

'The Pod' is a long stay primary provision for learners with SEMH and complex needs

Inspiration is a short stay primary provision for learners excluded from school or at risk of exclusion



Growing together

Inspiration and The Pod: Long-term overview PSHE

Health and Wellbeing

Living in the Wider World

Relationships

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>Think Positive</u> Identify and discuss feelings and emotions, using simple terms. Describe things that make them feel happy and unhappy. Understand that they have a choice about how to react to things that happen. Talk about personal achievements and goals. Describe difficult feelings and what might cause these feelings. Discuss things for which they are thankful.</p>	<p><u>Respecting Rights</u> know that all people have rights. Understand that there are people who protect their rights. Know what to do if they don't feel safe. Talk about what respect means and how to show it. Identify ways in which people can be different. Explain what being fair means. <i>Anti-bullying week</i></p>	<p><u>VIPs</u> Explain who the special people in their lives are. Talk about the importance of families. Describe what makes someone a good friend. Know how to resolve an argument in a positive way. Know the skills involved in successful cooperation. Identify a way to show others they care. <i>Safer Internet Day</i></p>	<p><u>Safety First</u> Identify some everyday dangers. Understand some basic rules that help keep people safe. know what to do if they feel in danger. Identify some dangers in the home. Identify some dangers outside. Identify which information they should never share on the Internet. know that their private body parts are private. Recall the number to call in an emergency; list some people who can help them stay safe. First Aid</p>	<p><u>One World</u> Describe how family life in different countries can be the same as and different from their own. Think about what children might do in homes around the world. Describe what it is like to go to school in different countries and identify similarities to and differences from theirs. Explain why it is important to care for the earth and discuss ways this can be done. <i>International Day of Families</i></p>	<p><u>Growing Up</u> <i>(Growing Up Y6 for any Year 6 pupils)</i> Use the scientific names introduced to name male and female body parts. Identify some differences between males and females. Identify the body parts that we keep private. Understand the words 'no' and 'stop'. Understand that people's bodies and feelings can be hurt. Identify an adult they can talk to if they are concerned about inappropriate touch.</p>
Year 2	<p><u>Aiming High</u> Discuss their personal achievements and skills. Talk about a range of jobs people do Discuss what skills and interests are needed for different jobs Talk about jobs they might like to do in the future Discuss what skills they might need to do certain jobs</p>	<p><u>Money Matters</u> Discuss where money comes from. Talk about reasons people go to work. Consider why and how people might get into debt. Discuss some of the consequences of debt. <i>Anti-bullying week</i></p>	<p><u>TEAM</u> Use pictures to express their thoughts, feelings and worries. With support, identify a feeling and how it is being expressed. Discuss why we have worries and concerns at times of change <i>Safer Internet Day</i></p>	<p><u>It's My Body</u> Explain what happens if they don't sleep enough. Understand they can choose what happens to their body and know when a 'secret' should be shared. Know the difference between medicine and harmful drugs and chemicals Know how to get help for themselves or another in the case of serious problems. (first aid)</p>	<p><u>Britain</u> Describe what it is like to live in Britain. Talk about what democracy is. Talk about what rules and laws are talk about what liberty means. Describe what being British means to them. <i>International Day of Families</i></p>	<p><u>Be Yourself</u> Identify facial expressions associated with different feelings. Describe some strategies that they could use to help them cope with uncomfortable feelings. Suggest ways to make things right after a mistake has been made. Explain that mistakes help them to learn and grow. <i>(Growing Up Y6 for any Year 6 pupils)</i></p>

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<p>Year 3</p>	<p><u>Think Positive</u> Understand that it is important to look after our mental health. Recognise and describe a range of positive and negative emotions. Discuss changes people may experience in their lives and how they might make them feel. Talk about things that make them happy and help them to stay calm. Identify uncomfortable emotions and what can cause them</p>	<p><u>Respecting Rights</u> Know what human rights are. Understand that all people share the same rights. Know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child. Know why we have rules and how they help us. Understand that no one should take away our human rights. <i>Anti-bullying week</i></p>	<p><u>VIPs</u> <i>With support, discuss how the impact of our attitudes affects us when trying to make new friendships. Discuss how our attitudes impact new friendships being made. Discuss the need to have a variety of friends with differing personalities. Discuss being supportive and loyal in a healthy friendship and what to do in an unhealthy friendship.</i> <i>Safer Internet Day</i></p>	<p><u>Safety First</u> Describe what a dare is and identify situations involving peer pressure. Know when to seek help in risky or dangerous situations. Identify and discuss some school rules for staying safe and healthy. List some of the dangers we face when we use the road. Describe drugs, cigarettes and alcohol in basic terms. Identify which information they should never share online. First Aid</p>	<p><u>One World</u> Describe similarities and differences between people's lives. Identify opinions that are different from their own. Know what climate change is. Know there are organisations working to help people in challenging situations in other communities. Give reasons for similarities and differences between people's lives. Detail if they feel something is fair or not. Give reasons for their own opinions; <i>International Day of Families</i></p>	<p><u>Growing Up</u> Name the main male and female body parts needed for reproduction. Describe some of the changes during puberty. Describe some feelings young people might experience as they grow up. Talk about their own family and the relationships within it. Understand that there are many different types of families; Identify similarities and differences in different loving relationships. <i>(Growing Up Y6 for any Year 6 pupils)</i></p>
<p>Year 4</p>	<p><u>Aiming High</u> Discuss their personal achievements and skills. Discuss different learning styles. Identify what a positive learning attitude is. Talk about the range of jobs that people do. Understand what a gender stereotype is.</p>	<p><u>Money Matters</u> Discuss why advertisers try to influence us talk about how to be a 'critical consumer'. Identify how we can compare the value for money of different products. Discuss how we can make a budget. Discuss the advantages of working to a budget. <i>Anti-bullying week</i></p>	<p><u>TEAM</u> Discuss goals they could set to work towards their ambitions. Understand the different roles within a team. Discuss challenges many people face and how some people overcome these. Understand how to use the knowledge of their learning style to further their learning. Discuss the impact a growth mindset can have on achieving our goals. <i>Sater Internet Day</i></p>	<p><u>It's My Body</u> Understand that they can choose what happens to their own bodies. Know where and how to get help if they are worried. Identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies. Challenge stereotypical notions of 'the perfect body'. Understand the impact that the media (including social media) has on the choices they make about their bodies and about their health and wellbeing. First Aid</p>	<p><u>Britain</u> Talk about the range of faiths and ethnicities in Britain. Show empathy for different people, including those who might have experience of not being respected. Think in detail about what society would be like without rules and laws. Identify how they can make a positive difference to their community and country. <i>International Day of Families</i></p>	<p><u>Be Yourself</u> Discuss scenarios where children are torn between 'fitting in' and being true to themselves. Explain how to communicate their feelings in different situations. Identify the feelings involved in making a mistake and understand how to make amends. Discuss different fight or flight situations. Discuss the impact of making amends when a mistake has been made. <i>(Growing Up for any Year 6 pupils)</i></p>

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Ongoing underlying themes: understanding our school values, building resilience, caring for the environment

- Three core areas on rotations of approximately 6 weeks (half a term)
- For pupils at The Pod this provides progression as topics are revisited in greater depth each time
- Based on average stay at Inspiration, the regular rotation of core areas ensures that they should receive a balanced 'diet' of PSHE provision during their time at Icollege
- 'Growing Up' has been placed in the Summer term in line with when most schools teach sex education so that that pupils who are placed at Icollege don't miss it. *All Year 6 pupils should be taught 'Growing Up' in the Summer no matter which rotation the rest of the students are on.
- Topics repeat after 2 years but at greater depth. This should give Inspiration (where pupils don't stay as long) the freedom to teach the topic at the correct pitch for pupils at any given time.
- National PSHE-themed weeks/days have been included in italics. They are regularly observed in school and form part of the PSHE curriculum. They have been colour coded according to core area.