

Provision Curriculum Map – PSHE

	Term 1 Content Autumn 1	Term 2 Content Autumn 2	Term 3 Content Spring 1	Term 4 Content Spring 2	Term 5 Content Summer 1	Term 6 Content Summer 2	Desired end of year outcomes
<i>The order of teaching may be subject to change in response to the student's needs.</i>							
<i>Across the year we also observe the following celebrations Autism Awareness Month, Children’s Mental Health week, Black History Month and International Women’s Day.</i>							
Key Stage 3 jhicks@glebe.bromley.sch.uk	<p>Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)</p> <p>Zones of regulation: 1. Identifying and expressing feelings 2. Managing strong feelings</p>	<p>Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)</p> <ol style="list-style-type: none"> 1. Personal Care 2. Personal Space and boundaries 3. Keeping safe 4. Trust 5. Keeping safe online 6. Public and Private 	<p>Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)</p> <ol style="list-style-type: none"> 1. Baby to adult 2. Changes at puberty 3. Dealing with touch (NSPCC PANTS) 4. Different types of relationships 	<p>Healthy Lifestyles (Being and keeping healthy, physically and mentally)</p> <ol style="list-style-type: none"> 1. Elements of a healthy lifestyles 2. Mental wellbeing 3. Physical activity 4. Healthy eating 5. Body image 6. Medicinal drugs 7. Drugs, alcohol & tobacco 	<p>The World I live in (Living confidently in the wider world)</p> <ol style="list-style-type: none"> 1. Diversity- Respecting differences between people 2. Rules and laws 3. Managing independence 4. Managing social media and online presence 	<p>Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)</p> <ol style="list-style-type: none"> 1. Personal talents 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others 	<p>Experience taking and sharing responsibility. Feel positive about themselves and others. Reflect on their perceptions and experiences. Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible. Carry out or take part in daily personal living routines. Make real decisions (with support where necessary so that they can act upon them). Take part in group activities and make contributions. Develop and maintain positive relationships and interactions with others.</p>
Key Stage 4 jhicks@glebe.bromley.sch.uk	<p>Managing Feelings</p> <ol style="list-style-type: none"> 1. Zones of Regulation 2. Impact of my actions 	<p>Self-care, Support and Safety</p> <ol style="list-style-type: none"> 1. Taking care of ourselves 2. Personal Space and boundaries 3. Keeping safe 4. Trust 5. Keeping safe online 6. Public and Private 	<p>Changing and Growing</p> <ol style="list-style-type: none"> 1. Puberty 2. Friendship 3. Healthy and unhealthy relationship behaviour 4. Intimate relationships, consent and contraception 5. Long-term relationships/parenthood 	<p>Healthy Lifestyles</p> <ol style="list-style-type: none"> 1. Elements of a healthy lifestyles 2. Mental wellbeing 3. Physical activity 4. Healthy eating 5. Body image 6. Medicinal drugs 7. Drugs, alcohol & tobacco 	<p>The World I live in</p> <ol style="list-style-type: none"> 1. Diversity/rights and responsibilities 2. Managing online information 3. Taking care of the environment 4. Preparing for adulthood 5. Managing Finances 	<p>Self-Awareness</p> <ol style="list-style-type: none"> 1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure 	<p>Experience taking and sharing responsibility. Feel positive about themselves and others. Reflect on their perceptions and experiences. Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible. Carry out or take part in daily personal living routines. Make real decisions (with support where necessary so that they can act upon them). Take part in group activities and make contributions. Develop and maintain positive relationships and interactions with others.</p>

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Key Stage 5 zgolding@glebe.sch.uk	<p>Managing Feelings</p> <p>Zones of regulation: 1. Identifying and expressing feelings 2. Managing strong feelings</p> <p>On Screen Relationships R7 R8 L25</p>	<p>Self-care, Support and Safety</p> <p>First Aid H33 GB4 CPR Epilepsy What is Wellbeing & Resilience H2 H5 H1 H4 H9</p>	<p>The World I live in</p> <p>Peer Pressure R42 R43 R44 Money & Finance Gambling H32 L18 L16 L15 L17 Social media R29 R30 R13 R17 R26 H30</p> <p>Autism Awareness Month R40 Children’s Mental Health Week H8 H12 H11 Black History Month R39 R40</p>	<p>Healthy Lifestyles</p> <p>Resources of help and advice Drugs & Alcohol R20 H23 H24 H25 H26 H27 H28 H29 L1 Illegal Drugs R20 H23 H24 H25 H26 H27 H28 H29 L19 Gangs R45 R46 Knife crime R47</p>	<p>Self-Awareness</p> <p>Next Steps L7 L8 L9 GB1 GB4 GB* Employment Rights L13 L14 L11 L12 GB2 Work Life Balance H13 H14 H16 Behaviour in the workplace GB6 Interview Skills GB4 CV Writing GB8 Preparing to move on GB8</p>	<p>Changing and Growing</p> <p>Puberty H34 Menstrual wellbeing H34 Consent R27 R25 R26 R31 Breakups R21R18 R28 Contraception R32 R33 H35 R12 H36 Self-Examination H19 Online relationships R29 R30 R13 R17 R26 H30</p>	<p>Recognise and celebrate their achievements and successes.</p>
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Assessment



- 1. BASELINE ASSESSMENT**

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').
- 2. ASSESSMENT for LEARNING (AFL)**

Build AFL into the lesson(s) to gauge understanding, adopt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.
- 3. ASSESSMENT of LEARNING (AoL)**

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.