

## PSHE Yearly Curriculum Overview Pathway 2

	Topic
<p style="text-align: center;"><b>Autumn 1</b></p> <p style="text-align: center;">Responsibility &amp; making the most of their ability</p>	<p><b>Self Esteem</b> L/O Understand that we all make mistakes. - Recognise their own success but understand what it means to fail. Be able to take advice.</p>
	<p><b>Democracy &amp; human rights</b> L/O Learn the wider issue of Human Rights. - Understand that it is acceptable to make a complaint and be able to take advice. Recognise the exploitation of others and be aware of their ability to influence change.</p>
	<p><b>Taking responsibility for employment</b> L/O Learn to access information independently. - Learn to access some information with some help. Be aware of opportunities for employment and the alternatives to paid employment.</p>
	<p><b>Change in the Community</b> L/O Recognise that there will be new challenges and expectations of them.</p>
	<p><b>Rights in the Community</b> L/O Be aware of wider political influences on society. - Recognise that there are some situations that they cannot change.</p>
	<p><b>Co-operating</b> L/O Learn to work together. L/O Learn to handle money for others.</p>
	<p><b>Stereotypes</b> L/O Identify the difference between roles and stereotypes. - Have learnt to recognise some stereotyping and the impact it can have.</p>

<p style="text-align: center;"><b>Autumn 2</b></p> <p style="text-align: center;">Developing good relationships and respecting differences</p>	<p><b>Working relationships</b></p> <p>L/O Understand the importance of professional behaviour and good work ethic.</p>
	<p><b>Ethnic Diversity</b></p> <p>L/O Respect the lifestyles and values of different ethnic groups.</p>
	<p><b>Communicating Feelings</b></p> <p>L/O Cope with changing feelings and relationships.</p> <p>- Participate in communicating effectively about their feelings and relationships and recognise exploitative situations.</p>
	<p><b>Crisis and Response</b></p> <p>L/O Understand part of the grieving process and the impact this might have on family life.</p> <p>- Recognise emotions associated with crisis situations and will know where to get help.</p>
<p style="text-align: center;"><b>Spring 1</b></p> <p style="text-align: center;">Knowledge and understanding and becoming informed citizens</p>	<p><b>Accessing the community</b></p> <p>L/O Obtain information regarding leisure services.</p> <p>L/O Make choices regarding leisure services.</p>
	<p><b>Banks and savings</b></p> <p>L/O Understand the role of a Post Office and a Bank.</p> <p>- Understand that saving sums of money results in being able to have something more valuable at a later date. Have learnt about the role of banks.</p>
	<p><b>Decision making – voting</b></p> <p>L/O Vote as part of a group in order to affect future events.</p> <p>L/O To accept the majority decision.</p>
	<p><b>Looking after the environment</b></p> <p>L/O Identify recyclable items. Recycle items wherever possible.</p> <p>L/O Recognise what items should or should not be in a particular.</p>
	<p><b>Raising money for charity</b></p> <p>L/O Identify the role of an animal shelter.</p> <p>L/O Work co-operatively.</p>

**Spring 2**  
RSE- Changing and Growing

**Knowing My Body**

L/O To look at gender body changes over time (SGG)

L/O To develop independence Menstruation should be taught as something that will happen only to the girls as part of growing up and becoming a woman.

L/O To be able to identify what makes them aroused/turns them on. For example, physical features, pictures of women/men, a smile, a look, a walk.

L/O To be able to identify the state of physical arousal in themselves (SGG).

**Knowing Me**

L/O To reflect that it is difficult to love others if we don't love ourselves.

**Private and Public**

L/O To know that there is a difference between being myself and being in a private place.

**Touching and allowing others to touch me**

L/O To recognise that everyone is free to make choices about their own lives and their own bodies.

**Forming Relationships**

L/O To recognise that having a romantic relationship with a member of staff is not allowed.

**Sexual intimacy with another person**

L/O To recognise that penetrative sex between a man and a woman may well result in pregnancy

**Summer 1**  
Keeping safe

**Risk Assessment**

L/O Describe some simple strategies for keeping physically safe in situations when we might feel afraid.

L/O Explain or demonstrate strategies to resist pressure to behave in inappropriate ways.

**Keeping safe**

L/O Explain rules for keeping safe when using different social media platforms.

L/O Identifying ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own.

L/O Communicate an understanding of the consequences in law of using harmful substances.

	<p><b>Key stage focus:</b>  Internet safety  Stranger danger/safer strangers  Independent travel safety (Road/car/rail/bus/taxi)  Environmental dangers (e.g., Poisonous plants, plants/insects that sting). Etc.  Fire safety  Electrical safety  Substance abuse  Safety signs in the community/school/environment/work place.</p>
<p style="text-align: center;"><b>Sumer 2</b>  Developing a healthy, safer lifestyle</p>	<p><b>Leisure and relaxation</b>  L/O Participate with prompting, in finding information on leisure and fitness venues.  L/O Encounter activities associated with running a charity event</p>
	<p><b>Safe relationships and lifestyles</b>  L/O Encounter different work place activities and indicate a preference for certain future placements.  -learn how to cope with a wider range of relationships &amp; respect the views, needs and rights of people of all ages  -Be given opportunities to prepare for the transition to adult life</p>
	<p><b>Healthy eating</b>  L/O Join in discussions to answer simple questions about diet  - Be aware of the benefits of a healthy diet</p>