



Long-Term Curriculum Overview: PSHE - Antarctica
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>Being Me in my world</p> <p>Who am I?, influences, uniqueness of me</p> <p>Family, definitions, community living Family expectations, active listening, roles within the family (i.e. stereotypes, firstborn etc.)</p> <p>First impressions, managing influences on our identity, self-image, be positive Marriage and the law, beliefs and religions, protected characteristics, respect Being unique, expectations, managing them, online and offline identity</p>	<p>Communication and interaction: PSHE links directly to communication and interaction by teaching children essential skills for expressing themselves, understanding others, and forming healthy relationships</p> <p>Cognition and learning: (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>Social, emotional and Mental health: HE (Personal, Social, Health and Economic) education directly links to social, emotional, and mental</p>	<p>Life Skills:</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>Health & Safety:</p> <p>It provides vital knowledge about both physical and mental health, helping young</p>	<p>Self-Assessment:</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>"I Can" Statements:</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>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>Sensory/Physical Needs: 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>Preparation for Adulthood: 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>Pupil and Peer Assessment: Pupils can engage in self-assessment and, in some cases, peer assessment to evaluate their understanding and development within the PSHE context.</p>	
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<p>Autumn 2</p>	<p>Celebrating difference Anne Frank, celebrating similarity, fear, racial and religious prejudice, hate crime Social injustice, inequality, causes, benefits of multi culturalism, what is racist or religious hate crime? Religion in decline?, fundamentalism, stereotypes, celebrating diversity, positive aspects of religion Bullying, the law, types of bullying, LGBT+, get involved, golden rule, child-on-child abuse consequences Making a positive contribution, making a stand, Malala, what matters to you? Is it only the rich that can change the world?, Charles Drew,</p>				
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	How can I make a difference?, taking positive action				
Spring 1	<p>Dreams and goals Short, medium & longterm goals, flexibility, employability skills, grit Money impact, positives and negatives, what can't be bought? Online safety – digital footprint, impact on career Money, wages and career goals, what affects your earning potential, budgeting Weekly costs, debt, gambling, emotions linked to too much/little money Gambling issues and support</p>	<p>Communication and interaction: Vocabulary and Confidence: PSHE provides a safe environment for pupils to develop the vocabulary and confidence needed to articulate their thoughts and feelings clearly.</p> <p>Cognition and learning: Focus and Concentration: Strategies taught in PSHE, such as mindfulness and relaxation techniques, can quiet the mind and improve focus, enabling children to engage more</p>	<p>Problem-Solving: PSHE explicitly teaches independent problem-solving skills and strategies for managing diverse real-life situations, reducing anxiety associated with uncertainty.</p> <p>Responsibility: Young people learn to take responsibility for their actions and understand the consequences, a</p>	<p>Evidence of Learning: 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>Teacher and Pupil Assessment: Learning is assessed through a combination of</p>	<p>Jigsaw PSHE Discussions Debates Presentations Drawing task Writing tasks Creative tasks Role play</p>

		<p>effectively with new information and lessons.</p> <p>Social, emotional and Mental health:</p> <p>Develops coping mechanisms:</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>Sensory Physical needs. Addressing Barriers:</p> <p>PSHE addresses how physical difficulties can act as barriers to learning and engagement, with a</p>	<p>fundamental aspect of becoming an autonomous adult.</p>	<p>teacher observation, focused questioning, and pupil self- and peer assessment, creating a comprehensive view of the pupil's development.</p>	
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		focus on making the curriculum accessible and providing necessary support.			
Spring 2	<p>Healthy Me</p> <p>Different types of health, nutrition and exercise, cardiovascular health and disease, diabetes Perceived risk and actual risk, illegal substance use risks, legal substances use risks</p> <p>Habits for a healthy lifestyle, dental health, how to see a dentist, skin health and sunscreen</p> <p>Vaccination, UK vaccination programme, Does vaccination work?, herd immunity, Covid 19 vaccination and social responsibility</p> <p>Peer pressure, the changing teenage</p>	<p>Communication and interaction:</p> <p>Building Trust:</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>Cognition and learning:</p> <p>Better Decision-Making:</p> <p>By teaching about consequences and risk assessment, PSHE empowers students to</p>	<p>Resilience and Mental Wellbeing:</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>Real-World Application:</p> <p>The subject provides a safe</p>	<p>Logbooks and Conversations:</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>brain, risks in social situations, social risk and substance misuse Interactive play and wellbeing choices</p>	<p>make more informed and responsible choices, which can positively impact their educational and life paths.</p> <p>Social, emotional and mental health: 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>Sensory/Physical needs. Practical Application: Activities can be designed to have clear sensory cues and props, making abstract PSHE themes more concrete</p>	<p>space to rehearse and reflect on real-life situations, giving students the experience and knowledge to manage adult responsibilities when they arise.</p>		
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		and accessible for all learners.			
Summer 1	<p>Relationships</p> <p>Relationship with self, social media, self-image</p> <p>Pressures of different relationships, freedom and control Personal space, mindfulness, introvert/ extrovert, setting boundaries Knife crime and the law, imbalance of power in relationships, coercive behaviour, positive futures Social media, safety tips, laws, trolling, sharing information online, personal data, employer's rights to access Neurodiversity, being aware of senses</p>	<p>Communication and interaction: Community Engagement: 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: Confidence and Risk-Taking: Developing confidence and a willingness to take positive risks, fostered through PSHE, empowers students to participate more actively</p>	<p>Community and Citizenship: 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>Transition and Adult Life: The curriculum builds upon knowledge and skills acquired in</p>	<p>Reflects Learning: 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>Formative Assessment: Teachers use ongoing formative assessment and pupil reflection throughout a lesson or series of lessons to gauge progress</p>	<p>Jigsaw PSHE Discussions Debates Presentations Drawing task Writing tasks Creative tasks Role play</p>

		<p>in their education and take on new academic challenges.</p> <p>Social, emotional and mental health: 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>Sensory/Physical needs.</p> <p>Connects Physical and Mental Health:</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>	
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<p>Summer 2</p>	<p>Changing Me</p> <p>Intimate relationships, me and my relationships, attraction, healthier and less healthy relationships What makes a healthier relationship (friendship or romantic)? Me and my relationships, attraction, love or crush? Pornography and the law, dealing with unwanted messages</p> <p>Alcohol, the law, effects of alcohol, scenarios A summary of recognising healthier and less healthy relationship characteristics</p>	<p>Communication and interaction:</p> <p>Seeking Support: PSHE equips individuals to seek help and support when they need it, fostering a proactive approach to mental health and well-being.</p> <p>Cognition and learning: Fosters Learning Behaviours: By promoting co-operation, resourcefulness, curiosity, and resilience, PSHE helps students adopt the positive behaviours necessary for lifelong learning.</p> <p>Social, emotional and mental health:</p> <p>Preventative Measures: By developing protective factors like healthy coping mechanisms and positive attitudes, PSHE can prevent pupils from</p>	<p>Life Management:</p> <p>PSHE provides strategies for managing emotions, developing responsibility for actions, and understanding consequences, which are crucial for making independent decisions.</p>	<p>Assessing Personal Attributes:</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>
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		<p>turning to unhealthy behaviours and reduce risks of mental health problems.</p> <p>Sensory/physical needs.</p> <p>What they are:</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>			
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