

## Appendix 2



### Personal, Social and Health Education and Citizenship (Updated June 2021)

7	<p style="text-align: center;">CITIZENSHIP</p> <p style="text-align: center;"><b>Rules and laws</b></p> <p style="text-align: center;">Class rules School rules Community rules – behaving sensibly when out in the community.</p> <p style="text-align: center;">Election of School council</p> <p style="text-align: center;"><b>ASD</b></p> <p style="text-align: center;">TEACCH timetable. Loss and change – transitions. Loss of spaces, objects, people. Coping with emotions.</p>	<p style="text-align: center;">RELATIONSHIPS AND RESPECT</p> <p style="text-align: center;"><b>Differences and stereotypes</b></p> <p style="text-align: center;">Empathising with people who are different to themselves. The effects of stereotyping/ bullying/ racism/ discrimination/ disability. (Could be linked to Christmas) Relationships.</p> <p style="text-align: center;"><b>ASD</b></p> <p style="text-align: center;">Turn taking – sensory games. Develop appropriate exercise regime for individual pupils Links with R.E.</p>	<p style="text-align: center;">SEX AND RELATIONSHIP EDUCATION</p> <p style="text-align: center;"><b>Human rite of passage</b></p> <p style="text-align: center;">For example Christenings Birthdays Adolescence Relationships Marriage</p> <p style="text-align: center;"><b>ASD</b></p> <p style="text-align: center;">Access all</p>	<p style="text-align: center;">CONFIDENCE &amp; RESPONSIBILITY/ CITIZENSHIP</p> <p style="text-align: center;"><b>Family and friendship</b></p> <p style="text-align: center;">The role / feelings of those close to us. The need for positive and constructive relationships. How to deal with problems such as arguments / people leaving home</p> <p style="text-align: center;"><b>ASD</b></p> <p style="text-align: center;">Relationships. Family photo books. People I like to do things with. School – class book, peers in class, transport. Things I am good at. Social stories.</p>	<p style="text-align: center;">HEALTHY SAFER LIFESTYLE</p> <p style="text-align: center;"><b>Physical and emotional changes</b></p> <p style="text-align: center;">Birth to – Where am I now? How have I developed up to this point? Changing adolescent body- key facts about puberty, the changing adolescent body and menstrual wellbeing.</p> <p style="text-align: center;"><b>ASD</b></p> <p style="text-align: center;">As above Personal care / hygiene.</p>	<p style="text-align: center;">CONFIDENCE &amp; RESPONSIBILITY/ HEALTHY SAFER LIFESTYLE</p> <p style="text-align: center;"><b>Healthy eating</b></p> <p style="text-align: center;">How to maintain healthy eating and the links between a poor diet and health risks. How to keep healthy / what influences our health – look at advertisements for different foods. The need for a balanced diet and exercise</p> <p style="text-align: center;"><b>ASD</b></p> <p style="text-align: center;">As above Physical health. Walking, cycling. Health related fitness equipment. Relaxation / massage sessions</p>
8	<p style="text-align: center;">CITIZENSHIP</p>	<p style="text-align: center;">RELATIONSHIPS</p>	<p style="text-align: center;">SEX AND</p>	<p style="text-align: center;">RELATIONSHIPS</p>	<p style="text-align: center;">HEALTHY SAFER</p>	<p style="text-align: center;">CONFIDENCE &amp;</p>

	<p><b>Rules and laws</b></p> <p>Community Laws – look at laws which affect us as citizens e.g. Safety for individuals, property and environments. (Visit from policeman)</p> <p><b>ASD</b></p> <p>As above Classroom rules and routines School rules</p>	<p>AND RESPECT</p> <p><b>Relating to others</b></p> <p>Friendship / Pen friends / social media. Internet safety and harms- how to identify harmful behaviours online. How we relate to friends – making new friends by communicating confidently. The negotiating process of getting to know new people.</p> <p><b>ASD</b></p> <p>As above Send letters home – share with family New games – sharing parachute games, air hockey, covered balloons to bat to a partner etc.</p>	<p>RELATIONSHIP EDUCATION</p> <p><b>Changing adolescent body</b></p> <p>Growth and development. Responsibilities that come with growth e.g. increased strength – be careful not to hurt anyone, personal hygiene, appropriate / inappropriate touching.</p> <p><b>ASD</b></p> <p>Cross curricular theme Personal care – teeth cleaning, face washing, nail care, showers.</p>	<p>AND RESPECT / CITIZENSHIP</p> <p><b>Human rights / animal rights</b></p> <p>Respecting individual differences and the rights of each individual. Treating others as we expect to be treated</p> <p><b>ASD</b></p> <p>As above Likes / dislikes. Awareness of own and others likes and dislikes</p>	<p>LIFESTYLE</p> <p><b>Work and leisure</b></p> <p>The positive associations between physical activity and promotion of mental wellbeing E.g. look at the school timetable / social activities / look at the balance.</p> <p><b>ASD</b></p> <p>As above Effects of exercise regime for ASD pupils – increased heart rate etc</p>	<p>RESPONSIBILITY/ SEX &amp; RELATIONSHIP EDUCATION</p> <p><b>Self Esteem</b></p> <p>Privacy / public / private behaviour Personal safety – saying no to people who are behaving inappropriately towards us</p> <p><b>ASD</b></p> <p>As above What am I good at? My achievements</p>
<b>9</b>	CITIZENSHIP	RELATIONSHIPS	SEX AND	PERSONAL GROWTH / SOCIAL	CONFIDENCE &	

	<p><b>Rules and laws</b></p> <p>Law breaking – within school and the wider community – the court process. Appropriate use of social media.</p> <p><b>ASD</b></p> <p>Recap on school / class rules</p>	<p>AND RESPECT / SEX AND RELATIONSHIP EDUCATION</p> <p><b>Friendships Relationships</b></p> <p>Special friendships. Sexual friendships Laws relating to... Moral views... Consenting to... Use of social media within relationships- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report. Appropriate touch from peers. Saying 'no'.</p> <p><b>ASD</b></p> <p>As above</p>	<p>RELATIONSHIP EDUCATION</p> <p><b>Changing adolescent body</b></p> <p>The main changes which take place in males and females, and the implications for emotional and physical health. Male / female Menstruation / wet dreams</p> <p><b>ASD</b></p> <p>As above Recognising own emotions e.g. 'Inside out' film.</p>	<p>DEVELOPMENT</p> <p><b>Loss and change</b></p> <p>Stages of emotions associated with loss and change caused by death, divorce, separation and new family members. How to deal positively with the strength of feelings caused by these situations. Also consider loss and change in relationship to local community and world issues E.G. conflicts, homelessness, Easter, animals, sports, music (Top 10), food. Look at the people who help us or how we can help others through these times.</p> <p><b>ASD</b></p> <p>Changes in bodies after exercise; introduce new routines / snacks / exercises. Look at the effect (change) on the body after a walk, run, exercise – e.g. heart rate</p>	<p>RESPONSIBILITY</p> <p><b>My strengths</b></p> <p>Personal strengths and weaknesses – personality, work and leisure. How others see them / giving and receiving constructive feedback and praise</p> <p><b>ASD</b></p> <p>As above Update ROA – choose best piece of work etc.</p>	
<b>10</b>	CITIZENSHIP /	RELATIONSHIPS	SEX AND	CONFIDENCE &	HEALTHY SAFER	CONFIDENCE &

	<p>RELATIONSHIPS AND RESPECT</p> <p><b>Problem issues</b></p> <p>Bullying, cyber bullying and stereotyping, prejudice, racism discrimination. Look at newspapers, reports, what is going on in the world. Talk about similarities / differences in cultures – why there is conflict. Look at facial expressions in pictures, student's cultural preferences for food, people.</p> <p><b>ASD</b></p> <p>Personal care, dressing, hygiene</p>	<p>AND RESPECT</p> <p><b>Relationships</b></p> <p>Managing personal relationships. Work, friends, family, sexual friendships – how these relationships differ. Appropriate behaviour for each one e.g. attitudes, respect, closeness, inappropriateness Saying 'no'</p> <p><b>ASD</b></p> <p>Own Emotions e.g. Transporters DVD. Looking at faces – mirrors / IT</p>	<p>RELATIONSHIP EDUCATION</p> <p><b>Gender differences</b></p> <p>My body – other people's bodies. Male/ Female / Body parts / clothes (summer and winter) / self image / different ways of looking after our bodies. Different leisure activities / interests / calorie and fat intake.</p> <p><b>ASD</b></p> <p>As above Showering – collecting items needed etc.</p>	<p>RESPONSIBILITY/ HEALTHY SAFER LIFESTYLE</p> <p><b>Recognising influences and pressures</b></p> <p>How to respond to negative influences appropriately. E.g. peer pressure, stress, bullying – relate this to inside / outside school / work experience / visits. Pressure to overeat, smoke, play with fireworks etc</p> <p><b>ASD</b></p> <p>Special days – i.e. bullying. Health and safety in school – clothing.</p>	<p>LIFESTYLE</p> <p><b>Physical health and fitness</b></p> <p>Making decisions about personal health – look at effects of exercise and diet over a period of time. Healthy cooking and school meals , weight gain and loss / favourite sports / games / walking round yard / weigh ins. Look at illnesses related to food / exercise – anorexia, heart disease .....</p> <p><b>ASD</b></p> <p>As above Measure height, weight.</p>	<p>RESPONSIBILITY</p> <p><b>Change</b></p> <p>Discuss changes which will occur next year with transition to F.E.. 'Beginnings and endings' Combine with FE1 for one lesson. Look at the students and staff / curriculum in F.E. Look at past achievements and set goals.</p> <p><b>ASD</b></p> <p>Transition to TEACCH 2 if appropriate. Make social stories books on visits to TEACCH 2 to prepare for move</p>
<b>11</b>	CITIZENSHIP	HEALTHY SAFER	RELATIONSHIPS	SEX AND	HEALTHY SAFER	SEX AND

	<p><b>Rules and you. Crime and punishment</b></p> <p>Why we need rules – examine newspapers, right / wrong, should papers report on all stories. Consider what happens to people outside school who break the law. What would happen in work. Visits to Magistrates Court. Relate to discrimination)</p> <p><b>ASD</b></p> <p>As above</p>	<p>LIFESTYLE</p> <p><b>Basic Health and Safety. Risk Taking</b></p> <p>At school, home, work on community visits. Discuss and practise basic procedures to be followed (Halloween, Bonfire Night) Look at the risks associated with drink and drugs, sunbathing, smoking, food, e-safety</p> <p><b>ASD</b></p> <p>Sequences in school, home, on visits – related to safety e.g. going to the kitchen to make an item, in the garden, experiments in class, using electrical equipment – Hoover, drier, washing machine</p>	<p>AND RESPECT</p> <p><b>Public Safety</b></p> <p>Keeping safe in public places: what to take with you when out, stranger danger, saying 'no', road safety, emergencies. Consider work experience, football matches ...</p> <p><b>ASD</b></p> <p>Social story books related to visits out in the community e.g. crossing the road, community centre, library, blackberry picking</p>	<p>RELATIONSHIP EDUCATION</p> <p><b>My body Relationships</b></p> <p>Recap on parts and functions of the body, how to care for, respect and present our bodies, how to say 'no'</p> <p>Sexual relationships – including pregnancy</p> <p>If and when appropriate – sexual orientation.</p> <p><b>ASD</b></p> <p>Personal care, choosing, likes / dislikes. Teeth care – lots of different toothpastes, gels, toothbrushes, coloured mugs etc.</p>	<p>LIFESTYLE / CONFIDENCE AND RESPONSIBILITY</p> <p><b>Personal Hygiene</b></p> <p>Presenting oneself in a variety of social occasions – appropriate dress, manners, hair and cleanliness e.g. school, social occasion, first date, work experience, careers interview. Be aware of how others see them. Look at the associated costs, how to care for clothes, make hair appointments etc</p> <p><b>ASD</b></p> <p>Hair care – washing, drying in school. Different styles, different products. Hand washing using sequence cards. Visit to hairdresser.</p>	<p>RELATIONSHIP EDUCATION</p> <p><b>Mental wellbeing</b></p> <p>How to identify and talk about emotions. Look at our behaviour and feelings as adults – how does this differ from when we were young? Relate to puberty / hormones / responsibilities / relationships.</p> <p><b>ASD</b></p> <p>Identifying things we like / dislike – how do we communicate our requests / refusals. Foods, activities, lessons, leisure games, IT programmes, places, peers, staff.</p>
<b>12</b>	RELATIONSHIPS	CITIZENSHIP /	HEALTHY SAFER	SEX AND	HEALTHY SAFER	SEX AND

	<p>AND RESPECT</p> <p><b>Resolving conflicts</b></p> <p>What it is, how it arises and solutions. Looking at in school and outside bodies which help to resolve conflicts.</p> <p><b>ASD</b></p> <p>Turn taking games – working together using equipment, activities that pupils are interested in</p>	<p>RELATIONSHIPS AND RESPECT</p> <p><b>Multi-cultural Studies</b></p> <p>Diverse identities within UK and need for mutual respect and understanding. (Link with Christmas and festivals)</p> <p><b>ASD</b></p> <p>As above</p>	<p>LIFESTYLE</p> <p><b>Personal Hygiene and the cost of Personal Hygiene</b></p> <p>Budgeting for and using products effectively. Personal hygiene and germs including bacteria, viruses, how they are spread, treatment and prevention of infection.</p> <p><b>ASD</b></p> <p>Shopping for hygiene sessions using spare bus session e.g. nail brushes, flannels etc</p>	<p>RELATIONSHIP EDUCATION</p> <p><b>The Media</b></p> <p>Consider what social media/ teenage magazines are telling us about teenage behaviour – is the information right or wrong? Gender differences – which magazines would you choose and why? (Links with ICT)</p> <p><b>ASD</b></p> <p>Books and their contents e.g. cookery books – make something to eat, garden books – do planting project, art books – choose, make an art piece</p>	<p>LIFESTYLE</p> <p><b>Being me</b></p> <p>Self control Physical health Negative influences Saying 'no' Looking at life from the student's perspective.</p> <p><b>ASD</b></p> <p>Social story book – pupil, their family, home, interests, school, transport, peers, likes / dislikes, strengths etc.</p>	<p>RELATIONSHIP EDUCATION</p> <p><b>Parenthood</b></p> <p>Babies and their care. Look at stable relationships (partners, parents etc.) and their importance when bringing up children. Budgeting</p> <p><b>ASD</b></p> <p>Sibling audit. Baby care using doll – dressing, baby foods, washing, holding, equipment etc.</p>
<b>13</b>	CONFIDENCE AND	HEALTHY SAFER	CONFIDENCE AND	SEX AND	SEX AND	RELATIONSHIPS

	<p>RESPONSIBILITY</p> <p><b>Developing confidence and self esteem</b></p> <p>Be aware of how others see their behaviour – manage praise / criticism a positive way and learn from experience To work towards making a presentation to the class about various topics. These should be broad based celebrating student's achievements, interests and social awareness.</p> <p><b>ASD</b></p> <p>Things I like / am good at. Preparing ROA's for leaving</p>	<p>LIFESTYLE</p> <p><b>Keeping safe</b></p> <p>Basic first aid-treatment for common injuries. Follow basic health and safety requirements at school, work, home and social events e.g. Bonfire night E-safety</p> <p><b>ASD</b></p> <p>Jobs – following rules, routines, sequence strips to assist independence.</p>	<p>RESPONSIBILITY / CITIZENSHIP</p> <p><b>Budgeting</b></p> <p>Using a range of financial tools and services to save money. The cost of living – look at jobs – earnings and expenditure. Class fund. Using tuck shop, spending money. (Could relate to cost of Christmas)</p> <p>(Links with ICT)</p> <p><b>ASD</b></p> <p>Enterprise project to pay for leavers meal in the future.</p>	<p>RELATIONSHIP EDUCATION</p> <p><b>Emotions</b></p> <p>Love, jealousy. Relationships in all contexts – how to handle our emotions, who to turn to. (Could relate to Easter story, TV/Film, visit Citizen's Advice). Mental wellbeing-how to understand when something they are involved in has a negative effect on their mental health.</p> <p><b>ASD</b></p> <p>As above</p>	<p>RELATIONSHIP EDUCATION</p> <p><b>Sexual decision making</b></p> <p>Contraception, self-esteem, sense of self – able to say no! Risk taking – early sexual activity. Getting help from your health and social services as an adult (STD's, contraception, pregnancy)</p> <p><b>ASD</b></p> <p>Rules of touching within clear contexts e.g. foot / hand massage, dancing, hair styling. Parts of the body and touching – red / amber / green</p>	<p>AND RESPECT</p> <p><b>Change</b></p> <p>Change – leaving school, losing people. Make end of school friendship book with photos and comments. (Can use ICT) How we can remember people when we / they have moved on / passed away.</p> <p><b>ASD</b></p> <p>As above</p>
<b>14</b>	HEALTHY SAFER	SEX AND	HEALTHY SAFER	RELATIONSHIPS	HEALTHY SAFER	CONFIDENCE AND

	<p>LIFESTYLE</p> <p><b>Internet safety and harms</b></p> <p>Dangers- how to avoid them. Good use of social media. Texting and mobile technology. The impact of comparison with others online. How to identify harmful behaviours online and how to report.</p>	<p>RELATIONSHIP EDUCATION</p> <p><b>Sexual Health</b></p> <p>What are the dangers? How to avoid them Where to get help and advice Good practice The rights of others</p>	<p>LIFESTYLE</p> <p><b>Drugs, Alcohol and Tobacco</b></p> <p>Facts about legal and illegal drugs and their associated risks. The health risks associated with alcohol consumption. The facts and harms from smoking tobacco. The law Why people use them Where to get help What to do if you know others use them Responsible use</p>	<p>AND RESPECT</p> <p><b>Respecting Others</b></p> <p>Self determination Our rights Empathy What to do if others do not respect you Help and advice</p>	<p>LIFESTYLE</p> <p><b>Keeping safe</b></p> <p>Dangers in the community Dangers in the home How to avoid them Acceptable risks Where to get help Basic first aid</p>	<p>RESPONSIBILITY</p> <p><b>Transitioning</b></p> <p>Transition plans Memory Books ROA's</p>
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