



Personal, Social, Health and Economic  
(PSHE) and Relationships, Health,  
Education (RHE) Curriculum Overview and  
Sequencing

Our PHSE / RHE curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge to build on prior learning and is carefully linked to the PSHE Association Planning Framework for pupils with SEND.

Through the PHSE / RHE curriculum we aim to equip pupils with the fundamental building blocks to develop in the following areas:

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|---|
| <b>Self-Awareness</b> <ol style="list-style-type: none"> <li>1. Things we are good at (SA1)</li> <li>2. Kind and unkind behaviours (SA2)</li> <li>3. Playing and working together (SA3)</li> <li>4. People who are special to us (SA4)</li> <li>5. Getting on with others (SA4)</li> </ol>                                    |
| <b>Self care, Support and Safety (RHE)</b> <ol style="list-style-type: none"> <li>1. People who look after us (SSS1)</li> <li>2. Keeping safe (SSS2)</li> <li>3. Communicating by asking for help, trusting (SSS3)</li> <li>4. Keeping safe online (SSS4)</li> <li>5. Public and private (SSS5)</li> </ol>                    |
| <b>Managing Feelings (RHE)</b> <ol style="list-style-type: none"> <li>1. Emotions (MF1)</li> <li>2. Communicating feelings (MF2)</li> </ol>   |
| <b>Changing and Growing (RHE)</b> <ol style="list-style-type: none"> <li>1. Baby to adult (CG1)</li> <li>2. Changes at puberty (CG2)</li> <li>3. Dealing with touch (CG3)</li> <li>4. Different types of relationships (CG4)</li> </ol>   |
| <b>Healthy lifestyles</b> <ol style="list-style-type: none"> <li>1. Healthy eating (HL1)</li> <li>2. Taking care of physical health (HL2)</li> <li>3. Keeping well (HL3)</li> </ol>   |
| <b>The World I Live In</b> <ol style="list-style-type: none"> <li>1. Respecting differences between people (WILI1)</li> <li>2. Jobs people do (WILI2)</li> <li>3. Rules and laws (WILI3)</li> <li>4. Taking care of the environment (WILI4)</li> <li>5. Belonging to a community (WILI5)</li> <li>6. Money (WILI6)</li> </ol> |

This learning supports pupil's development and understanding of British Values. The school promotes British Values through our spiritual, moral, social and cultural learning that permeates through the school's curriculum and supports the holistic development of the child.

PSHE / RHE Education supports pupils' ability to be responsible, respectful, active citizens who contribute positively to society; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

The PSHE / RHE curriculum is carefully planned and sequenced to ensure concepts are taught in optimal order to support children's understanding. Plans are tailored to the needs of each individual and class, adapting the learning areas and opportunities to the interests, needs and level of learning of the whole class. This consists of basic mapping of concepts,

resources, activities and content linked to the termly curriculum topic. This is actioned at a pupil level through the use of a highly personalised planning that sets very small stepped targets across a range of areas (including communication, interaction, emotional development and social skills) so that pupils make consistent progress towards their aspirational targets outlined in their Education Health and Care Plan (EHCP).

At the earliest stages, the sequence of learning begins with developing an awareness of self. This links to self-determination and independence and social, emotional and mental health.

As PSHE / RSE becomes more developed it grows into recognising and responding to others. This links to shared and social play. Then, the development of caring friendships and respectful relationships. Enabling a growing appreciation of self-awareness, self-care, managing their emotions, being healthy and safe, changing and growing, the world they live in.

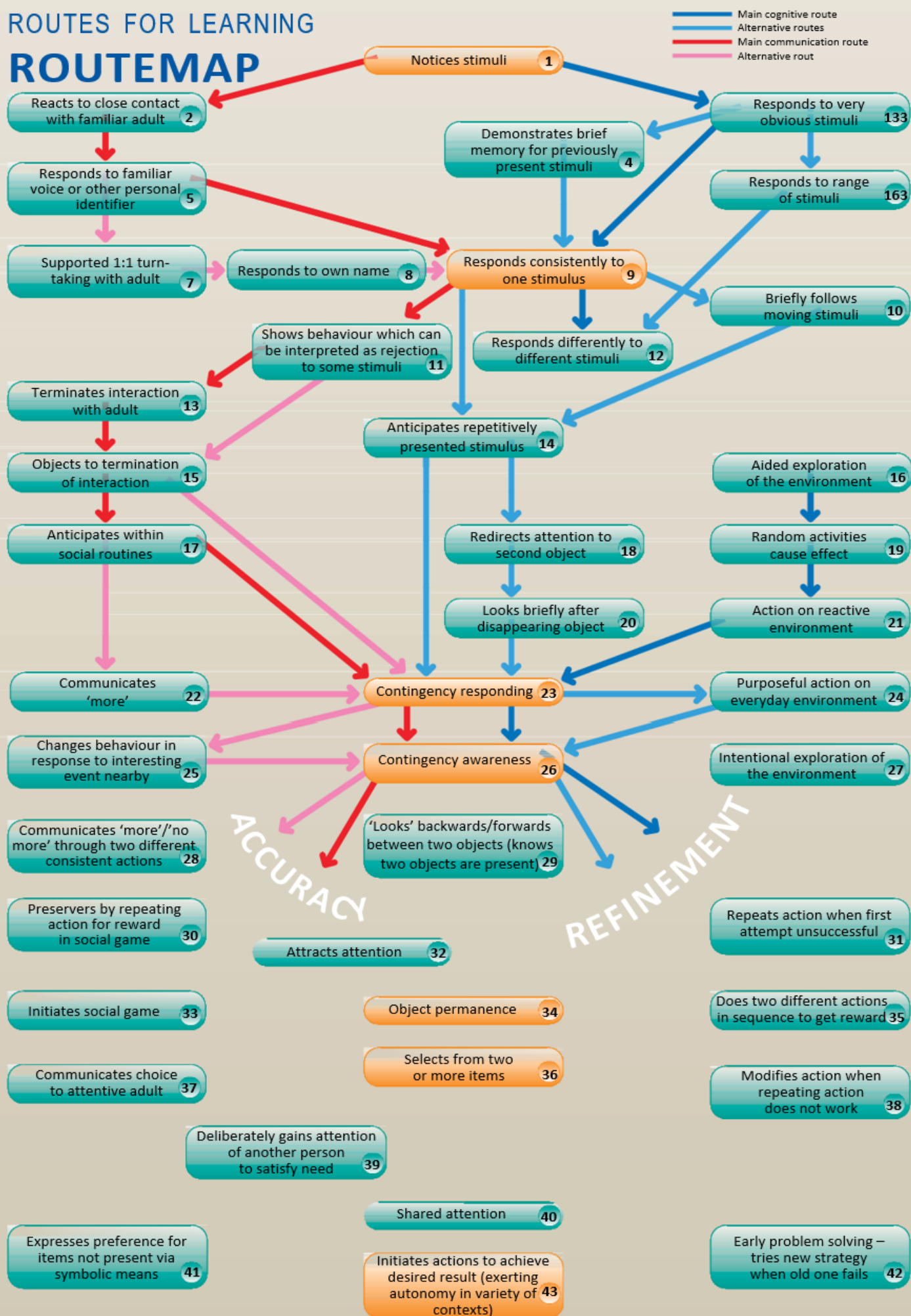
At Pictor we have chosen to support the delivery of our RHE curriculum by using Kapow Primary: an online provider of resources for primary schools. We also have the Equals PSHE scheme as a reference point for our learners accessing The Engagement Model. We use Kapow Primary as a starting point, alongside more personalised resources such as social stories, communication boards, cross-curricular learning and through situations such as supported personal care routines, if appropriate. The Kapow Primary lessons cover the statutory requirements and have been carefully planned. They also give the opportunity for children to revisit topics in different year groups. This is important as the children need to process and embed information and see things differently as they mature.

Across Pictor, staff build on the concepts public and private; supported by NSPCC PANTS resources, as well as key alternative and augmentative communication (AAC) developed in conjunction with the Speech and Language Therapy team together with our most recent policy implementation. These concepts are embedded before introducing the subject of puberty. Puberty can be introduced as early as Year 4, if it is deemed appropriate for the child's cognitive and physical developmental level.

Though these lessons will have their content informed and supported by Kapow's or the Equals lesson plans they will be tailored to each individual child by their teacher to ensure that they are receiving appropriate material in a context that will be meaningful to them.

# ROUTES FOR LEARNING

## ROUTEMAP



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|--|--|
| <b>Self care, Support and Safety (RHE)</b><br>1. People who look after us (SSS1)<br>2. Keeping safe (SSS2)<br>3. Communicating by asking for help, trusting (SSS3)<br>4. Keeping safe online (SSS4)<br>5. Public and private (SSS5)              | 1. PSED – Making relationships<br>2. IH,SC - Personal safety<br>3. PSED – Making relationships<br>4. Computing<br>5. IH,SC - Self Care   |
| <b>Managing Feelings (RHE)</b><br>1. Emotions (MF1)<br>2. Communicating feelings (MF2)   | 1. PSED – Feelings and Behaviour<br>2. PSED - Feelings and Behaviour   |
| <b>Changing and Growing (RHE)</b><br>1. Baby to adult (CG1)<br>2. Changes at puberty (CG2)<br>3. Dealing with touch (CG3)<br>4. Different types of relationships (CG4)   | 1. UMW - People and communities<br>2. PSED - Self confidence and self awareness<br>3. PSED – Making relationships<br>4. UMW – People and communities   |
| <b>Healthy lifestyles</b><br>1. Healthy eating (HL1)<br>2. Taking care of physical health (HL2)<br>3. Keeping well (HL3)   | 1. IH,SC – Eating and drinking skills<br>2. IHSC – Self care skills (hygiene/exercise/rest)<br>3. KS1&KS2 PSHE formal curriculum   |
| <b>The World I Live In</b><br>1. Respecting differences between people (WILI1)<br>2. Jobs people do (WILI2)<br>3. Rules and laws (WILI3)<br>4. Taking care of the environment (WILI4)<br>5. Belonging to a community (WILI5)<br>6. Money (WILI6) | (Not all statutory)<br>1. UMW – People and communities (also RE)<br>2. UMW – People and communities<br>3. PSED – Feelings and behaviour for rules. Laws not included.<br>4. UMW – My World<br>5. UMW – RE and People and communities<br>6. Maths - measure |

### **-Making Relationships**

#### ***--Band 1***

- [] I can wave "bye bye" in imitation of an adult
- [] I can wave "bye bye" spontaneously
- [] I show an attachment to special people
- [] I can share attention of a motivating object/toy with an adult
- [] I seek to gain attention in a variety of positive ways, in order to encourage an adult in a positive, social interaction eg grabbing hands to initiate a clapping game, putting a cover on their head to play peek-a-boo
- [] I enjoy sharing an activity with an adult eg looking at a book together
- [] I reach out for a play object to indicate I want to engage with it
- [] I can accept, and engage with, different offerings of opportunities to play (these are set up by the adult) eg knocking down a tower of cups provided
- [] I can concentrate on solitary play with objects/toys, other than own particular motivating interests, for an increasing amount of time
- [] I show an interest in activities of others, and respond differently to children and adults
- [] I imitate sounds with favourite people in a game
- [] I initiate bids for interaction
- [] I engage in brief reciprocal interaction

#### *--Band 2*

- [] I greet peers and familiar adults when reminded
- [] I respond to an adult during 1:1 structured play activities, recognising that both parties have a role to play e.g. pushing ball back and forth
- [] I take part in a game with an adult that involves manipulation eg pulling a string, posting items
- [] I can indicate to an adult that I want to show them an action or objects/toys
- [] I can ask for help when engaged in an individual activity game eg when on swing, ask for help when I need pushing
- [] I can take turns in structured turn taking play with one/two others, supported by an adult
- [] I can engage in individual play alongside others, where resources are plentiful and don't require sharing
- [] I can engage in extended reciprocal interaction

#### *--Band 3*

- [] I wave "bye bye" spontaneously and appropriately
- [] I spontaneously greet adults and peers
- [] I respond positively to a number of familiar adults
- [] I seek out a familiar adult to share an experience
- [] I seek out others to share an experience
- [] I show affection to people who are special to me, including other children
- [] I communicate with other pupils during play (don't necessarily expect a reply)
- [] I share play with a peer by giving one of two identical items to them eg adult has given one pupil two sweeping brushes, I then give one to a peer
- [] I play near/alongside others during free play and I am starting to join in
- [] I follow the rules/routines of structured games eg pass the parcel, flap the kipper
- [] I initiate a familiar, structured social game with an adult eg row row, rolling/kicking a ball to and fro
- [] I can ask for specific help when engaging in activity games eg "Sarah pushes" when on a swing
- [] I can help organise resources, getting them out, and putting them away, with an adult, in order to play a game e.g. beanbags to play began bag toss
- [] I can take turn in structured turn taking play with 3 or 4 others eg pop up pirate, pass the parcel
- [] I can request a structured game using a symbol
- [] I can copy play with adults eg watch water being poured down a funnel and repeat it
- [] Respond with interest to stimuli about different kinds of physical contact we experience

#### *--Band 4*

- [] I greet familiar adults spontaneously and appropriately
- [] I seek out peers to share experiences (can be past, present or future) eg I went to Georges party
- [] I initiate conversations with adults
- [] I am beginning to form special friendships with other peers
- [] I demonstrate friendly behaviour towards others
- [] I interact with others during play when sharing an area eg on playground equipment where children are doing different things
- [] I can initiate playing a familiar structured game during formal playtime, with an adult supporting the gathering of others to join in
- [] I can play in a group, extending and elaborating play ideas eg building up a role play activity with other children
- [] I respond to what others are saying or doing in play, which extends the play script

#### *--Band 5*

- [] I apologise without a reminder, with understanding
- [] After initiating a conversation, I can attend to, and take account of what others say
- [] I ask appropriate questions of others in a range of situations
- [] I can assign roles within co-operative play experiences eg you be the nurse, I'm the doctor
- [] I can take steps to resolve conflicts with other children eg through negotiation and problem solving
- [] I can take part in co-operative play within a small group
- [] I play co-operatively, taking turns during free play
- [] I take account of the needs of others when organising a shared activity
- [] I am sensitive to the needs of others and their feelings
- [] I form positive relationships with adults and other children
- [] Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us.

## **-Self Confidence and Self Awareness**

### ***--Band 1***

- [] I show a developing understanding and awareness of myself eg smile at image of self in mirror, notice the face paint put on nose in mirror
- [] I can find my own nose, eyes, mouth, hair, tummy, as part of naming games/activities
- [] I know that my own voice/actions have an effect on others eg "No!", "Stop!", "Milk!", "Sit down!"
- [] I use gesture/symbols/single words to make a request
- [] I use gesture/signs/symbols/single words to share an interest
- [] I use gestures/signs/symbols/ single words to request help eg take an adult to get something I can't reach
- [] I imitate simple, playful actions e.g. blowing raspberries
- [] I repeat actions that have produced a positive response from adults eg make an adult laugh

### ***--Band 2***

- [] I recognise myself in a mirror
- [] I recognise myself in a photo
- [] I can find my own head, ear, eyes, hand, foot, during naming games/activities
- [] I can name my own body parts - eyes, nose, mouth, hair, and tummy
- [] I am beginning to develop a sense of myself as an individual by doing some simple tasks, or part of tasks, myself e.g. holding and drinking
- [] I can imitate an adult in simple tasks e.g. wiping the table with a cloth after snack, attempting to pour from a jug
- [] I explore new environments with a familiar adult close by
- [] I know and use the names of my peers
- [] I can request help from a specific adult eg "Sarah help"

### ***--Band 3***

- [] I can find my own toes, fingers, leg, arm, knee during naming games/activities
- [] I can name my own body parts - head, ear, hand, eye, foot - during naming games/activities
- [] I am able to express my own preferences and interests eg by pulling a face when I don't like the taste of something, by repeatedly choosing an activity
- [] I can make a choice of 2, 3 items when offered
- [] I am able to engage in a variety of activities without an adult eg play with sand, fill boxes and baskets
- [] I can take/collect an object or person from another room, when asked eg give this to Jim
- [] I can carry out simple routine tasks independently eg give out cups, turn the lights off/on, collect the milk
- [] I am beginning to ask specific adults for specific help eg says "Helen, open it" when they can't open a bottle of milk or the door

### ***--Band 4***

- [] I can name own body parts - toes, fingers, leg, arm, knee - during naming games/activities
- [] I am beginning to make simple choices that aren't explicitly presented eg will take off jumper if too warm
- [] I can choose activities to engage in, with help
- [] I can select, and use, resources needed to complete a given task/self-chosen task eg get a rolling pin to make pretend biscuits in playdough
- [] I respond well to praise
- [] I am confident within new social situations e.g. can go up to the hatch and order their snack in the cafe
- [] I show confidence within wider environments such as supermarket, garden centre
- [] I engage, in a positive way, with new, unfamiliar adults
- [] I cope well with changes to my routine
- [] I enjoy the responsibility of being given a role within the class setting e.g. milk helper, line leader, class helper, snack helper
- [] I accept the role/responsibility I have been given within class, and am able to recognise who is doing the other "jobs"
- [] I am confident in asking a range of adults for a range of specific help eg "Linda, do zip please"
- [] I am happy, and confident, in talking/singing to a small group of peers and adults eg showing something they've brought from home

### ***--Band 5***

- [] I have a positive self-image and can name, and am pleased with, my abilities
- [] I can say what I am good at
- [] I can say what I like doing
- [] I can express opinions
- [] I can ask for help/assistance part way through a task I am engaged in
- [] I can choose to engage in a range of new tasks/activities, and spend some time completing/engaging in them, independently
- [] I initiate new activities eg let's build a castle

- [] I can choose the resources I need to complete a self-initiated activity
- [] I confidently try new activities
- [] I can say why I like some activities more than others
- [] I am confident speaking in a familiar group
- [] I talk about my ideas
- [] Recognise correct vocabulary for some main body parts including genitalia.

## -Feelings and Behaviour

### *--Band 1*

- [] I can share positive emotions with familiar adults to seek interaction eg laughing together
- [] I can go to a familiar adult for "emotional refuelling" eg when feeling tired, upset
- [] I can display feelings of happiness, anger (cross), sadness, fear
- [] I can co-operate with a familiar adult during simple shared routines eg help when having my coat put on by pushing arm through sleeve
- [] I am beginning to understand yes/no
- [] I can respond to animated praise
- [] I can respond when boundaries are defined by an adult
- [] I am beginning to understand some simple boundaries eg respond when a familiar adult isn't happy with something I have done

### *--Band 2*

- [] I am beginning to respond to the feelings of others eg goes to someone crying or becomes upset themselves, jumps up and down excitedly because a peer is
- [] I am beginning to show empathy when others do eg joining familiar adult in giving a peer a safe hug
- [] I respond when near to/about to do something that isn't allowed eg saying "hot" or "no, no" when near the oven
- [] I can respond to a few school/classroom boundaries with encouragement and support
- [] I can show understanding that some things belong to me ie aware of own possessions
- [] I can show understanding that some things belong to others eg Henry's bag, William's bag
- [] I am beginning to show understanding that some things are shared eg birthday cake, class toys

### *--Band 3*

- [] I can express my own feelings verbally - happy, sad, cross, scared, worried
- [] I can respond to the feelings of others and try to help eg a child is sad because the car is broken so they give them another one to replace it
- [] I can recognise when I have hurt someone else
- [] I can respond to the wishes of others eg get more crisps for a peer at a birthday party or give some of my own, when another child says they want crisps
- [] I can respond to the actions of others within a play context eg remove shoes before going on the slide because they see others do it
- [] I can follow class/school routine and am aware of boundaries
- [] I can say "thank you" when reminded
- [] I can say "please" when reminded

### *--Band 4*

- [] I can express how others are feeling eg John is sad, Helen is cross
- [] I know that some actions/words can hurt others' feelings
- [] I can usually tolerate a delay to having my needs met
- [] I can usually adapt to change in routine
- [] I can say thank you independently
- [] I can say "please" independently most of the time
- [] I can ask for permission, from peer, to use a toy that their peer is playing with
- [] I can follow rules by imitating the actions of others

### *--Band 5*

- [] I know and understand that some actions and words can hurt the feelings of others ie make them feel sad, and try to "fix" the situation
- [] I am aware of classroom rules and behavioural expectations
- [] I am aware of expected behaviour in the wider environment eg stay close to an adult when in the park, don't stand on the chairs in a cafe
- [] I can co-operate with adult requests most of the time
- [] I can support others in behaving appropriately eg tell peers to stand in line when queuing in the supermarket



- [] I notice when peers aren't following rules, and ask for assistance if necessary
- [] I understand the need for rules in a simple game
- [] I am beginning to negotiate and solve problems verbally rather than by physical means
- [] I can talk about how I, and others, show feelings
- [] I can talk about my own and others' behaviour and its consequences
- [] I know that some behaviour is unacceptable
- [] I can work as part of a group/class and understand and follow the rules
- [] I adjust my behaviour to different situations and take changes of routine in my stride