

## PSHE at Stubbin Wood

Our curriculum provides a progression framework from EYFS to KS5 based on the National Curriculum programmes of study (PoS) and Development Matters. We have made adaptations to meet the needs and interests of our learning community.

Our framework maps out each child's learning journey through continued exposure to key themes and ideas that develops key concepts, skills, and core knowledge. These experiences are carefully ordered to build both substantive and declarative knowledge, and where possible, create meaningful links with other areas of learning. This approach enables children to apply and embed their understanding in new and real-life contexts.

### Concepts/aspects we cover in PSHE:

- Health and Wellbeing
- Relationships
- Living in the Wider World

### Building PSHE understanding

The sequencing of experiences ensures that children have the substantive knowledge and vocabulary to fully access subsequent experiences fully. Each experience in the year has also been carefully considered.

The key concepts ('big ideas') covered within the PSHE curriculum are:



These are then linked to smaller concepts/aspects of PSHE:

- Families and friendships
- Safe relationships
- Respecting ourselves and others
- Diversity
- Respectful relationship
- Building and maintaining relationships
- Intimate relationships
- Communication in relationships
- Belonging to a community
- Media literacy and digital resilience
- Money and Work
- Developing skills and aspirations
- Setting goals
- Financial choices/decision making
- Employability skills
- Next Steps
- Physical health and Mental Wellbeing
- Growing and changing
- Keeping safe
- Transition and safety
- Peer influence, substance use and gangs
- Health and puberty
- Healthy lifestyle
- Building for the future
- Independence

Each smaller concept/aspect is then broken down further into the skill and core knowledge statements that form the subject progression framework

### **Stage not age**

We have tailored the Belonging curriculum to the profile of our learners and whilst content is determined by subject leaders to enable our progression of knowledge and skills model, it is individual teacher's responsibility to determine the appropriate skill and knowledge statements for individual learners. We plan to learners' cognitive level of understanding rather than chronological age.