

## Personal, Social & Health Education (PSHE)

We want all our learners to care about their friends, family and the wider world around them, to be good citizens and to have pride in their community. We want our learners to feel empowered to make positive informed choices to keep themselves safe in variety of contexts, including online. Learners will understand their own self-worth through the positive contributions they make to the school and will experience democracy through opportunities such as the school council. Learners will be taught about their rights and responsibilities as part of a diverse society both in school and out in the wider community, all of which supports the development of our learners' social, moral, spiritual and cultural understanding, and is underpinned by the British Values. At Frederick Holmes School, we define relationships and sex education as learning about human reproduction as well as the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It will equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. All learners will participate in relationships and sex education at a level that is most appropriate to their cognitive needs.

Learners will be supported to develop body awareness, to be able to communication in a way that is most appropriate for them and to know that they have right to be heard. Learners will be encouraged to express their likes and dislikes and to respond positively to changes in their personal environment such as activity, object or person.

PSHE is taught throughout Frederick Holmes School, following the Jigsaw scheme, at an age appropriate level.

The 'Fundamentals of Learning', that support the development of social communication and interaction through social, language and conversational partners. This provides additional strategies to support SEMH needs.

***Whilst we maintain high expectations and encourage rapid progress in all our learners, we recognise them as individuals who have, or are still overcoming multiple barriers to learning, considering their EHCP outcomes alongside a Personalised Learning Plan, that ensures the progress they make is meaningful and purposeful to their development.***

	STAGE 1	STAGE 2	STAGE 3	Preparation for Adulthood
<b>Being Me in My World</b>	Know that some things make them happy and some things make them sad <ul style="list-style-type: none"> <li>- Likes</li> <li>- Dislikes</li> <li>- Being alone</li> <li>- Being with friends/ family</li> <li>- Going to new places</li> <li>-</li> </ul> Know how to show happiness and displeasure during activities, through expressing likes and dislikes <ul style="list-style-type: none"> <li>- Smile/ laugh</li> <li>- Excitable/ energetic/ loud</li> <li>- Sad/ cry</li> <li>- Quiet/ moody</li> </ul>	Begin to know to listen to other people  Begin to their rights and responsibilities as a member of the class/ school <ul style="list-style-type: none"> <li>- Be kind</li> <li>- Listen</li> <li>- Do their work</li> <li>- Share ideas</li> </ul> Know that they can make "right/ wrong/ good/ bad" choices  Begin to know the consequences of their choices (both good and bad)	Know why rules are needed <ul style="list-style-type: none"> <li>- Fair</li> <li>- Safety</li> <li>- What is right and wrong</li> </ul> Know I should make responsible choices <ul style="list-style-type: none"> <li>- Come to school</li> <li>- Behave appropriately</li> <li>- Complete work/ tasks</li> <li>- Eat dinner</li> <li>- Be kind</li> <li>- Listen</li> </ul> Know some things they like about themselves and are good at	Know how their behaviour can impact a group <ul style="list-style-type: none"> <li>- Safety</li> <li>- Participation</li> <li>- Lesson disruption</li> </ul> Know who attends/ works in the school and roles they play <ul style="list-style-type: none"> <li>- Pupils</li> <li>- Teaching Assistants</li> <li>- Teachers</li> <li>- Nurses/ Physios/ OTs</li> <li>- Receptionist</li> <li>- Headteacher(s)</li> </ul>

	<p>Know they belong</p> <ul style="list-style-type: none"> <li>- Family</li> <li>- Class/school</li> </ul> <p>Begin to know that they should have gentle hands and be kind to others</p> <p>Expresses pleasure in their daily routine and familiar activities</p>	<ul style="list-style-type: none"> <li>- Rewards</li> <li>- Praise</li> <li>- Missing other activities to complete work/ tasks</li> </ul> <p>Begin to know that their views are important and contribute to class discussions</p> <p>Develops their independence by confidently initiating activities when playing</p> <ul style="list-style-type: none"> <li>- Alongside others</li> <li>- With others</li> <li>- Independently</li> </ul> <p>Develops their independence by confidently initiating conversation when playing</p> <ul style="list-style-type: none"> <li>- With themselves</li> <li>- With adults</li> <li>- With their peers</li> </ul>	<ul style="list-style-type: none"> <li>- Pupil specific tasks/ activities/ skills</li> <li>- Appearance</li> <li>- Abilities</li> </ul> <p>Know that they can ask for help when they need it</p> <ul style="list-style-type: none"> <li>- From friends</li> <li>- From teachers</li> <li>- From family members</li> </ul>	<p>Begin to know how democracy works in school</p> <ul style="list-style-type: none"> <li>- School council</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>happy, sad, like, dislike, alone, smile, laugh, loud, quiet, sad, cry, moody, belong, gently, kind</p>	<p>listen, rights, responsibility, member, class, school, choice, right, wrong, good, bad, consequence, reward, praise, view, important, discuss</p>	<p>Rules, fair, safe, help, appearance, ability, skill, knowledge</p>	<p>behaviour, disrupt, participate, role, democracy, school council</p>
<p><b>Celebrating Differences</b></p>	<p>Know that they are special and important to the people that care for them</p> <ul style="list-style-type: none"> <li>- Parents</li> <li>- Siblings</li> <li>- Grandparents</li> <li>- Wider family</li> <li>- Friends</li> <li>- Teachers</li> </ul>	<p>Begin to know the difference between right and wrong</p> <ul style="list-style-type: none"> <li>- Being kind</li> <li>- Being helpful</li> <li>- Being friendly</li> <li>- Being mean</li> <li>- Hurting someone</li> <li>- Shouting/ refusing</li> </ul>	<p>Know that bullying (and cyberbullying) is wrong</p> <p>Know that everyone's family is different and important to them</p> <p>Know some words that should not be used to hurt others</p> <ul style="list-style-type: none"> <li>- Fat</li> </ul>	<p>Know that we should not we make assumptions about a person based on what they look like</p> <p>Know and define the terms bullying/ cyberbullying</p> <p>Know what racism is and why it is wrong</p>

	<ul style="list-style-type: none"> <li>- Doctors/ nurses</li> </ul> <p>Begin to know how to be a good friend</p> <ul style="list-style-type: none"> <li>- Kind</li> <li>- Caring</li> <li>- Sharing</li> <li>- Helpful</li> </ul> <p>Know and name two simple emotions</p> <ul style="list-style-type: none"> <li>- Happy</li> <li>- Sad</li> </ul>	<p>Know some similarities and differences between them and their friends</p> <ul style="list-style-type: none"> <li>- Age</li> <li>- Eye/ hair/ skin colour</li> <li>- Likes</li> <li>- Dislikes</li> </ul> <p>Know and name a wider range of emotions</p> <ul style="list-style-type: none"> <li>- Excited</li> <li>- Scared/ frightened/ worried</li> <li>- Angry</li> </ul>	<ul style="list-style-type: none"> <li>- Gay</li> <li>- Stupid</li> <li>- Loser</li> </ul> <p>Know that everyone is special and unique because of their;</p> <ul style="list-style-type: none"> <li>- Likes</li> <li>- Dislikes</li> <li>- Appearance</li> <li>- Thoughts</li> <li>- Intelligence</li> </ul>	<p>Know of people with disabilities who have led and who lead amazing lives</p> <ul style="list-style-type: none"> <li>- Stephen Hawking (Physicist)</li> <li>- Ellie Simmonds (Paralympian)</li> <li>- Rose Ayling-Ellis (Actress)</li> <li>- Rosie Jones (Comedian)</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>special, important, mum, dad, brother, sister, uncle, aunty, grandma, grandad, friend, teacher, doctor, nurse, kind, helpful, caring, share, happy, sad, emotion</p>	<p>right, wrong, mean, refuse, similarity, difference, excited, scared, frightened, worried, angry</p>	<p>bullying, cyberbullying, unique, appearance, gay, intelligence, thoughts</p>	<p>assumption, racism, disability, Paralympian, deaf, cerebral palsy, degeneration</p>
<p><b>Dreams and Goals</b></p>	<p>Begin to know how to play co-operatively with others</p> <ul style="list-style-type: none"> <li>- Turn taking</li> <li>- Sharing</li> </ul> <p>Know how to use kind words and actions towards friends</p> <p>Know some jobs that people do</p> <ul style="list-style-type: none"> <li>- Teacher</li> <li>- Doctor</li> <li>- Nurse</li> <li>- Dentist</li> <li>- Policeman</li> <li>- Fireman</li> </ul>	<p>Know of a simple goal they can set themselves and feel proud when they have achieved it (as appropriate to individual pupil)</p> <ul style="list-style-type: none"> <li>- Writing goal</li> <li>- Maths goal</li> <li>- PE/ Swimming/ Physical Management goal</li> <li>- Eating &amp; Drinking goal</li> </ul> <p>Know how to keep trying with a skill or task until they achieve it</p> <ul style="list-style-type: none"> <li>- Walking/ jumping/ moving/ waving/ swaying/ reaching</li> <li>- Mark making</li> <li>- Using cutlery/ cup</li> <li>- Being in water</li> </ul>	<p>Know, identify and communicate a dream or ambition that is important to them</p> <p>Know how to can achieve this goal</p> <ul style="list-style-type: none"> <li>- Set small targets that build up to goal</li> <li>- Learn new skills</li> <li>- Persevere</li> </ul> <p>Know that we can feel disappointed if we do not reach or goal straight away and know that it can be upsetting</p>	<p>Identify and set a challenging yet realistic goal/ dream for themselves</p> <p>Know ways in which they can work with others to make the world a better place</p> <ul style="list-style-type: none"> <li>- Recycling</li> <li>- Energy usage</li> <li>- Reduce food waste</li> </ul> <p>Know of some problems in the world that concern them</p> <ul style="list-style-type: none"> <li>- Global warming</li> <li>- Energy</li> <li>- War</li> </ul>

	<p>Begin to know how to keep trying with a skill or task until they achieve it</p> <ul style="list-style-type: none"> <li>- Walking/ jumping/ moving/ waving/ swaying/ reaching</li> <li>- Mark making</li> <li>- Using cutlery/ cup</li> <li>- Being in water</li> </ul> <p>Knows how to 'ask' for help when frustrated</p> <ul style="list-style-type: none"> <li>- Using their voice</li> <li>- Pointing/ gesture</li> <li>- Using visuals</li> </ul> <p>Knows who can help them and will accept help when offered by others</p> <p>Knows and begins to accept the word 'No' in some situations</p>	<p>Know to how to work and play co-operatively with others</p> <ul style="list-style-type: none"> <li>- Turn taking</li> <li>- Sharing</li> </ul>		
<p><b>Key Vocabulary</b></p>	<p>Play, turn take, share, kind, words, actions, jobs, teacher, doctor, nurse, dentist, policeman, fireman, try</p>	<p>Goal, proud, pride, achieve, (persevere)</p>	<p>dream, ambition, target, skill, persevere, disappointment, upset</p>	<p>challenge, realistic, recycle, energy, global warming</p>
<p><b>Healthy Me</b></p>	<p>Know and name common body parts; head, eyes, nose, mouth, ears, arms, hands, legs, feet</p> <p>Name common foods</p> <ul style="list-style-type: none"> <li>- Apple,</li> <li>- Banana</li> <li>- Crisps</li> <li>- Sandwich</li> <li>- Biscuit</li> </ul> <p>Begin to know when to wash their hands</p> <ul style="list-style-type: none"> <li>- After the toilet</li> </ul>	<p>Knows some of the foods that keep us healthy</p> <ul style="list-style-type: none"> <li>- Milk</li> <li>- Fish</li> <li>- Fruits (apple, banana, orange)</li> <li>- Vegetables (potato, carrots, peas)</li> <li>- Meat (chicken, beef)</li> </ul> <p>Know that it is important to wash regularly</p>	<p>Know why it is important to wash regularly</p> <ul style="list-style-type: none"> <li>- Hygiene</li> <li>- Smell</li> <li>- Risk of illness/ infection</li> </ul> <p>Know how to keep safe when crossing a road</p> <ul style="list-style-type: none"> <li>- Use a crossing (zebra/ pelican)</li> <li>- Look left/ right</li> <li>- Cross a traffic lights using the green man</li> </ul>	<p>Know and describe how to keep healthy (diet, exercise, drugs and lifestyle)</p> <p>Know the effect of keeping healthy on our bodies (strong bones, healthy teeth, muscles and breathing)</p> <p>Know the principles of a balanced diet –</p> <p>Carbohydrates</p> <p>Protein</p> <p>Vitamins</p>

	<ul style="list-style-type: none"> <li>- Before eating/ touching food</li> <li>- Will begin to initiate washing hands (with assistance)</li> </ul> <p>Know their bodies need rest/ sleep when tired</p> <p>Know that doctors and nurses look after you when you are poorly</p> <p>Begins to know the purpose of equipment in the bathroom;</p> <ul style="list-style-type: none"> <li>- Sink</li> <li>- Toilet</li> <li>- Plinth</li> </ul> <p>Begins to know a range of words and instructions associated with personal care needs, e.g. wet, dry, sit, wash, wipe</p> <p>Knows how to wipe their face with a towel</p> <p>Knows how to wipe their hands with a towel</p> <p>Actively participates when being helped to dress</p>	<p>Know that medicines given by family members, teachers or health care professionals will keep them healthy or make them better when poorly</p> <p>Begin to know and recognise some of the effect on their body when exercising</p> <ul style="list-style-type: none"> <li>- Heavy breathing</li> <li>- Heart beating faster</li> </ul> <p>Begin to know who to trust</p> <ul style="list-style-type: none"> <li>✓ Family members</li> <li>✓ Teachers</li> <li>✓ Doctors</li> <li>✓ Nurses</li> <li>✓ Policeman/ Fireman</li> <li>✓ Other familiar people (school caretaker/ receptionist)</li> <li>× Strangers</li> <li>× People not in an official uniform (like a policeman)</li> </ul> <p>Begin to know how to keep safe when crossing a road, with support</p>	<p>Know and describe the basic needs of humans, for survival (air, water, food)</p> <p>Know that people need a healthy lifestyle</p> <ul style="list-style-type: none"> <li>- Eating well</li> <li>- Exercise</li> <li>- Drinking water</li> </ul> <p>Know who to ask for help if they feel unsafe</p> <ul style="list-style-type: none"> <li>- Family members</li> <li>- Teachers</li> <li>- Policemen</li> <li>- Doctors</li> <li>- Nurses</li> </ul>	<p>Fats</p> <p>Nutrients</p> <p>Water</p> <p>Begin to know the role of the media and social media in promoting certain body types and lifestyles</p> <p>Begin to know that some people can be exploited and made to do things that are against the law</p>
<p><b>Key Vocabulary</b></p>	<p>body, head, eyes, nose, mouth, ears, arms, legs, hands, feet, food, apple, banana, crisps, sandwich, biscuit, wash, rest, sleep, doctor, nurse, sink, toilet, plinth, wet, dry, wash, wipe</p>	<p>healthy, milk, fish, fruit, vegetables, meat, regularly, medicine, trust, familiar, stranger, road crossing, safe, breathing, heart beat</p>	<p>hygiene, zebra crossing, pelican crossing, traffic light, red man, green man, survival, eat well, exercise, water, help, unsafe</p>	<p>drugs, diet, exercise, lifestyle, bones, teeth, muscles, breathing, carbohydrate, protein, vitamin, fats, nutrient, media, social media, body type, exploit</p>

<p><b>Relationships</b></p>	<p>Know and name family members</p> <p>Begin to know how to be a good friend</p> <ul style="list-style-type: none"> <li>- Kind</li> <li>- Caring</li> <li>- Sharing</li> <li>- Helpful</li> </ul> <p>Begin to know that they should have gentle hands and be kind to others</p> <p>Communicates enthusiastically</p> <ul style="list-style-type: none"> <li>- With peers</li> <li>- With adults</li> </ul> <p>Expresses happiness with/ at another person</p> <p>Looks at/ acknowledges the person talking to them</p> <p>Knows how to make their feelings known to a member of staff</p>	<p>Know that they have grown up from a baby</p> <p>Know a simple family chronology; Grandparents → parents → children</p> <p>Know appropriate acts of physical contact to greet family and friends</p> <ul style="list-style-type: none"> <li>- Hug</li> <li>- High five</li> <li>- Handshake</li> <li>- Fist/ elbow bump</li> </ul> <p>Know that some acts of physical contact are not OK</p> <p>Begin to know that sometimes it is good to keep a secret</p> <ul style="list-style-type: none"> <li>- Surprise party</li> <li>- Present</li> <li>- Visit</li> </ul> <p>but sometimes it is bad to keep a secret</p> <ul style="list-style-type: none"> <li>- Scared/ worried</li> <li>- Someone has told them to keep a secret about something they did not like</li> </ul>	<p>Know and can put into practise skills of friendship</p> <ul style="list-style-type: none"> <li>- Turn taking</li> <li>- Listening</li> </ul> <p>Know who to tell if concerned about content or contact online</p> <ul style="list-style-type: none"> <li>- Teacher</li> <li>- Family member</li> <li>- Police</li> </ul> <p>Begin to know that information shared online can be made public or private</p> <p>Know that you can share digital content online</p> <ul style="list-style-type: none"> <li>- Personal information</li> <li>- Photos</li> <li>- Videos</li> </ul> <p>Know what personal information is and the need to keep it private</p> <p>Know someone they love and say why they are special to them</p> <ul style="list-style-type: none"> <li>- Parent</li> <li>- Sibling</li> <li>- Grandparent</li> <li>- Other family member</li> <li>- Friend</li> <li>- Boy/ girl friend</li> </ul> <p>Know that there are family and friends that they no longer see and can remember happy memories</p>	<p>Begin to know that being part of an online community (games &amp; social media) can have both positive and negative consequences</p> <p>Know that they must be respectful in any comment they post online and that cyber-bullying is unacceptable (like real world bullying)</p> <p>Know what to do if they find an unsuitable image or video</p> <ul style="list-style-type: none"> <li>- Report to a teacher/ family member/ police</li> </ul> <p>Know that it is unsafe to arrange to meet unknown people from the internet, in the real world</p> <p>Know what it means to have a girlfriend or boyfriend</p> <ul style="list-style-type: none"> <li>- Special relationship</li> <li>- Consensual</li> <li>- Don't always have to say 'yes'</li> </ul> <p>Know that it is important to take care of their mental health and wellbeing</p>
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<b>Key Vocabulary</b>	family, mum, dad, brother, sister, aunty, uncle, grandma, grandad, friend, kind, caring, sharing, helpful, gentle	grown, baby, physical touch, hug, high five, elbow/ fist bump, handshake, good secret, bad secret	friendship, concern, online, turn taking, listen, information, public, private, digital content, love, special, memory, death, change	consequence, positive, negative, respect, bullying, cyberbullying, unsuitable, inappropriate, safe, unsafe, unknown, girlfriend, boyfriend, consent, mental health, wellbeing
<b>Changing Me</b>	<p>Know and name common body parts; head, eyes, nose, mouth, ears, arms, hands, legs, feet</p> <p>Know that they have a mum and dad (or equivalent)</p>	<p>Know that they have grown up from a baby</p> <p>Know that some things about them have changed since they were a baby</p> <ul style="list-style-type: none"> <li>- Taller/ bigger</li> <li>- Might be able to talk</li> <li>- Might be able to walk/ move</li> <li>- More teeth/ lost baby teeth</li> <li>- More hair</li> </ul> <p>Begin to know some physical differences between boys and girls</p> <ul style="list-style-type: none"> <li>- Hair length (typically)</li> <li>- Height</li> <li>- Facial hair</li> </ul>	<p>Know that humans, follow a life cycle (birth, growth, maturity, old age, death)</p> <p>Know that humans produce offspring</p> <p>Knows the physical differences between boys and girls</p> <ul style="list-style-type: none"> <li>- Breasts</li> <li>- Vagina</li> <li>- Penis</li> <li>- Testicles</li> </ul> <p>Know some of the changes that have happened to their bodies</p> <ul style="list-style-type: none"> <li>- Hair growth (armpits/ groin/ chest/ face)</li> <li>- Menstruation</li> <li>- Descended testicles</li> </ul>	<p>Know, describe and explain how girls' and boys' bodies change in puberty and understand the importance of looking after yourself physically and emotionally</p> <p>Know what they are looking forward to about growing up, becoming a teenager and preparing for adulthood</p> <p>Know that sexual intercourse between a male and a female can lead to the conception of a baby</p> <p>Begin to have knowledge of looking after their sexual health</p> <p>Have an awareness of the importance of a positive body</p>

			<p>Know and recognise some of their inherited characteristics from parents/ grandparents</p> <ul style="list-style-type: none"> <li>- Eye colour</li> <li>- Hair colour</li> <li>- Hair type (fine/ curly/ thick/ wavy)</li> </ul> <p>Begin to know that there are different types of intimate touch, and that they can say no if they don't like it</p> <p>Begin to know that babies can be made when a man and woman share a special type of love/ relationship</p>	<p>image, self- esteem and self-respect</p>
<p><b>Key Vocabulary</b></p>	<p>body, head, nose, mouth, ears, arms, legs, hands, feet, mum, dad</p>	<p>grow, baby, change, difference, boy, girl</p>	<p>life cycle, offspring, birth, maturity, old age, death, breasts, vagina, penis, testicles, inherit, characteristic, parent, grandparent, intimate, touch, love, relationship, sex</p>	<p>Puberty, physical, emotional, teenager, adulthood, sex, sexual intercourse, male, female, conception, conceive, sexual health, body image, self- esteem, self-respect</p>

Frederick Holmes School