

## PSHE – What it looks like at Beaucroft



### Preparation for Adulthood - EYFS - Post 16

Learners will have opportunities for work experience, enterprise, and community living. A focus on self-worth, building positive relationships, health and safety are evident throughout the school. A strong community presence throughout all key stages enables our students to build confidence and understand the world around them.

### Pre-Formal - Engagement Steps - EYFS - Post 16

**Self-Awareness** Learners can respond with curiosity to stimuli about themselves and others.

**Self-care, Support and Safety** Learners can engage in self-care routines and accept support to keep safe.

**Managing Feelings** learners can express and identify basic feelings

**Changing and Growing** Learners can recognise body parts and physical changes as they get older

**Healthy Lifestyles** Learners can participate in a variety of exercise routines and explore a variety of foods.

**The World I Live In** Learners can, with support, explore the local community and what facilities it has to offer

### Qualifications - Personal Progress - KS4 - Post 16 KS4

ASDAN Personal Progress

### Post 16

The learners will complete qualifications in Skills for Living and Employment at Entry Level 1 – 3 and develop their skills in both Literacy and Numeracy. Learners can also work towards achieving their Duke of Edinburgh Bronze Award

### Semi-Formal - EYFS - Post 16

#### KS1-2

**Self-Awareness** Learners can identify things they are good at, identify kind and unkind behaviours, demonstrate ways of working cooperatively, taking turns, identify family and friends and understand own and others' emotions.

**Self-care, Support and Safety** Learners can identify some self-care techniques, identify trusted adults, ask for help, understand that secrets shouldn't make them feel worried, who to speak to if they feel scared or worried, keeping safe online, identify private and public places.

**Managing Feelings** Learners can describe good and not good feelings, recognise ways they can help themselves feel better if they are sad, demonstrate simple strategies to manage feelings.

**Changing and Growing** Learners can identify differences between babies and adults, describe physical change as they get older, describe differences between male and female bodies, understand appropriate and inappropriate physical contact, understanding different relationships,

**Healthy Lifestyles** Learners can participate in a variety of exercise routines and explore a variety of healthy foods.

**The World I Live In** Learners can identify people who help us, rules and laws, access the local community and its facilities with support and take care of the environment.

#### KS3-4

**Self-Awareness** Learners can identify discrimination, bullying, peer pressure and who to speak to if they are concerned someone is behaving in a discriminatory way.

**Self-care, Support and Safety** Learners can identify ways in which they might feel unwell, who to tell and things they can do to make themselves feel better, gaining an understanding of emergency services and their role in the community, recognise situations where they might need to ask for help and who to speak to, identify personal space and unwanted physical contact, public and private spaces, understand ways to keep safe online and how to use social media responsibly and explore gambling and identify what it means to 'win or lose'.

**Managing Feelings** Learners can describe good and not good feelings, recognise ways they can help themselves feel better if they are sad, demonstrate simple strategies to manage feelings. Understand the difference between liking someone and 'fancying' someone.

**Changing and Growing** Learners can describe the physical and emotional changes that happen during puberty including menstruation, wet dreams, skin ad voice changes, body hair and mood swings. Learners will be able to support their friends and understand that their friends can support them, identify different types of intimate relationships including diversity in relationships, understand consent and when to give consent, recognise what sex means, what happens during sex and the consequences of having sex.

**Healthy Lifestyles** Learners can explain what a healthy lifestyle means and how to take care of themselves, drug and alcohol misuse, the positive effects of exercise, safe use of prescription drugs and healthy eating.

**The World I Live In** Learners can identify people who help us, rules and laws, access the local community and its facilities with support, recognise different types of employment, practice online safety, understand money and take care of the environment.

### Qualifications - Personal Progress - KS4 - Post 16

#### KS4

ASDAN Personal Progress

### Post 16

The learners will complete qualifications in Skills for Living and Employment at Entry Level 1 – 3 and develop their skills in both Literacy and Numeracy. Learners can also work towards achieving their Duke of Edinburgh Bronze Award

## Formal - EYFS - Post 16

### KS1-2

**Self-Awareness** Learners can identify things they are good at, hopes for the future, identify kind and unkind behaviours, demonstrate ways of working cooperatively, taking turns, identify family and friends, understand own and others' emotions, recognise bullying, and know who to speak to about an issue.

**Self-care, Support and Safety** Learners can identify self-care techniques, identify trusted adults, ask for help, identify how to keep others safe, understand emergency situations and how to call 999, understand that secrets shouldn't make them feel worried, who to speak to if they feel scared or worried, understand pressure, identify rules for using social media and age restrictions, keeping our belongings safe and identify private and public places.

**Managing Feelings** Learners can recognise a range of emotions and demonstrate strategies to manage feelings, understand others feeling and how we can help manage their emotions.

**Changing and Growing** Learners can identify stages of the human life cycle, describe what happens during puberty, use correct vocabulary to identify male and female body parts, describe physical change as they get older, describe differences between male and female bodies, understand appropriate and inappropriate physical contact and understand a range of relationships,

**Healthy Lifestyles** Learners can participate in a variety of exercise routines, explore a variety of healthy foods, understand allergies, take care of their personal hygiene, understand how smoking and drinking excessively is harmful and how to say 'no' when offered something that might harm them.

**The World I Live In** Learners can identify people who help us, rules and laws, access the local community and its facilities, take care of the environment, understand prejudice and discrimination and identify what is meant by 'need' and 'want' in relation to spending money.

### KS3-4

**Self-Awareness** Learners can identify discrimination, bullying, peer pressure and who to speak to if they are concerned someone is behaving in a discriminatory way, describe ways they can achieve goals, explain stereotyping, respect and inclusion, understand pressure and laws against carrying weapons.

**Self-care, Support and Safety** Learners can identify ways in which they might feel unwell, who to tell and things they can do to make themselves feel better, identify emergency services and their role in the community, recognise situations where they might need to ask for help and who to speak to, identify a variety of crimes and how to report them to the police, identify personal space and unwanted physical contact, public and private spaces, understand ways to keep safe online and how to use social media responsibly and explore the term 'gambling' and identify what it means to 'win or lose' keeping safe in the community and at home and know simple first aid procedures.

**Managing Feelings** Learners can describe good and not good feelings, recognise ways they can help themselves feel better if they are sad, demonstrate simple strategies to manage feelings. Understand the difference between liking someone and 'fancying' someone, how to help others' emotions and recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect.

**Changing and Growing** Learners can describe the physical and emotional changes that happen during puberty including menstruation, wet dreams, skin and voice changes, body hair and mood swings. Learners will be able to support their friends and understand that their friends can support them, identify different types of intimate relationships including diversity in relationships, understand consent and when to give consent, recognise what sex means, what happens during sex and the consequences of having sex, understand the stages of reproduction, identify domestic violence, identify pressure, recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex, describe some forms of contraception, explain what abortion or termination of a pregnancy means, explain how and when to access sexual health services and identify some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement.

**Healthy Lifestyles** Learners can explain what a healthy lifestyle means and how to take care of themselves, drug and alcohol misuse, the positive effects of exercise, safe use of prescription drugs, understand mental health and identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse.

**The World I Live In** Learners can explain that different cultures and faith groups have the right to practise their customs and beliefs within British law, describe how to safely challenge stereotyping or discrimination when we witness or experience it, explain the influence that fake news can have on people's opinions, attitudes to others and understanding of the world, identify our feelings and values in relation to climate change and the environment, describe some of the choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements and understand money and the skills needed for budgeting and managing potential income (salary, personal independence payments) as we become more independent.

## Qualifications

### KS4

Functional skills with ASDAN Personal and Social Development

### Post 16

The learners will complete qualifications in Skills for Living and Employment at Entry Level 1 – 3 and develop their skills in both Literacy and Numeracy. Where appropriate the students take qualifications at Entry Levels in English and Maths. Learners can also work towards achieving their Duke of Edinburgh Bronze Award.