	Term 1 Content	Term 2 Content	Term 3 Content	Term 4 Content	Term 5 Content	Term 6 Content	Desired end of year					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	outcomes					
The order of teaching may be subject to change in response to the student's needs.  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.												
ge 3 jhicks@glebe.bromley.sch.uk	Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)  Zones of regulation: 1. Identifying and	Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)  1. Personal Care 2. Personal Space and boundaries 3. Keeping safe	Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)  1. Baby to adult 2. Changes at puberty 3. Dealing with touch (NSPCC PANTS)	Healthy Lifestyles (Being and keeping healthy, physically and mentally)  1. Elements of a healthy lifestyles 2. Mental wellbeing 3. Physical activity 4. Healthy eating 5. Body image 6. Medicinal drugs	The World I live in (Living confidently in the wider world)  1. Diversity- Respecting differences between people 2. Rules and laws 3. Managing independence 4. Managing social media and online	Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)  1. Personal talents 2. Kind and unkind behaviours 3. Playing and working together 4. People who are	Experience taking and sharing responsibility. Feel positive about themselves and others. Reflect on their perceptions and experiences. Develop the understanding, language, communication skills					
Key Stage	expressing feelings 2. Managing strong feelings	<ul><li>4. Trust</li><li>5. Keeping safe online</li><li>6. Public and Private</li></ul>	4. Different types of relationships	7. Drugs, alcohol & tobacco	presence	special to us 5. Getting on with others	and strategies required to exercise personal autonomy					
Key Stage 4 jhicks@glebe.bromley.sch.uk	Managing Feelings	Self-care, Support and Safety	Changing and Growing	Healthy Lifestyles	The World I live in	Self-Awareness	wherever possible. Carry out or take part in daily personal living					
	<ol> <li>Zones of         Regulation</li> <li>Impact of my         actions</li> </ol>	<ol> <li>Taking care of ourselves</li> <li>Personal Space and boundaries</li> <li>Keeping safe</li> <li>Trust</li> <li>Keeping safe online</li> <li>Public and Private</li> </ol>	<ol> <li>Puberty</li> <li>Friendship</li> <li>Healthy and unhealthy relationship behaviour</li> <li>Intimate relationships, consent and contraception</li> <li>Long-term relationships/parenthood</li> </ol>	<ol> <li>Elements of a healthy lifestyles</li> <li>Mental wellbeing</li> <li>Physical activity</li> <li>Healthy eating</li> <li>Body image</li> <li>Medicinal drugs</li> <li>Drugs, alcohol &amp; tobacco</li> </ol>	1. Diversity/rights and responsibilities 2. Managing online information 3. Taking care of the environment 4. Preparing for adulthood 5. Managing Finances	<ol> <li>Personal strengths</li> <li>Skills for learning</li> <li>Prejudice and discrimination</li> <li>Managing pressure</li> </ol>	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.					

## Provision Curriculum Map – PSHE

	Managing Feelings	Self-care, Support and Safety	The World I live in	Healthy Lifestyles	Self-Awareness	Changing and Growing	Recognise and celebrate their achievements and
Key Stage 5 zgolding@glebe.sch.uk	Zones of regulation:  1. Identifying and expressing feelings  2. Managing strong feelings  On Screen Relationships R7 R8 L25	First Aid H33 GB4 CPR Epilepsy What is Wellbeing & Resilience H2 H5 H1 H4 H9	Peer Pressure R42 R43 R44 Money & Finance Gambling H32 L18 L16 L15 L17 Social media R29 R30 R13 R17 R26 H30  Autism Awareness Month R40 Children's Mental Health Week H8 H12 H11 Black History Month R39 R40	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	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	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	successes.

## **Assessment**



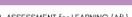
1. BASELINE ASSESSMENT

Carry out a baseline assessment before

starting a new 'piece of learning' (which

lessons constituting a 'module' or 'topic').

might be a single lesson or series of



2. ASSESSMENT for LEARNING (AfL) 3. ASSE

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, miniplenaries 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.