



Long-Term Curriculum Overview: PSHE - Africa
Key Stage(s): 2
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 Who am I?, fitting in</p> <p>Influences and influencers, gateway emotions Peer pressure, belonging, child-on-child abuse Online identity, risks and tips to keep safe Consequences of online comments, sexting, child Online safety</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: 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: It provides vital knowledge about both physical and mental health, helping young</p>	<p>Self-Assessment: 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: 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 Prejudice, discrimination, assertiveness, what's important to you? Who influences you?, ethical issues, changing attitudes Stereotypes and examples Challenging discrimination, protected characteristics and Equality Act Bullying, why be a bully?, Would you intervene?, child-on-child abuse Inclusion or exclusion, importance of being included</p>	<p>Communication and interaction: Use of songs to support key vocab</p> <p>Cognition and learning: Improves Mental & Emotional Health:</p> <p>PSHE helps pupils understand and manage their emotions and develop healthy relationships, which reduces anxiety and creates a more conducive environment for learning.</p> <p>Social, emotional and mental health:</p> <p>Through PSHE, young people develop healthy relationship skills, learn to identify and manage emotions, build resilience, and</p>	<p>PSHE (Personal, Social, Health and Economic education) fosters independence by equipping young people with the knowledge, skills, and confidence to make informed decisions about their health, safety, finances, and relationships, enabling them to thrive as individuals and responsible citizens in society.</p>	<p>Revisiting Activities:</p> <p>Pupils can revisit tasks, such as drawing a picture of a good friend, at the end of a unit to demonstrate what they have learned about the topic.</p>	<p>Jigsaw PSHE Discussions Debates Presentations Drawing task Writing tasks Creative tasks Role play</p>
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		<p>understand how to access support when needed.</p> <p>Sensory/Physical needs:</p> <p>Use of tactile resources attention autism.</p>			
Spring 1	<p>Dreams and goals</p> <p>My dreams and goals, achievements and failures</p> <p>Key skills needed for the future, what skills would I like to develop</p> <p>Learning from mistakes, setbacks</p> <p>Influences, consequences of decisions, how could I positively affect my future?</p> <p>Child criminal exploitation, gangs, county lines</p> <p>Control over your life (Piece 7 includes an</p>	<p>Communication and interaction: Vocabulary and Confidence:</p> <p>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:</p> <p>Focus and Concentration:</p>	<p>Problem-Solving:</p> <p>PSHE explicitly teaches independent problem-solving skills and strategies for managing diverse real-life situations, reducing anxiety associated with uncertainty.</p> <p>Responsibility:</p>	<p>Evidence of Learning:</p> <p>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>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>optional lesson on first aid</p>	<p>Strategies taught in PSHE, such as mindfulness and relaxation techniques, can quiet the mind and improve focus, enabling children to engage more effectively with new information and lessons.</p> <p>Social, emotional and Mental health: 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>Young people learn to take responsibility for their actions and understand the consequences, a fundamental aspect of becoming an autonomous adult.</p>	<p>Teacher and Pupil Assessment:</p> <p>Learning is assessed through a combination of teacher observation, focused questioning, and pupil self- and peer assessment, creating a comprehensive view of the pupil's development.</p>	
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		<p>Sensory Physical needs. Addressing Barriers:</p> <p>PSHE addresses how physical difficulties can act as barriers to learning and engagement, with a focus on making the curriculum accessible and providing necessary support.</p>			
Spring 2	<p>Healthy Me</p> <p>Managing emotions, tips to combat stress and anxiety, mindfulness</p> <p>Nutrition, exercise, mental health, using food and exercise to support mental health and wellbeing</p> <p>What is sleep? How sleep cycles work, sleep and mood,</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>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</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>health, and memory, supporting good sleep</p> <p>Stress, effects of stress on the body, recovering from a state of stress, combatting stress with mindfulness and movement</p> <p>Health choices, physical illness and medicine, vaccination, substance misuse</p> <p>Working together to improve well-being, mindful movement</p>	<p>Cognition and learning:</p> <p>Better Decision-Making:</p> <p>By teaching about consequences and risk assessment, PSHE empowers students to make more informed and responsible choices, which can positively impact their educational and life paths.</p> <p>Social, emotional and mental health:</p> <p>Awareness of Risk and Support:</p> <p>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.</p>	<p>through life's challenges.</p> <p>Real-World Application:</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>		
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		<p>Practical Application:</p> <p>Activities can be designed to have clear sensory cues and props, making abstract PSHE themes more concrete and accessible for all learners.</p>			
<p>Summer 1</p>	<p>Relationships Relationship with self, consent, change, healthy relationships Healthy relationships and support</p> <p>Emotions in relationships, scenarios, managing conflict within friendship groups</p> <p>Discernment, social media vs real life, fake news, authenticity Assertiveness, rights and responsibilities, sexting, child-on-child abuse</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:</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>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</p>	<p>Jigsaw PSHE Discussions Debates Presentations Drawing task Writing tasks Creative tasks Role play</p>

	<p>Healthier and less healthy relationships</p>	<p>Developing confidence and a willingness to take positive risks, fostered through PSHE, empowers students to participate more actively 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</p>	<p>Transition and Adult Life: The curriculum builds upon knowledge and skills acquired in earlier years to help students navigate the challenges of adolescence and increasing independence, preparing them for their transition into adult life.</p>	<p>assessment and pupil reflection throughout a lesson or series of lessons to gauge progress and identify next steps.</p>	
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		health are intertwined, for instance, through activities like yoga or by promoting healthy sleep habits.			
Summer 2	<p>Changing Me Puberty, how these changes affect emotions and feelings, menstrual cycle Responsibilities of having a baby, pregnancy and birth, IVF UN Children’s rights, factors to consider when choosing whether to have/or not have a child, different types of families Body image, media and filters, self-esteem, body confidence Emotions and moods, factors affecting mood like food,</p>	<p>Communication and interaction: 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>Life Management: 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: 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>exercise, sleep, hormones, the brain Becoming an adult</p>	<p>Preventative Measures:</p> <p>By developing protective factors like healthy coping mechanisms and positive attitudes, PSHE can prevent pupils from 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</p>			
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		needs can be over-sensitive (hyper-sensitive) or under-sensitive (hypo-sensitive) to certain stimuli.			
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