly Potter</p> <p>Busy Bodies: A book about puberty for you and your parents - Created by crisis pregnancy agency available to download for free online https://www.socialworkers.net/product-page/busy-bodies-a-book-about-puberty-for-you-and-your-parents</p> <p>Can we talk about consent by John Hancock</p> <p>Sex is a Funny Word: A Book about Bodies, Feelings and YOU by Cory Silverberg</p> <p>Let's talk about sex by Robbie H Harris</p>
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				<p>Practical resources – reproductive systems models</p> <p>Practical resources – period pads, tampons, period pants</p> <p>Practical resources – condoms, femidoms, pictures of implant/pill, dildos (to practice opening and using a condom safely)</p>
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Although Primary Citizenship planning is highlighted within PSHE coverage, Secondary have separate citizenship coverage as below

Primary Citizenship is taught through the PSHE curriculum and is highlighted on the whole school plan. Secondary teach Citizenship through PSHE but also as a stand-alone lesson. This means that they can go in to more depth as their learning progresses and they develop more specific skills on the path to becoming a Gosden graduate.

Based on Laser Learning exam board, National Curriculum and Steps 4 Life (bsquared)

KS3 Active Citizenship Planning			
Year Group	Autumn	Spring	Summer
Year 7 (1 hour 20 minutes lesson per week)	Focus: Discussion What is Active Citizenship? News and current events – watch the news, how to source the news, responding to news – debate etc. Where to find news – how do we know it is reliable? Name those in their local community – who is in their class Discussion – ask for more information to aid understanding, how to discuss the news, share opinions about the news, explain something that happened on the news, sequence a news event, contribute to group discussions	Focus: Knowing Your Local Area Identify local buildings and their uses. Name areas in which learners live. What is in their local areas? Share. Identify groups within the community. Who makes up the community? Identify community groups which might be of interest to the learner (they could look into after school enrichments, interview Planet Soccer to find out what clubs they run outside of school etc). Participate in a positive activity to benefit a community. <i>Ideas:</i> Visit the local area	Focus: Recycling, managing waste Identify different packaging materials Identify items for recycling Identify appropriate bins for recycling Suggest ways to reduce own recycling <i>Ideas:</i> Visit recycling centre Reuse reduce and recycle Upcycle and repurpose Litter picking School newsletter – local news Add to the school newsletter with what they did.

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	<p>How to show agreement through body movement etc. How to show disagreement. How to ask for clarity. How to expand on answers beyond yes/no.</p> <p>School newsletter – local news Add to the school newsletter with what they did.</p>	<p>Community project Adam and Brian project Easter event for primary</p> <p>School newsletter – local news Add to the school newsletter with what they did.</p>	
<p>Year 8</p> <p><i>(1 hour 20 minutes lesson per week)</i></p>	<p>Focus: Debate</p> <p>What is Active Citizenship?</p> <p>News and current events – watch the news, how to source the news, responding to news – debate etc. Where to find news – how do we know it is reliable Name those in their local community – who is in their class Identifying areas of interests and topics that would like to know more about.</p> <p>Debate – research, teams and big debate Using current topics and news, the class must have an open debate. Thinking about who/what/where questions. Showing depth and detail in their responses and ideas. Poses questions. Responds to questions.</p> <p>School newsletter – local news Add to the school newsletter with what they did</p>	<p>Focus: Understanding Rights and Responsibilities</p> <p>Identify people’s rights Identify personal responsibilities towards friends and family Identify a personal responsibility towards the community (could be school community) Give examples of how acting responsibly can benefit another person or group.</p> <p><i>Ideas:</i> Peaceful protest How to contact your MP Unions – history links Teacher gives an example – pot holes/local playground broken – talk to MP</p> <p>School newsletter – local news Add to the school newsletter with what they did</p>	<p>Focus: Environmental Issues</p> <p>Identify how humans can have a negative effect on the environment Identify consequences to the environment for the examples above Identify action the individual learner can do to improve environmental issues Identify what actions a larger group of people can take to improve the environment Participate in action to improve</p> <p><i>Ideas:</i> Group action to help the environment at school – project Tree planting Growing own veg in the plant care area Composting area? Make reusable bags (bags for life)</p> <p>School newsletter – local news Add to the school newsletter with what they did</p>
<p>Year 9</p> <p><i>(45 minute lesson per week)</i></p>	<p>Focus: Democracy</p> <p>What is Active Citizenship?</p> <p>Your local community – your class What is democracy? Defines the terms: crime,</p>	<p>Focus: Living in the Community</p> <p>Identify facilities and services that you use in the local community Identify areas in the community that you feel safe in/makes you</p>	<p>Focus: Living in the Community/ Business Enterprise</p> <p>Raise money to improve something in the school community.</p>

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	<p>criminal, truth, and lies, fair and unfair. Explains how actions and consequences. Examples of right and wrong behaviour.</p> <p>Voting – how this happens, who can vote, how to vote, recognising outcomes of voting. Identify the local government and roles within the government.</p> <p>Create an in class government and practise voting – link to school council.</p> <p>School newsletter – local news Add to the school newsletter with what they did</p>	<p>happy Identify areas in the community you would like to access/visit Visit local areas and communities</p> <p><i>Ideas:</i> Trip to Cranleigh – what would you do if you were given £400,000 to improve the local community? Visit the areas, access the areas, mind map ways to improve the areas. Research and budget ways to improve. Present it.</p> <p>School newsletter – local news Add to the school newsletter with what they did</p>	<p>Can you turn your £10 into more money? A mini social enterprise project Fundraising</p> <p>Raise funding for KS3 end of year treat.</p> <p>(long term plan: a slot in the 'Coffee Shop')</p> <p>School newsletter – local news Add to the school newsletter with what they did</p>
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In KS4 Citizenship is taught as a stand-alone lesson and is part of the wider curriculum. This includes, ASDAN, community action, RSE learning and careers options. In the stand alone Citizenship lessons, Year 10 and 11 focus on units from ASDAN across the school year. Breakdown, coverage and progression of these is detailed below.

<p>Year 10</p>	<p>Unit – Making the most of leisure time September – October half term: 1.1 Identify ways in which they can use their leisure time 1.2 Identify the benefits of using their leisure time in different ways Learning Focus: What does leisure mean What could this look like Which leisure activities are available in the local community Identify activities they already explore Identify areas they would like to improve or try</p> <p>October – April: 2.1 Take part in an activity which they find relaxing 2.2 Take part in an activity which they find challenging 2.3 Take part in an activity which involves learning a new skill Learning Focus: Plan out possible activities Participate in a variety of activities that include relaxing, challenging themselves and learning a new skill Participate in activities for an extended period of time (minimum of 10 hours).</p> <p>May – July: Internal Active Citizenship Project Learners will plan and complete internal active citizenship projects within the small community. This will be led by the learners and planned out with them. Examples could include; recycling, cleaning areas, internal work experience, helping younger year groups in their learning or planning PE day in</p>
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	collaboration with others.
Year 11	Unit - Community Action
	<p>September - October half term: <i>1.1 Identify community groups in their local area and what they do.</i></p> <p>Learning Focus: What is a community Which communities do we know Identify local communities</p> <p>November December: <i>2.1 Participate in activities within a local community group</i></p> <p>January - Easter: <i>2.1 Participate in activities within a local community group</i></p> <p>Learning Focus: identifying a local community they would like to help and support Making a link with the local community and finding out their needs Planning how to help a local community</p> <p>This is planned by the learners and is led by their interests. Previously learners have made links with the local care home. They formed relationships with the residents of the care home and planned activities to suit their interests. They made a bingo game and ran this, read to people and set up a nail salon to name a few. This year they have made contact with the local church and found out about their needs. So far they have planned a fundraising event through our Christmas fayre and raised £120 for the church. The next step of the project will be linked to the food bank. Learners will plan how to raise donations and support this.</p> <p>Easter - May half term: <i>2.2 Identify how these activities benefit others & 2.3 Identify a benefit for themselves from participating in the activities.</i></p> <p>Learning Focus: this is time for the learners to review and reflect on their previous learning. They collate evidence of their community action project in order to highlight how they have benefitted from this and how they have helped others.</p> <p>May - June: This is time for them to reflect on their time as a citizen at Gosden and their journey to become a Gosden graduate. This includes completing their records of achievement and planning for their celebration assembly. There is also the possibility for some students to engage in extended work experience placements/traineeship.</p>



HOW DO WE KNOW OUR PSHE LEARNERS ARE ACTUALLY LEARNING? HOW DO OUR LEARNERS KNOW HOW THEY ARE DOING?

Learning and progress in PSHE is monitored in a range of ways, the aim of each is to identify strengths and areas for progress to teachers, to create targets linked to EHCP and ILPs for students, to give students live feedback and arguably most importantly, to increase the level of autonomy and empowerment students have over their learning.

Connecting Steps (BSquared): Connecting Steps is our inclusive assessment software used to track and monitor attainment data, which supports meaningful communication with parents and other stakeholders and gives clear information about the progress our learners are making. This information is used by learning teams to inform planning and next steps, and is used alongside teacher judgement to form a holistic and cumulative view of where pupils are on their PSHE learning journey. Children are assessed across levels in PSHE and Self - Care skills with the 'best fit' level being found. This means that our learners' strengths are able to be highlighted clearly. This will be assessed by our data lead and then shared with the happy and healthy lead so that they can draw conclusions, find patterns and identify possible areas for support or celebration amongst staff.

ILP: One ILP target per term will be based on an area of PSHE learning, steps to achieve this and how it will be measured will also be planned. Throughout the school these targets are shared with students and their families. In Secondary the children have an input in to their targets.

EHCP: During annual review meetings, PSHE progress will be shared with those present and areas they are being supported in will be outlined. In Primary students are able to contribute student voice through 1:1 discussion with their class teacher and parent/guardian prior to the meeting whereas in Secondary students are invited to their own annual reviews.

Vocational subjects, qualifications and exams: In KS4, students complete vocational courses including the choice of an ASDAN qualification or 'out and about' which teaches practical life skills. Students also partake in work experience supported by our KS4 team and our 'aspirations leader' (*for more information see the specific 'careers' curriculum intent document*).

Evisense: Learning is recorded and uploaded to Evisense under the 'Happy and Healthy' heading. These observations are accessible to the curriculum lead and are shared with parents/guardians weekly.

Observations/Learning Walks: Checking of coverage in planning and timetables, learning walks and observations are planned in by the 'Happy and Healthy' lead.

Team Planning and Teaching: Where suitable, the 'Happy and Healthy' lead has planned alongside teachers and team taught lessons. Professionals are happy to ask one another for support and know where to access support if they are unsure about an element of PSHE teaching.

Student Survey: Every student completes an annual student voice survey to do with their PSHE learning and experiences. This is then analysed by the happy and healthy lead and used to inform future planning and learning.



IN PSHE HOW WILL OUR GOSDEN GRADUATE BENEFIT FROM THEIR SKILLS AND KNOWLEDGE IN THE FUTURE?

The impact of our PSHE teaching is that learners will develop their understanding and skills in the following areas;

- Self-confidence and self-awareness
- Life skills and self-care
- Managing feelings and behaviour
- Making relationships
- Health, lifestyle and wellbeing
- My world and the wider world
- Families and people who care for me
- Respectful relationships
- Being safe
- Me and my respectful relationships
- Online and media
- Intimate and sexual relationships including sexual health

Our Gosden Graduates leave us confident in navigating and understanding their own emotions and those of others. They have the skills to maintain healthy and happy relationships and know where they can ask for help should they need it, both now and in the future. Our aim is to continuously empower our students to be happy, fulfilled and successful members of their communities.

The main benefit of PSHE learning for our Gosden Graduate is the sense of empowerment and self-belief fostered in each individual. Our Gosden Graduate will be equipped with the skills to have healthy relationships with others, the use of tools to self-regulate and understand their own emotions, the ability to plan and access next steps, the knowledge to obtain help where needed and the self-esteem to recognise and celebrate their individual strengths and value.