

## **PSHE CURRICULUM AT MANOR GREEN SCHOOL**

At Manor Green School we firmly believe that all our young people, regardless of ability, should be supported in being physically, emotionally and socially healthy, with motivating aspirations. They should be learning in physically, emotionally and socially safe learning environments in order that they can enjoy and achieve. That is why the PSHE at MGS includes termly curriculum topics, small steps to independence, social and eating skills.

The curriculum revolves around three core themes:

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

PSHE is a core area of learning and curriculum for all of our students. The design of our curriculum allows students to acquire and develop necessary life skills at a level appropriate to their needs with an emphasis upon developing skills through a cross-curricular approach in all areas of school life.

As a school we also recognise that PSHE supports and encourages our students to learn and use life and independence skills at a level appropriate to their needs and learning styles. We believe that the PSHE programme will support our students to learn the necessary thinking and interpersonal skills to make sense of, and gradually manage, the world around them.

Delivery, therefore, permeates through a wide range of subjects plus off-site opportunities and events within the school. Some examples of this include: the school drama productions, the travel training programme, social skills, food and hygiene, design technology and the employability and enterprise curriculums.

The concepts developed through our programme of study include:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. A **healthy** (including physically, emotionally and socially), balanced **lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online, in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. **Change** (as something to be managed) **and resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

9. **Career** (including enterprise, employability and economic understanding)

We have also tried to ensure that this curriculum ties in with Every Child matters (outlined below) and our delivery of fundamental British Values

<b>Outcome</b>	<b>General educational aspects</b>	<b>Through the PSHE and citizenship curriculum</b>
<b>Be healthy</b>	<ul style="list-style-type: none"> <li>• Work towards independent learning</li> <li>• Actively enquire about differing environments</li> <li>• Keep mentally and emotionally healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Managing feelings</li> <li>• Social skills</li> <li>• Developing good relationships and respecting the differences between people</li> </ul>
<b>Stay safe</b>	<ul style="list-style-type: none"> <li>• Keep safe in school and on school trips</li> <li>• Have stability and security</li> <li>• Know about their place in the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and social skills</li> <li>• Understanding the nature and consequences of teasing and bullying, how to respond to them and ask for help</li> </ul>
<b>Enjoy and achieve</b>	<ul style="list-style-type: none"> <li>• Achieve personal and social development</li> <li>• Enjoy lessons</li> <li>• Achieve to their potential</li> <li>• Use alternatives to written recording, where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Social and emotional learning (self-awareness, managing feelings, empathy, social skills, motivation)</li> <li>• Critical enquiry and reflection</li> <li>• Communication skills</li> </ul>
<b>Make a positive contribution</b>	<ul style="list-style-type: none"> <li>• Understand issues of difference and diversity through studying other environments and cultures</li> <li>• Understand about, and support, the local community</li> <li>• Involve themselves in extra-curricular activities</li> <li>• Participate in school and class decisions about learning and school life</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Empathy</li> <li>• Social skills</li> <li>• Participation skills</li> <li>• Making informed decisions</li> </ul>
<b>Achieve economic well-being</b>	<ul style="list-style-type: none"> <li>• Learn about ways to ensure their own economic well-being in the future</li> <li>• Experience visits from people who do various jobs</li> <li>• Visit different workplaces</li> <li>• Learn about different economies in different countries</li> </ul>	<ul style="list-style-type: none"> <li>• Personal development</li> <li>• Enterprise and financial capability</li> <li>• Careers education</li> <li>• Work-related learning</li> </ul>