

PSED/PSHE Policy



Introduction

Acorns is a primary school that provides a specialist learning environment for pupils with a wide range of learning difficulties including moderate and severe learning difficulties, complex needs and pupils on the Autistic spectrum. We meet the needs of pupils from 2-11 years.

Acorns School Values

We **care** for each other

We **welcome** everyone

We create **opportunities**

We are always **positive**

We **celebrate** each other and our achievements.

Introduction Acorns Primary School is a primary school that provides a specialist learning environment for pupils with a wide range of learning difficulties including moderate and severe learning difficulties, complex needs and pupils on the Autistic spectrum. We meet the needs of pupils aged between 2–11 years. Acorns School Values We care for each other We welcome everyone We create opportunities We are always positive We celebrate each other and our achievements. Our school values are embedded into school life and our school day. Our school is Welcoming, Nurturing and Positive.

We promote a specific value each half term. The value is incorporated into our daily collective worship; identifying ways in which we demonstrated the value that day. We provide a learning environment that offers mutual-respect, supports emotional well-being and provides equal opportunities for all our pupils to achieve and thrive together

Definition of PSHCE:

- Personal
- Social
- Health
- Citizenship
- Education

Statement of Intent

Our Aims for PSHCE at Acorns are:

- To promote healthy and safer lifestyles
- To support the development of the whole child
- To encourage independence, self – efficacy and individual responsibility

- To deliver high quality, appropriate PSHCE that can support pupils in managing opportunities, experiences and responsibilities in later life.
- To provide knowledge and information for our pupils to make informed decisions.

These aims and our comprehensive PSHCE framework underpins all we do. They encompass Acorns' ethos and philosophy. Developing the 'whole child' is an integral part of our aims. We encourage resilience and ambition. The programme has been created for our pupils to equip our pupils to make informed decisions about their wellbeing, health and relationships. To support the transition from leaving our school family to becoming responsible, respectful citizens in our modern and diverse world.

The Thrive Approach-

This is led by Donna Carey our Thrive Licensed Practitioner. The approach has been developed over many years helping children to flourish. It supports their emotional and social development and helps them feel happy and secure, able to enjoy friendships, relate well to others and be ready and able to learn.

Thrive is a special way of working with all children that helps to develop their social and emotional wellbeing, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment.

Positive relationships are at the heart of Thrive. We use these relationships, together with play and creative activities, to give children key experiences at each different stage of their development. Repetition of these activities supports their development, helping them to:

- feel good about themselves and know that they matter
- increase their sense of security and trust
- increase their emotional well-being
- improve their capacity to be creative and curious
- increase their self-esteem and confidence to learn
- learn to recognise and regulate their feelings
- learn to think before behaving in a certain way

...and more.

We use a screening tool and activity planning resource called Thrive-Online. This allows us to check that children are working appropriately for their age and to develop the whole group with activities that ensure that they are as emotionally and socially supported as they can be, using Thrive online assessment tools we create action plans and targets for all of our children, these are used in class, during 1:1 times and are also sent home for families.

ELSA- Donna Carey is our ELSA practitioner in school. We want and aim to make children and young people feel happy in school. and to reach their potential socially, emotionally and academically. The ELSA

understands the barriers to learning that some children and young people might have and can help them with this.

An ELSA can support the children and young person's emotional development and help them cope with life's challenges. They will also help children and young people find solutions to problems they might have.

The ELSA is not there to fix problems but to help them find their own solutions and offer that important support to a child or young person.

Relationships are key in helping children and young people to feel safe and nurtured. ELSA is about creating a reflective space for the child or young person.

Our Elsa practitioner can help children with the following:

Loss and bereavement

Emotional Literacy

Self-esteem

Social Skills

Friendship issues

Relationships

Managing strong feelings

Anxiety and worries

Bullying

Conflict

Emotional Regulation

Growth Mindset

Social and therapeutic stories

Problem solving.

Equal Opportunities:

All pupils at Acorns are entitled to receive education that is fully inclusive, irrespective of Age, Disability, Gender, Sexual orientation, Religion, Ethnicity or Social circumstance.

Teaching and Learning:

Knowledgeable staff who have a good understanding of our pupils, deliver inclusive PSHCE in a sensitive and well-judged manner. Staff have the flexibility to deliver content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of our pupils.

Our skilled teachers use their knowledge of individual pupils to provide personalised learning that is attainable with appropriate challenge. Staff present pupils with activities and language aimed in accordance with both their cognitive abilities and emotional maturity in mind. They deliver active learning; making practical and engaging resources and opportunities that are motivating, enjoyable and accessible. Circle times, Role Play, visitors, community links, charity events and educational visits. Physical resources are kept in a central point in the shared shed. The resources have been created and collated to support and enhance the teaching of PSHCE at Acorns school. They have been carefully considered to ensure that they are appropriate and purposeful in making the PSHCE topics accessible to our pupils and enable us to meet our pupil's wide spectrum of learning needs and abilities.

Staff use a variety of teaching and learning styles and total communication in order to meet pupils needs. Stimulating and engaging resources are used by class teams to involve pupils and to maintain levels of engagement. The use of videos, songs, stories, visual aids and visitors such a NSPCC along with online resources like ESPRESSO.

Pupils get the opportunity to work in small groups or as part of a whole class. Groupings are flexible to suit pupil need. These may be single or mixed sex depending on what is deemed appropriate. There may also be occasions where issues need to be addressed as they arise and an immediate response is needed.

PSHCE is cross-curricular. It is interwoven into daily life at Acorns school. We follow our PSHCE framework for discrete, weekly, half hour lessons.

We utilise staff knowledge to tailor activities and build on prior learning that best meets pupils' individual needs. This personalisation makes the learning experiences meaningful for our pupils.

In addition to discrete lessons, Acorns offer a child centred approach to the delivery of PSHCE. Discussions are held with PSHE subject lead, our Emotional Literacy Support lead and senior management; to identify pupils whom would benefit from specific interventions and enhanced support as and when it is required.

Organisation:

Children in the Early Years are taught Personal, Social and Emotional Development following the objectives set out in the Early Years Foundation Stage Profile. All our other pupils follow our broad and balanced spiral PSHCE framework. The framework supports the statutory guidance outlined in the National curriculum for Personal, Social, Health and Citizenship Education and is in keeping with the PSHE associations guidance to ensure breadth and subject coverage.

The mapping is structured and progressive. It has been arranged into half termly topics and are separated into levelled tiers. It allows for our pupils to make connections and learn through repeated, generalised, revisited and interwoven skills. This allows staff the flexibility to deliver content at the most appropriate level for pupils. They can build on prior knowledge and build progression.

Staff utilise opportunities to enhance understanding of the current affairs in the news, calendar events, fund raising and charity events and strong links with the community.

We provide opportunities for the school to share experiences together through festivals and celebrations and events planned by pupils on our school council. Calendar events and enrichment days throughout the

academic year include Road Safety, Anti-bullying, Safer Internet Day, Diversity Week, Pupil Voice week, NSPCC, World Awareness, Mental Health Awareness and many more.

Throughout the curriculum an emphasis is placed on the underlying Spiritual, Moral, Social and Cultural development of our pupils. We explore moral and spiritual values common to the great religions of the world, together with the promotion of positive and caring attitudes. We celebrate many cultural events such as World Awareness Week, Chinese New Year, Diwali, St. Patricks Day, Eid, St.George's Day, Harvest Festival, Easter, Christmas and Holi. These events celebrate differences, increase empathy and develop understanding and tolerance. Pupils are encouraged to participate in shared prayer at lunchtime and classes participate in collective worship each day.

Monitoring and Evaluation:

It is the responsibility of the subject lead to oversee PSHCE within school and ensure to shares good practice. Subject lead liaises regularly with management and class staff regarding PSHCE in classes. Subject lead or a member of senior management attend network meetings to remain up to date with subject developments. Information is fed back and shared amongst staff during staff meetings and through staff email; informing colleagues of relevant updates to practice.

Personal Development:

Personal Development is monitored through the delivery of PSHCE sessions to meet need as outlined in every child's EHCP. In addition personal development is further tracked and reported to the head of the virtual school in the case of Children Looked After. Personal development is commented upon daily in some instances on the talking tile. Personal development is a key element of our annual review process and our ongoing professional conversations between ourselves, our families and other professionals. A multi – disciplinary approach with good dialogue gives our pupils the best, tailored and personalised support.

Pupils achievements and developments are celebrated in weekly key stage assemblies. PSHCE is a big focus – highlighting a pupils progress, celebrating them in front of their peers and providing them with a sense of achievement.

PSHE Opportunities:

Acorns have spent Sports Premium money from the Physical Education budget to support Active Lifestyles. The professional input support our pupils' physical abilities, confidence and self-esteem. Acorns hire Rugby Tots professionals into school to work with classes throughout school.

Acorns School follow a Three-week programme by Lancashire County Council called the 'Lancashire School Lunches' menu to promote Healthy Food choices and Lifestyles. Kitchen catering staff cook from fresh on a daily basis and use some organic foods such as rice, pasta, milk and flour.

Pupils participate in daily feeding programmes that develop communication and independence. Children are encouraged to make their own food choices using their preferred means of communication, carry their own plates and clear their own plates.

Pupils take part in hygiene routines, washing hands as independently as possible, they are encouraged to help give out place mats and cups, to pour their own water, use cutlery where possible, wait their turn in a

line and are supported to clear away their own plates after eating. Staff work hard to support pupils in developing self-feeding techniques and strive to ensure pupils try to access as healthy and varied a diet as possible. Along with this; table manners and appropriate behaviours are taught to support British Values and Citizenship. This supports families to share positive mealtimes with their children at home and in the community.

Acorns Continuous Provision and Role-Play activities-

Children have regular opportunities to access continuous provision activities where staff model and encourage children to play and learn how to share, take turns and develop friendships with others in class. Role-play boxes are stored in the KS1 resource area. These include a dentist, hospital, hairdresser, shop. Classes use these regularly sometimes linking to their termly topic. These opportunities are given to build resilience and confidence in visiting different places in the local community.

Eco Schools and Sustainability-

The children at Acorn's are part of the Eco School's programme. It encourages the children take part in Eco projects that make our school more sustainable and increases environmental learning which benefits the local community. With support of staff the Eco Council lead the programme. The children undertake an environmental review which helps the children to understand how environmentally friendly our school is. Inspired by their findings the children find and deliver their action plan of Eco projects. These are completed across the school and making our school a greener and cleaner space for everyone. With help from staff the children monitor the reductions we can achieve in regards to waste, water or energy.

Physical Development:

Pupils participate in daily exercise or movement songs. Pupils have access to bikes, vestibular swings inside and outdoors equipment, an Forest School Environment, Outdoor trampolines and climbing equipment. Bucket swings, slides and break out equipment within each classroom including; Trampolines, Spinning Dishes and Yoga balls. Pupils access regular body awareness and regulation activities through Sensory TAC PAC and sensory integration sessions as well as massage. Active playtimes provide opportunities for children to access outdoor equipment in different areas of the outdoor play areas.

Pupils' mental health and well – being is supported by our School Council. – Pupils are given a voice through opportunities to discuss their opinions, share ideas, to make choices and feedback information to their peers and class staff. School council is very effective in developing pupils' confidence and self-esteem. It gives our pupils responsibility and ownership over the running of their school. It makes them feel valued and provides them with a sense of belonging.

Pupils feedback information from their classes via our 'Pupil Voice' speech bubble posters. We address pupils' requests/concerns. Pupils are asked to discuss topics and often make decisions via voting, symbol pointing, use of photographs or questionnaires with staff supporting and advocating. School council meetings are held by the Emotional Literacy lead each half term.

Opportunities for pupil voice run throughout the year in classes with staff who know the children best. We use total communication; using a range of Alternative, Augmentative communication strategies to ensure all

Pupil Voices are heard. The information fed back will be collated by the subject lead and acted upon with the help of councillors. Feedback will be shared with classes.

Children help to organise and run whole school well-being and cultural events throughout the school year. These include things such as St. Patricks Day, Halloween, Internet Safety Day and more. Acorns follow the National Online Safety programme which offers our staff, pupils, parents and the wider community support to meet the online safeguarding of our pupils.

Mini – Enterprise –

Our eldest pupils conduct mini enterprise through planning, buying and making toasted teacakes and soups at different times of the year. School host Strawberry Tea events where pupils choose, buy and sell sweet treats. Pupils navigate their way around school, collecting tea cake orders and money. Pupils use their profits towards class outings.

School Café-

Classes in school take it in turns to run the school café. Pupils make food items to sell in the café. The café links to different cultures around the world by selling food items typical to specific cultures. This provides opportunities for children to develop a sense of belonging and to learn to value and respect other cultures. Pupils use PEC'S and ALI boards to communicate what they would like to buy. This is non-profit, each class has coins that the children use to buy items providing opportunities for children to learn to name and use coins.

Representing the school –

Acorns are very proud of our pupils and have celebrated our school by establishing a link with a local mainstream primary school to promote and share our pupils, collaborating with our signing and signing assemblies. This promotes our pupil's self-image and provides a sense of belonging. Our school football team participates in events with other Generic Learning Difficulty schools.

Effective links –

Rugby Tots, NSPCC, More music, Salvation Army, Intact centre.

Managing Emotions –

The learning environment at Acorns displays elements of emotional development. Classrooms have self – registration, pupil photographs, emotion visuals and communication boards enabling children to express their feelings, Communication books with 'Feelings' pages for pupils to express their emotions. We have accessible behaviour management choosing boards, workstations, soft room and 'break out' areas as well as regulatory equipment in each classroom to promote self – regulation; Heavy lifting sessions, mindfulness activities and regulatory sessions built in to daily routines including breaks, physical and sensory interventions. Our focus is to support our pupils in their readiness to learn.

Assessment and Recording

Teachers must continually assess pupils' current understanding and knowledge in order to ensure that appropriate learning targets are set through formative and summative assessment. Formative assessments

and evidence of learning are recorded on the Evidence for Learning platform and B - Squared is used as a summative assessment.

Staff members take regular photographic evidence of pupils or comments stating specific examples of PSHCE and record these onto Evidence for learning and link to Individual Education Plans. Evidence is always visible to the subject lead and senior management staff. PSHCE is a focus area on the end of the school year reports and reported back to parents. Each class has a Pupil Voice sheet where pupil photographs/comments can be seen. Subject lead liaises with classes and carries out learning walks to see evidence of PSHCE on displays and in the school environment.

Parents/Carers and the Wider Community –

Acorns work hard to provide effective home school links with parents establishing effective working relationships between home and school to support pupils. This is done through our introductory Parents meet evening, our school website, newsletters, daily talking tiles, class blogs, teacher emails, regular phone calls home as well as a calendar of events including with our parent’s group throughout the school year that encourage parent participation.

Community Links – We pride ourselves on the many opportunities pupils are given to access the local community. Pupils attend community visits on a regular basis which provide our pupils with contextual and purposeful learning experiences. We have a successful link with a neighbouring school, St. Gregory’s and our local supermarket. Many pupils visit the supermarket on a weekly basis developing life skills, communication and independence skills. Rugby Tots and Music therapy provide weekly external intervention services for our pupils. We have annual visits from Leyland choir.

Definition of Relationship Sex Education:

RSE teaches children about the different physical, social and emotional aspects of growing up, relationships and sexuality. It helps to prepare children for changes like puberty and the transition into adult life. It provides our pupils with a safe space where pupils can feel comfortable to participate in discussions and questioning that they may not otherwise get the opportunity to do.

Relationship Education became a statutory requirement for all maintained schools in September 2020. Sex Education is compulsory at primary level. At Acorns, we have chosen to offer elements of Sex Education to those pupils with the cognitive ability and emotional maturity. Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships and conception. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education.

We want our pupils to receive high quality, appropriate PSHCE and RSE that can support them in managing opportunities, experiences and responsibilities in later life. We reviewed our PSHCE and Relationship Sex Education mapping to ensure that our lessons met the requirements that the government set out for the content of Relationships and Health Education. We used the PSHE association material to support our mapping and to ensure breadth of content.

Our PSHCE and ‘Growing Up’ programmes provides accurate information about the body, relationships and reproduction. This knowledge and information also gives children and young people essential skills for

building positive, respectful and nonexploitative relationships and helps understanding of how to stay safe on and offline.

Teachers follow the framework and focus on a theme per half term. In addition to themes, KS2 also deliver a 'Growing Up' section as a dedicated block that focuses on physical and emotional changes during Puberty; Personal Hygiene, Private/Public, Consent and Personal Safety online.

This is delivered by experienced class staff to pupils with the appropriate cognitive ability and emotional maturity.

We aim to:

- Teach scientifically correct names for male and female body parts
- How bodies grow and change and what happens to bodies during puberty.
- We aim to equip our pupils with the knowledge to make safe, positive decisions in their lives
- Develop awareness of self-efficacy, self – worth and self – respect.
- Teach how families are all different and all are to be valued
- Knowledge of Healthy relationships including online safety and where to seek help As part of our science curriculum; pupils build an understanding about growth and reproduction:

Key Stage 1- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Upper Key Stage 1 – To notice that animals, including humans, have offspring which grow into adults.

Key stage 2 – To describe the life process of reproduction in some plants and animals. They should learn about the changes experienced in puberty.

Importance of RSE:

- Avoid misconceptions
- Vulnerability of pupils
- Safeguarding
- Puberty
- Abuse
- Online pornography Confidentiality Relationship, Sex Education is taught in a highly respectful, sensitive manner. Staff ensure the pupils learn in a positive and supportive learning environment. Staff know and follow procedures to inform our safeguarding lead of any disclosures made.

Parents:

Parents have the right to withdraw their child from Sex Education. If you wish to do this, you must make a request to the headteacher stating which aspects you'd like them to be removed from. The science curriculum however is statutory. Pupils are required to learn about human development including reproduction.

LINKS WITH OTHER POLICIES

Personal, Social, Health, Citizenship Education Relationship Education

Safeguarding Behaviour Policy Drugs and Alcohol education Confidentiality Anti-bullying Child Protection Protocol for visitors to school

School Policy Review Date: October 2025

Policy written by Katie Mcilwraith (Subject Lead)

Reviewed: October 2025 Document to be reviewed at the beginning of each academic year by the subject lead.

Next Review Date: September 2026

PSHCE AND RELATIONSHIP EDUCATION POLICY

Autumn 1 My Body	Body parts – Private Physical gender differences Human life cycle Puberty changes and consent
Autumn 2 Self - Awareness	Recognition of self and self - image Physical features and Attributes Gender stereotypes Self-care and hygiene
Spring 1 Relationships	Family and special people Family structures Friendships Bullying
Spring 2 Feelings	Feelings and emotions Managing emotions
Summer 1 Staying safe and well	Healthy Eating Physical exercise Staying safe Online safety
Summer 2 My World	Looking after the environment Taking care of living things Money
Summer Term ‘Growing Up’	Private body parts Life cycle Body changes - Menstruation Public / Private Media

PSHE whole School Curriculum Overview



Topic	Pre formal	Semi formal Experiential: Semi Formal	Semi Formal: Bridge
My Body	<ul style="list-style-type: none"> To explore different materials using our senses with adult support. To begin to become aware of our own body parts. To begin to become aware of our senses. 	<ul style="list-style-type: none"> To be aware of our different body parts and senses. To recognise my face in a mirror. To explore different materials using our different senses and begin to communicate (using symbols) which they like and don't like. To begin to recognize some obvious similarities / differences between themselves and others. To begin to wash their own hands with support. To begin to brush their teeth with adult support. To request a preferred item/smell/taste/touch. To say which body part is used for each of the five senses. To point to a facial feature. To tolerate a range of sensory materials and activities. 	<ul style="list-style-type: none"> To name parts of the body. To explore different materials using their senses and to communicate what they like and do not like. Identify own gender, physical features. To recognize some obvious similarities / differences between themselves and others. To wash their own hands. To brush their own teeth.

Topic	Pre formal	Semi formal Experiential: Semi Formal	Semi Formal: Bridge
Self-Awareness	<ul style="list-style-type: none"> • To develop a sense of self. • To respond to my name. • To begin to be aware of themselves and what they look like. • To engage in an activity. • To respond to praise. • To reach for an item of their choosing. • Respond with curiosity to stimuli about the ways in which we are special. • Respond with curiosity to stimuli about our family. 	<ul style="list-style-type: none"> • Recognition of self. • To communicate likes and dislikes using symbols or words. • To develop a sense of self and others around us. • To solve simple problems e.g. reaching for a from a self, opening a cupboard for playdough. • To be able to find familiar objects in their correct place. • To engage in an activity of own choosing. • To express a preference from a choice of 2. • To begin to express own preferences and interests. • To begin to make choices (using a choice board) of an activity they would like to partake in / toy they would like to play with. • To celebrate personal achievements. 	<ul style="list-style-type: none"> • To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • To choose, initiate and follow through new tasks and self-selected activities. • To choose and complete an activity. • To seek help when needed, for example, assistance in fastening their clothes.

Topic	Pre formal	Semi formal Experiential: Semi Formal	Semi Formal: Bridge
Relationships	<ul style="list-style-type: none"> • To begin to develop my understanding of familiar single words. • To gain attention from others. • To begin to initiate interaction with peers and adults. • To respond to a few appropriate boundaries with decreasing level of adult support. • To begin to be aware of themselves and others. 	<ul style="list-style-type: none"> • To join in some activities on a 1:1 / small group basis. • To take part in work or play involving two or three others. • To begin to understand that some things are theirs, some things are shared, and some things belong to other people. • To seek and accept help from a familiar adult. • To be aware of others. • To begin to recognize some obvious similarities / differences between themselves and others. • To begin to show a preference/interest in a particular 'friend' • To maintain interactions. • To take turns in a small group with some support. • To begin to play alongside others. • To begin to engage in parallel play with adult support. • To begin to be interested in others' play. • To be able to seek out others to share experiences. 	<ul style="list-style-type: none"> • Recognise family members and special people. • To understand that some things are theirs, some things are shared, and some things belong to other people. • To join in a range of activities in one-to-one situations and in small or large groups. • To make purposeful relationships with others in group activities. • To recognize some obvious similarities / differences between themselves and others. • To attempt to negotiate with peers in a variety of situations, for example, if other pupils wish to use the same piece of equipment. • To share resources and take turns. • To begin to use some manners (e.g. saying 'please' and 'thank you').

Topic	Pre formal	Semi formal Experiential: Semi Formal	Semi Formal: Bridge
Feelings	<ul style="list-style-type: none"> • To react to the feelings/behaviours of others e.g. turning around when they hear someone crying. • To respond with curiosity to stimuli which depicts facial expressions representing different emotions/feelings. • To respond with curiosity to stimuli about what anger is and what it feels like. • To respond to stimuli about what being upset means. • To respond to stimuli about some of the different ways we can communicate our emotions and needs to others. 	<ul style="list-style-type: none"> • To begin to be aware of how I am feeling and communicate in simple ways e.g. using symbols. • To react to the feelings of others and show some recognition/ interest and acknowledgement of that feeling. 	<ul style="list-style-type: none"> • To name different feelings. • To combine two elements of communication to express their feelings, needs and choices. • To communicate why they are feeling a certain way. • To communicate feelings and ideas in simple phrases. • To be often sensitive to the needs and feelings of others and show respect for themselves and others.

Topic	Pre formal	Semi formal Experiential: Semi Formal	Semi Formal: Bridge
Staying Safe and Well	<ul style="list-style-type: none"> • To begin to be aware of the effects of the movements they make. • To begin to show an understanding of cause and effect • To show an awareness of other people. • To recognise familiar adults. • To repeat an action to create a desired effect. • To explore sensory activities with adult support. 	<ul style="list-style-type: none"> • To experience different foods. • To identify family members who are important to us. • To begin to react to no / stop in relation to keeping safe. • To begin to be aware of and avoid some dangers with adult support. • To show some interest in and join in with some healthy routine based activities - e.g. physical time, oral hygiene, making a healthy meal. • To use their preferred method of communication to choose a healthy activity from a choice of 2/3 and carry this out with increasing independence. • To have a growing sense of will and determination. • To seek help when needed. • To repeat an action and modify an action to create a desired effect. • To be willing to try and explore new foods (e.g. tasting, touching, smelling) 	<ul style="list-style-type: none"> • To name family members who look after us and who are important to us. • To communicate what foods they like and dislike. • To join in with some healthy routine based activities - e.g. physical time, oral hygiene. • To begin to be developing an awareness of how to cross a road safely. • To be aware of and avoid dangers e.g. hot water. • To explore the internet safely with adult supervision and support.

Topic	Pre formal	Semi formal Experiential: Semi Formal	Semi Formal: Bridge
My World	<ul style="list-style-type: none"> • To show awareness of the world around them. • With adult support explore food from various cultures • With adult support smell foods/spices from various cultures. • With adult support taste foods from various cultures • To experience music from various cultures. • To be part of personal celebrations e.g. birthday and cultural celebrations. 	<ul style="list-style-type: none"> • To communicate simple features in the world around them. • To begin to care for their environment with support and prompting e.g. put litter in the bin, begin to tidy up, water a plant. • To observe / participate in celebration assemblies. • To express my own feelings / likes and dislikes in relation to cultural experiences. • To respond to sensory stimuli related to personal celebrations –e.g. Birthday, cultural celebrations. • To observe and participate in birthday celebrations. • To explore food from various cultures • To smell foods/spices from various cultures. • To taste foods from various cultures • To experience music from various cultures. • To wear clothes from various cultures 	<ul style="list-style-type: none"> • To communicate what they like and dislike about the world around them. • To treat living things and their environment with care and concern. • To take part in activities which involve caring for our environment e.g. put litter in the bin, begin to tidy up, water a plant.



PSHCE AND RELATIONSHIP EDUCATION POLICY

Personal, Social, Health, Citizenship Education at Acorns Primary School consists of 6 themed areas:

These will be covered throughout the school year; a theme per half term. The themes will be broken down into 3 ability tiered levels to suit pupils needs and abilities. Suggested activities and supporting materials will be provided in themed boxes for each subject area.

This is to ensure that our pupils receive quality PSHCE using appropriate resources to support content delivery.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	My body	Self Awareness	Relationships	Feelings	Staying Safe and Well	My world
Level 1	Encountering/ Exploring	To develop a sense of self	Develop a sense of belonging	Respond to stimuli about different feelings we or others may experience.	Explore stimuli about the people who look after us. Explore food items we like and dislike	Explore local area and park. Instil awe and wonder. Observe environment around them. What do they like Explore the purpose of money on community visits to local supermarket
Level 2	Describe and label body parts and physical features Recognise stages of the life cycle	Recognition of self Discuss likes and dislikes Identify own gender, physical features	Recognising family and special people Getting along and working together	Name feelings and emotions How do I feel? Explore emotions.	Explore Healthy foods and exercise Identify people who look after us; 'People who help us'. Online safety - Public/Private	Jobs in the community Shopping activities - role play, community visits Explore local area - Discuss littering and

PSHCE AND RELATIONSHIP EDUCATION POLICY

						simple consequences of this for humans and animals
Level 3	<p>Identify Body parts including gender differences – discuss toilets etc Private body parts</p> <p>Physical similarities and differences - Physical disabilities (Celebrate and respect differences)</p> <p>Identify ways we're more independent now than when we were younger</p>	<p>Identify gender roles</p> <p>Personal Hygiene – Hand washing, Toothbrushing</p> <p>Identify things we are good - strengths/talents</p> <p>Discuss future hopes and aspirations</p> <p>Privacy related to undressing</p>	<p>What my family do for me</p> <p>Recognising friendships – What makes a good friend</p> <p>Identify when people are being kind /unkind to us or to others . Sorting examples of good / bad , appropriate / inappropriate behaviour and explore conflict resolution</p>	<p>What makes me happy/unhappy? Know that I can change how I feel</p> <p>Identify how to treat ourselves and others with respect – Right and Wrong. Know that we can affect the feelings of others.</p>	<p>Staying safe – In the sun, Road safety, stranger danger and Water safety.</p> <p>Food sorting – discriminate between healthy and unhealthy foods.</p> <p>Explore basic personal hygiene routines and why these are important</p> <p>Discuss the importance of a healthy lifestyle. Physical activity, sleep, rest and a healthy diet.</p>	<p>Staying healthy and well</p> <p>To discuss what we do with our money – spending saving, planning</p> <p>Explain that people spend online - food shopping</p> <p>To learn about ways of caring for habitats – Litter picking, Recycling</p>

PSHCE AND RELATIONSHIP EDUCATION POLICY

<p>Level 4</p>	<p>Recognise the process of growing takes time and describe what changes when people grow from young to old</p> <p>Identify physical changes to our bodies during Puberty; hair growth, voice, emotional changes, menstruation, wet dreams</p> <p>Privacy – Sort appropriate behaviours. Public/Private</p> <p>Appropriate Touch/ Consent</p>	<p>Describe the ways in which we are special and unique.</p> <p>Recognise my gender - self – image, explore gender stereotyping.</p> <p>Gender role identification – Shaving etc</p> <p>Selfcare – Personal/Oral/menstrual Hygiene - toothbrushing, mouthwash, menstruation</p>	<p>Family dynamics - Comparing families similar or different to mine</p> <p>Exploring positive friendships. Peer relationships.</p> <p>Recognise that hurtful teasing and bullying is wrong. Bystanders. Explore conflict resolution.</p>	<p>Identify things that makes us feel upset, angry, worried, anxious or frightened.</p> <p>Managing emotions - Explore techniques for managing emotions e.g. meditation, physical exercise, prayer</p> <p>What is love? How we show love. Explore harmful relationships</p>	<p>Identify things that we should never share online without checking with a trusted adult first.</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Cyberbullying /Sexting</p> <p>Identify things that we should never share online without checking with a trusted adult first.</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>How to recognise and report feelings of being unsafe or feeling bad</p> <p>Explain strategies for keeping safe; Road, Fire,</p>	<p>To explore how changes to the environment affect different people in different ways</p> <p>Explore consequences</p> <p>Working and earning money. To recognise that needs and wants can be met through saving and what influences those choices.</p>
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PSHCE AND RELATIONSHIP EDUCATION POLICY

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PSHCE AND RELATIONSHIP EDUCATION POLICY

Session 1	Session 2	Session 3	Session 4	Session 5	Plus
Private body parts	Life cycle – The function of body parts	Puberty changes	Body functions	Private touching & Masturbation	Media
<p>Learn the correct biological names for the genitalia and reproductive organs – <i>penis, testicles, vagina, vulva, anus, breasts, nipple.</i></p> <p>(Discuss FGM)</p> <p>Identify male and female body parts (biological terms)</p> <p>Respect their own body and know which parts are private</p>	<p>Recognise own gender and stage of physical maturity through puberty</p> <p>Identify stages of the human life cycle</p> <p>Explain about reproduction and what pregnancy means; how long it lasts and where it occurs. <i>A baby is made when a sperm meets an egg and then the fertilised egg settles into the lining of the womb.</i></p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>Parents do have the right to withdraw children from this session as it is classed as human reproduction.</p>	<p>Identify the emotional and physical male and female changes during puberty</p> <p>Importance of personal hygiene in Puberty. Explain hygiene products during Puberty; Deodorants, sanitary products, shaving, Bras</p> <p>Discuss sexual feelings</p> <p>Wet Dreams</p>	<p>Name and recognise bodily fluids</p> <p>Explain what happens when a female has a period</p> <p>Recognise menstruation products and their uses</p> <p>Explain about personal hygiene during a period</p>	<p>Identify places and situations that are public and private.</p> <p>Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection.</p> <p>Explain personal space Appropriate and inappropriate physical contact Explain how they can respond. Body zone charts indicating places you can touch in public; places that people cannot touch.</p> <p>Reinforce consent. It is their right to say ‘yes’ or ‘no’.</p> <p>Their right to privacy</p> <p>Match private activities with an appropriate place</p> <p>Recognise masturbation as an ordinary but private activity.</p>	<p>Explore attraction, Boyfriends and Girlfriends Differences between crushes and relationships - pop/ football idol worship.</p> <p>Television, Advertising, Pornography</p> <p>Strategies for keeping safe online. Adult supervision. same principles apply to online relationships as to face-to face relationships</p> <p>Express the importance of protecting personal information</p> <p>Explore the distribution of images of themselves and others</p> <p>Cyberbullying /Sexting</p>

‘Growing Up’