

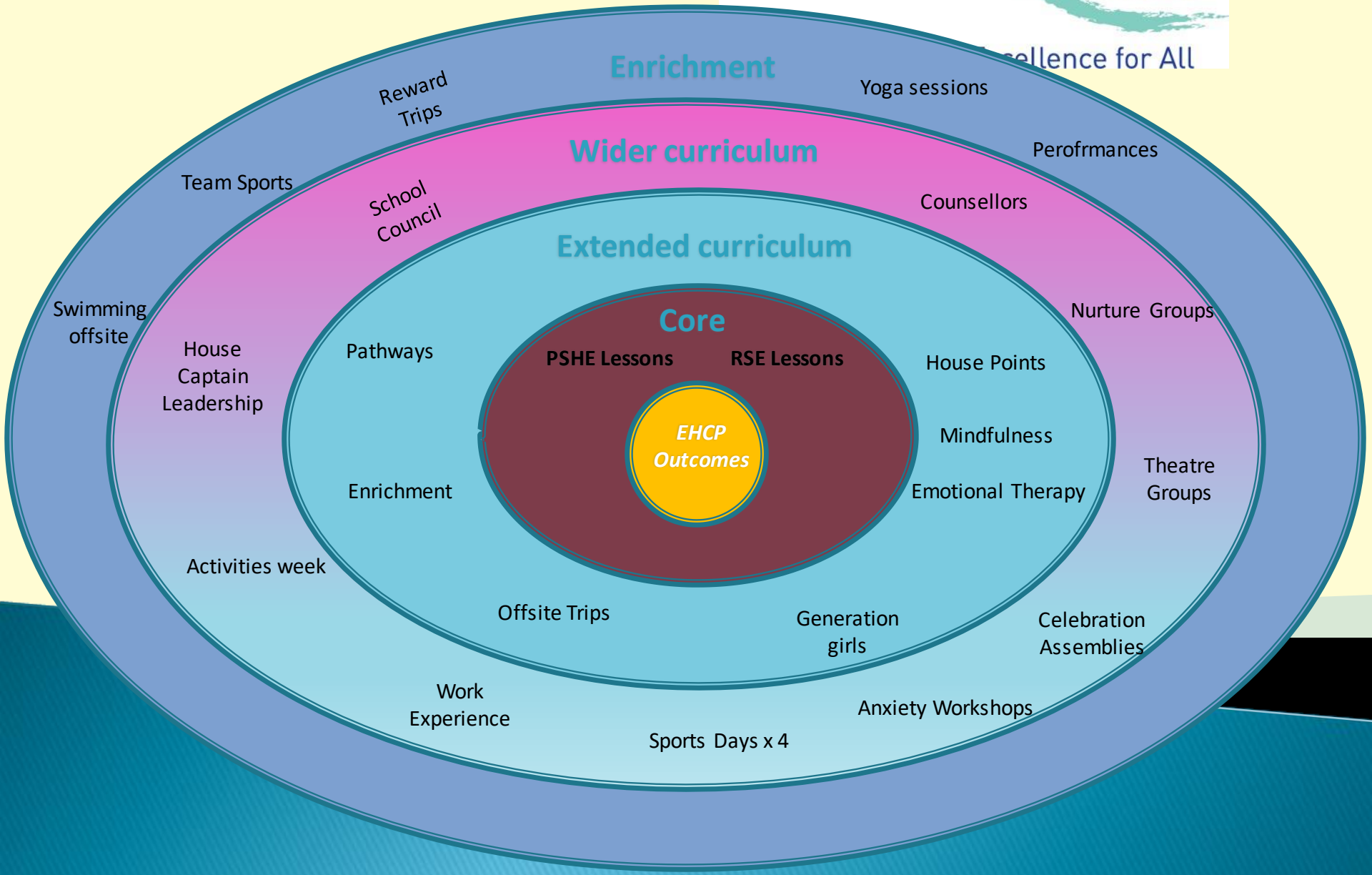


**MANOR GREEN**  
SCHOOL

Excellence for All

# **Personal Development (PHSE/RSE) – Manor Green School**

# Implementation



# Implementation

PSHE is delivered from First School – Ladybird Cluster through to Oxford Independence as **one lesson per week**. A different topic is delivered **every half term** and where appropriate will link with the cross curricular termly topic. There are 6 sections as part of the PSHE framework; Self-Awareness, Self-care, Support and Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles and The World I Live in. Each of the 6 areas is subdivided into topic areas and is then taught as such – with some topic areas having an overlap.

Some lesson topics are also supported by themed weeks which help further student knowledge of PSHE topics e.g. anti-bullying week and safer internet day.

# Our Intent

- **PSHE and RSE** are **CORE** subjects at Manor Green.
- To gain knowledge, skills and values that will help students become more **independent**.
- Students will learn and practice how to act in different situations and will have the opportunity to practice **independent life skills**.
- To learn to develop an **awareness** of how to **respond** to others wants and needs; exploring what is right and wrong across a variety of cultures and religions and maintaining positive relationships and interactions with others.
- To provide personal development opportunities by boosting **self-confidence** and **self-esteem** through celebrating achievement.
- To **build resilience, perseverance** and **independence** through the curriculum
- To **experience** taking and sharing **responsibility**; feeling positive about themselves and others.
- The opportunity for students to **explore, recognise and understand** the subject content
- To provide opportunities for students to re-visit, re-enforce, consolidate and generalise previous learning, as well as introducing new concepts, knowledge and skills.

# MGS PSHE Curriculum Overview

## First School

- Self Regulation
- Managing self
- Building relationships
- Self help and independence skills
- Disability awareness
- Bullying awareness
- Stranger Danger
- Road Safety

## Middle School

- Personal hygiene
- Health and prevention
- Internet safety
- Bullying Awareness
- Healthy eating and Physical health
- Mental Wellbeing
- Stranger Danger
- Road Safety
- Self Regulation
- Relationships and Sex Education
- Disability awareness

## Upper School

- Personal hygiene
- Health and prevention
- Internet safety
- Healthy eating and Physical health
- Mental Wellbeing
- Road Safety
- Self Regulation
- Smoking, Alcohol and Drugs
- Relationships and Sex Education
- Grooming, sexual exploitation and domestic abuse
- Disability awareness

## Assessment/Evidence

- Earwig
- EYFS Framework
- Learning Journeys
- Boxall
- RSP's
- EHCP data – SEMH and C & L

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- ASDAN
- Duke of Edinburgh

# First School Section/Topic Overview

Section	First School Topic Areas
<b>1. Self Awareness</b>	<ul style="list-style-type: none"> <li>• Things we are good at</li> <li>• Kind and Unkind behaviours</li> <li>• Playing and working together</li> <li>• People who are special to us</li> <li>• Getting on with others</li> <li>• Relationships</li> </ul>
<b>2. Self- Care, Support and Safety</b>	<ul style="list-style-type: none"> <li>• Taking care of ourselves</li> <li>• Keeping safe</li> <li>• Trust in others</li> <li>• Keeping safe online</li> <li>• Public and Private</li> <li>• Relationships</li> </ul>
<b>3. Managing Feelings</b>	<ul style="list-style-type: none"> <li>• Identifying and expressing feelings</li> <li>• Managing strong feelings</li> <li>• Relationships</li> </ul>

Section	First School Topic Areas
<b>4. Changing and Growing</b>	<ul style="list-style-type: none"> <li>• Baby to adult</li> <li>• Changes at puberty</li> <li>• Dealing with touch</li> <li>• Different types of relationships</li> </ul>
<b>5. Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• Taking care of physical health</li> <li>• Keeping well</li> </ul>
<b>6. The World I Live In</b>	<ul style="list-style-type: none"> <li>• Respecting differences between people</li> <li>• Jobs people do</li> <li>• Rules and Laws</li> <li>• Taking care of the environment</li> <li>• Belonging to a community</li> <li>• Money</li> </ul>

# Middle School Section/Topic Overview

Section	Middle School Topic Areas
<b>1. Self Awareness</b>	<ul style="list-style-type: none"> <li>• Things we are good at</li> <li>• Kind and Unkind behaviours</li> <li>• Playing and working together</li> <li>• People who are special to us</li> <li>• Managing pressure</li> <li>• Relationships</li> </ul>
<b>2. Self- Care, Support and Safety</b>	<ul style="list-style-type: none"> <li>• Taking care of ourselves</li> <li>• Feeling frightened/worried</li> <li>• Trust in others</li> <li>• Emergency situations</li> <li>• Keeping safe online</li> <li>• Public and Private</li> <li>• Relationships</li> </ul>
<b>3. Managing Feelings</b>	<ul style="list-style-type: none"> <li>• Self esteem and unkind comments</li> <li>• Managing strong feelings</li> <li>• Relationships and sex education</li> </ul>

Section	Middle School Topic Areas
<b>4. Changing and Growing</b>	<ul style="list-style-type: none"> <li>• Changes at puberty</li> <li>• Dealing with touch</li> <li>• Different types of relationships</li> <li>• Healthy and unhealthy relationship behaviour</li> </ul>
<b>5. Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>• Elements of a Healthy Lifestyle</li> <li>• Mental Wellbeing</li> <li>• Physical Wellbeing</li> <li>• Healthy eating</li> <li>• Body image</li> <li>• Medicinal drugs</li> </ul>
<b>6. The World I Live In</b>	<ul style="list-style-type: none"> <li>• Respecting differences between people</li> <li>• Jobs people do</li> <li>• Rules and Laws</li> <li>• Taking care of the environment</li> <li>• Belonging to a community</li> <li>• Money</li> </ul>

# Upper School Section/Topic Overview

Section	Upper School Topic Areas	Section	Upper School Topic Areas
<b>1. Self Awareness</b>	<ul style="list-style-type: none"> <li>• Personal strengths</li> <li>• Skills for learning</li> <li>• Prejudice and discrimination</li> <li>• Managing pressure</li> <li>• Relationships and sex education</li> </ul>	<b>4. Changing and Growing</b>	<ul style="list-style-type: none"> <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> </ul>
<b>2. Self- Care, Support and Safety</b>	<ul style="list-style-type: none"> <li>• Feeling unwell</li> <li>• Feeling frightened/worried</li> <li>• Accidents and risks</li> <li>• Emergency situations</li> <li>• Keeping safe online</li> <li>• Public and Private</li> <li>• Gambling</li> <li>• Relationships and sex education</li> </ul>	<b>5. Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>• Elements of a healthy lifestyle</li> <li>• Mental Wellbeing</li> <li>• Physical activity</li> <li>• Healthy eating</li> <li>• Body image</li> <li>• Medicinal drugs</li> <li>• Drugs, alcohol and tobacco</li> </ul>
<b>3. Managing Feelings</b>	<ul style="list-style-type: none"> <li>• Self esteem and unkind comments</li> <li>• Managing strong feelings</li> <li>• Romantic feelings and sexual attraction</li> <li>• Expectations of relationships/abuse</li> </ul>	<b>6. The World I Live In</b>	<ul style="list-style-type: none"> <li>• Diversity, rights and responsibilities</li> <li>• Managing online information</li> <li>• Taking care of the environment</li> <li>• Preparing for adulthood</li> <li>• Belonging to a community</li> </ul>



# Progression of Skills and Attainment

Each column builds on the one before and assumes that the pupil has met the previous columns outcomes.

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Effective engagement in the learning process	Underpinning learning	Fundamental learning elements	Increasing understanding of learning	Deepening of application of learning	Applying learning in different contexts
Exploring environment and activities with support	Participating in activities with verbal prompt and visual supports	Actively engaging in activities – support still required	Actively engaging in activities with some acknowledgment of prior learning – minimal support still required	Shows understanding of activity topic and prior learning. Can identify when skills learnt can be used in everyday life.	Able to link prior knowledge to obtain answers and able to apply learnt skills to everyday life.

The bottom statements pertain to how students at MGS may engage with the curriculum. This is also to guide teachers in their assessment when planning for progression and sequential learning. Students attainments should be tracked using these progressive stages.

# Impact

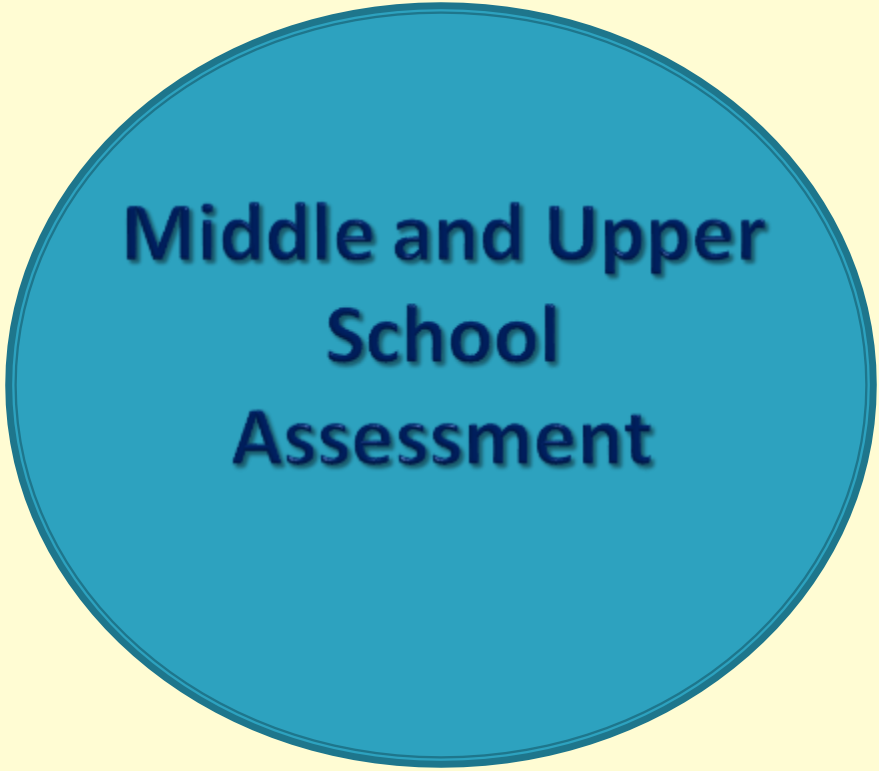
The learning outcomes of the PSHE programme will be that students (depending on age and ability) will:

- Students meet their Social, Emotional and Mental Health and Physical Development EHCP outcomes and Progression plan targets.
- PSHE is embedded throughout the school and daily routines
- Understand they have a responsibility to maintain personal hygiene and live a healthy active lifestyle
- Understand their own and others disabilities and learn strategies on how to cope with their disability in daily life to prepare them for adulthood (inside and outside of the school setting)
- Learn how to manage conflict and behave in a socially appropriate way.
- Understand that they have a right to give opinions and input their values on to different topics.
- Know and understand how to act in difficult circumstances and who to call on for support e.g if being bullied online or in danger within the community.

# First School Assessment


- Assessment for learning is embedded in the data capture software – EARWIG
- Due to the needs and developmental stages of students in First School, they use the Early Years Foundation Stage framework to guide attainment alongside the progressive PSHE stages.
- Reports to parents
- Moderation within departments
- Ongoing work to link to progression plans, EHCP's and Boxall outcomes (where appropriate)
- My Skills

- Assessment for learning is embedded in the data capture software – EARWIG
- Duke of Edinburgh is externally assessed
- ASDAN qualification – externally assessed
- Functional Skills
- Work Experience
- Pathways – vocational activities and topics, self chosen and guided by current interests and career aspirations
- Reports to parents
- Moderation within departments
- Ongoing work to link to progression plans, EHCP's and Boxall outcomes (where appropriate)
- SCERTS
- Skills Builder
- SILSAF
- Laser
- My Skills
- Arts Award



## Middle and Upper School Assessment

Based on our SDP that runs from 2022- 2025 these are the outcomes identified as areas of initial development.



## Looking ahead – future plans

*Fully embed active learning and the 'Choose to Nurture Enterprise' curriculum with core subjects sequentially taught.*

- Re-launch the whole school PSHE curriculum.
- Increase staff awareness of whole curriculum flow and planning sequential learning.
- Curriculum mapping completed per department.
- Leadership to quality assure and monitor sessions.
- Quality assure offsite trips to ensure correlation between planning and practice.

*Ensure the curriculum offer is broad enough for students to explore personal interests and talents.*

- Audit of students' interests and talents.
- Pathways and Enrichment opportunities for students enhance, based on the students' current interests and career aspirations.

- [PSHE framework](#)
- [Primary Assessment Guide](#)
- [Secondary Assessment Guide](#)



**APPENDIX**