



## Long-Term Curriculum Overview: PSHE - Europe

Key Stage(s): 3

Curriculum Lead: Samantha Townsend

Academic Year: 2025-2026

---

### Curriculum Intent

Our curriculum aims to nurture the whole child, supporting emotional wellbeing, resilience, and positive mental health. We focus on creating safe, inclusive environments where pupils with SEMH needs can thrive academically and personally. The curriculum is personalised and underpinned by strong relationships and consistency.

### Curriculum Implementation

- Structured Routine: Clear, consistent lessons to support the reduction of anxiety and increase engagement.
- Therapeutic Approaches: Use of Zones of Regulation.
- Adapted Curriculum: Use of accessible activities and adapted scaffolding to meet the needs of all learners.
- Environment: Calming, sensory-aware settings.

### Curriculum Impact

- Pupils develop emotional literacy and self-regulation.
- Increased engagement and attendance.
- Reduced behavioural incidents.
- Positive relationships with peers and adults.
- Preparation for transitions and independence.

Term	Topic / Learning Focus	Links towards EHCP Outcomes	Independent Skills Development	Assessment / Reflection of Learning	Resources / Programmes Used
Autumn 1	<p><b>Being Me in my world</b></p> <p>Groups, being me in a group, peer v friendship, conflict or celebration, child-on-child abuse Relationships, expectations and perceptions, love or abuse?, coercive control, child-on-child abuse Peer approval, managing personal relationships, child-on-child abuse, damaging relationships, grooming, county lines, radicalization Self-identity, influences, social groups, social media, risks and experimentation Positive and negative selfidentity,</p>	<p><b>Communication and interaction:</b> PSHE links directly to communication and interaction by teaching children essential skills for expressing themselves, understanding others, and forming healthy relationships</p> <p><b>Cognition and learning:</b> (Personal, Social, Health, and Economic) education links to cognition and learning by fostering essential self-regulation, emotional intelligence, and metacognitive skills that improve focus, memory, and the ability to process information</p> <p><b>Social, emotional and Mental health:</b> HE (Personal, Social, Health and Economic) education directly links to social, emotional, and mental</p>	<p><b>Life Skills:</b></p> <p>PSHE teaches crucial skills for managing personal well-being, such as financial literacy and understanding healthy relationships, empowering individuals to make sound choices for themselves.</p> <p><b>Health &amp; Safety:</b></p> <p>It provides vital knowledge about both physical and mental health, helping young</p>	<p><b>Self-Assessment:</b></p> <p>PSHE provides opportunities for pupils to reflect on their own learning, such as how their confidence or sense of beliefs has developed. Teachers incorporate this by providing time for private reflection or guided discussion to help pupils analyze personal responses to the work.</p> <p><b>"I Can" Statements:</b></p> <p>Our PSHE program use "I can"</p>	<p>Jigsaw PSHE Discussions Debates Presentations Drawing task Writing tasks Creative tasks Role play</p>

	<p>fitting in (leading to crime?) risks, consent, perception, misperception  Perception, misperception</p>	<p>health by equipping students with essential skills, knowledge, and understanding to navigate life's challenges (Personal, Social, Health and Economic) education directly links to social, emotional, and mental health by equipping students with essential skills, knowledge, and understanding to navigate life's challenges</p> <p><b>Sensory/Physical Needs:</b>  by addressing health, wellbeing, and inclusion, helping students understand their bodies, manage physical and sensory challenges, and participate in activities that support physical health</p>	<p>people understand their own bodies, stay safe, and know how to seek help when needed.</p> <p><b>Preparation for Adulthood:</b>  By addressing topics relevant to adult life, including careers, economic well-being, and personal safety, PSHE prepares young people for the transition into independence after leaving school.</p>	<p>statements to help pupils reflect on and self-assess their own progress in developing specific skills and attributes.</p> <p><b>Pupil and Peer Assessment:</b>  Pupils can engage in self-assessment and, in some cases, peer assessment to evaluate their understanding and development within the PSHE context.</p>	
--	--	--	--	--	--

Autumn 2	<p><b>Celebrating difference</b> Prejudice, discrimination, protected characteristics and equality act, banter, child-on-child abuse, law and bullying, schools, hate crime LGBT+ rights in the workplace, challenging negative attitudes, why do people judge? Power of positive and negative language, being understood, banter or verbal bullying Types of bullying including online effects on mental health, self-awareness, anti-bullying strategy Diversity, discrimination, protected characteristics, prejudice and stereotyping, protecting against discrimination</p>				
----------	--	--	--	--	--

	Prejudice and stereotyping, protecting against discrimination				
Spring 1	<p><b>Dreams and goals</b>  Personal strengths, health goals  Importance of planning, career options, world of work, choices  Happiness pressure, being happy, cosmetic procedures, appearance  Mental health and illhealth, causes, support, stigma  Media manipulation &amp; fake news, effects on mental health, self-esteem  Mental well-being strategies</p>	<p>Communication and interaction: <b>Vocabulary and Confidence:</b>  PSHE provides a safe environment for pupils to develop the vocabulary and confidence needed to articulate their thoughts and feelings clearly.</p> <p><b>Cognition and learning:</b>  Focus and Concentration:  Strategies taught in PSHE, such as mindfulness and relaxation techniques, can quiet the mind and improve focus, enabling</p>	<p><b>Problem-Solving:</b>  PSHE explicitly teaches independent problem-solving skills and strategies for managing diverse real-life situations, reducing anxiety associated with uncertainty.</p> <p><b>Responsibility:</b>  Young people learn to take responsibility for their actions and understand the</p>	<p><b>Evidence of Learning:</b>  Learning is documented through pupil books, teacher notes, Floorbooks, and other tools that capture conceptual understanding, comments, and reflections, providing concrete evidence of the learning journey.</p> <p><b>Teacher and Pupil Assessment:</b>  Learning is assessed through a</p>	<p>Jigsaw PSHE  Discussions  Debates  Presentations  Drawing task  Writing tasks  Creative tasks  Role play</p>

		<p>children to engage more effectively with new information and lessons.</p> <p><b>Social, emotional and Mental health:</b></p> <p><b>Develops coping mechanisms:</b></p> <p>Through lessons on topics like anxiety, change, loss, and grief, students learn effective, healthy ways to cope with challenges instead of resorting to unhealthy strategies like self-harm or eating disorders.</p> <p><b>Sensory Physical needs.</b> Addressing Barriers:</p> <p>PSHE addresses how physical difficulties can act as barriers to learning</p>	<p>consequences, a fundamental aspect of becoming an autonomous adult.</p>	<p>combination of teacher observation, focused questioning, and pupil self- and peer assessment, creating a comprehensive view of the pupil's development.</p>	
--	--	--	--	--	--

		and engagement, with a focus on making the curriculum accessible and providing necessary support.			
Spring 2	<p><b>Healthy Me</b></p> <p>Teenage brain development, three 'ways of thinking', changing social and physical environment during teenage years, physical health recap, the brain, learning and memory</p> <p>Protecting the brain from risks such as alcohol, smoking, vaping, illegal drugs. County lines REAL link (optional)</p> <p>Windows of development, decision making, physical and mental health decisions</p>	<p><b>Communication and interaction:</b></p> <p><b>Building Trust:</b></p> <p>Establishing a safe, trusting space within PSHE lessons is paramount, allowing pupils to feel comfortable discussing personal and social issues openly.</p> <p><b>Cognition and learning:</b></p> <p><b>Better Decision-Making:</b></p> <p>By teaching about consequences and risk assessment, PSHE</p>	<p><b>Resilience and Mental Wellbeing:</b></p> <p>By teaching self-care and coping mechanisms, PSHE helps young people develop resilience to handle setbacks and maintain good mental health, supporting them through life's challenges.</p> <p><b>Real-World Application:</b></p>	<p><b>Logbooks and Conversations:</b></p> <p>Pupils may record their reflections in a logbook or engage in discussions to reflect on what they have learned and how it applies to their own experiences.</p>	<p>Jigsaw PSHE</p> <p>Discussions</p> <p>Debates</p> <p>Presentations</p> <p>Drawing task</p> <p>Writing tasks</p> <p>Creative tasks</p> <p>Role play</p>

	<p>Emergency situations, life saving skills (link with Resuscitation Council UK interactive lesson Mental health first aid, self care, being a good listener, helping someone with mental health difficulties, where to find mental health support Role play conversation, fitting in and taking risks</p>	<p>empowers students to make more informed and responsible choices, which can positively impact their educational and life paths.</p> <p><b>Social, emotional and mental health:</b> Awareness of Risk and Support: Pupils learn to assess risks to their health and wellbeing and how to seek appropriate help and advice from trusted adults.</p> <p><b>Sensory/Physical needs.</b> Practical Application: Activities can be designed to have clear sensory cues and props, making abstract PSHE</p>	<p>The subject provides a safe space to rehearse and reflect on real-life situations, giving students the experience and knowledge to manage adult responsibilities when they arise.</p>		
--	--	--	--	--	--

		themes more concrete and accessible for all learners.			
Summer 1	<p>Relationships</p> <p>Positive and negative impact of relationships, imbalance and equality in relationships, peer pressure</p> <p>Self-worth, consent, assertiveness skills, assertive body language</p> <p>Pornography and the law, how real is pornography?, effects of porn</p> <p>Sex and the law, age of consent, contraceptive choices</p> <p>Consequences of unprotected sex, physical and emotional, (pregnancy, STIs), contraceptive</p>	<p>Communication and interaction: <b>Community Engagement:</b></p> <p>The skills learned in PSHE extend beyond the classroom, enabling children to apply their understanding of society to their interactions in the wider community.</p> <p>Cognition and learning: <b>Confidence and Risk-Taking:</b></p> <p>Developing confidence and a willingness to take positive risks, fostered through PSHE, empowers students to participate more actively</p>	<p><b>Community and Citizenship:</b></p> <p>By developing an understanding of what is right and wrong and encouraging participation in society, PSHE prepares individuals to be active and responsible community members</p> <p><b>Transition and Adult Life:</b></p> <p>The curriculum builds upon knowledge and skills acquired in</p>	<p><b>Reflects Learning:</b></p> <p>PSHE learning is often about personal development, and this assessment model allows pupils to reflect on their own feelings of confidence and beliefs.</p> <p><b>Formative Assessment:</b></p> <p>Teachers use ongoing formative assessment and pupil reflection throughout a lesson or series of lessons to gauge progress</p>	<p>Jigsaw PSHE</p> <p>Discussions</p> <p>Debates</p> <p>Presentations</p> <p>Drawing task</p> <p>Writing tasks</p> <p>Creative tasks</p> <p>Role play</p>

	<p>choices, worries surrounding intimacy Age of consent</p>	<p>in their education and take on new academic challenges.</p> <p><b>Social, emotional and mental health:</b> PSHE promotes a growth mindset, encouraging students to see challenges as learning opportunities and to persevere in the face of failure. This mindset is essential for tackling complex academic tasks.</p> <p><b>Sensory/Physical needs.</b></p> <p><b>Connects Physical and Mental Health:</b></p> <p>PSHE highlights how physical and mental health are intertwined, for instance, through activities like yoga or by promoting healthy sleep habits.</p>	<p>earlier years to help students navigate the challenges of adolescence and increasing independence, preparing them for their transition into adult life.</p>	<p>and identify next steps.</p>	
--	---	---	--	---------------------------------	--

<p>Summer 2</p>	<p><b>Changing Me</b></p> <p>Mental health, dopamine, addiction, substances  Change, reactions and responses to change, resilience  Sleep facts and needs, how to sleep better, benefits of relaxing  Resilience, dealing with obstacles, tips on developing resilience  Self-expression, influences, body image, choices  Dealing with change</p>	<p><b>Communication and interaction:</b></p> <p><b>Seeking Support:</b>  PSHE equips individuals to seek help and support when they need it, fostering a proactive approach to mental health and well-being.</p> <p><b>Cognition and learning:</b>  Fosters Learning Behaviours: By promoting co-operation, resourcefulness, curiosity, and resilience, PSHE helps students adopt the positive behaviours necessary for lifelong learning.</p> <p><b>Social, emotional and mental health:</b></p> <p><b>Preventative Measures:</b>  By developing protective factors like healthy coping mechanisms and positive attitudes, PSHE can prevent pupils from</p>	<p><b>Life Management:</b></p> <p>PSHE provides strategies for managing emotions, developing responsibility for actions, and understanding consequences, which are crucial for making independent decisions.</p>	<p><b>Assessing Personal Attributes:</b></p> <p>PSHE focuses on personal qualities, skills, attitudes, and values, which are hard to assess solely through traditional methods. Reflection allows pupils to judge their own changes in confidence and beliefs, which is key to demonstrating learning in this area.</p>	<p>Jigsaw PSHE  Discussions  Debates  Presentations  Drawing task  Writing tasks  Creative tasks  Role play</p>
-----------------	--	--	--	---	---

		<p>turning to unhealthy behaviours and reduce risks of mental health problems.</p> <p><b>Sensory/physical needs.</b></p> <p><b>What they are:</b></p> <p>Sensory needs refer to how an individual's sensory systems (touch, sight, sound, smell, taste, vestibular, proprioception, interoception) process information from the environment. These needs can be over-sensitive (hyper-sensitive) or under-sensitive (hypo-sensitive) to certain stimuli.</p>			
--	--	--	--	--	--

