

Richmond Hill School - PSHE 2024-2025

Developmental stage → Overarching Goal/Objective → British Value Links → Statements from Curriculum Intent Maps → Possible EHCP targets

Autumn Term - Building Relationships

Highlighted Green - Objectives that are likely to be met through “in the moment teaching” and experiences predominantly. Other objectives there would be an expectation of some discrete teaching.

British Values - **Democracy and Individual Liberty**, **Respect and Tolerance**, **Rule of Law**

	Overarching Goal /Objective	British Values Links	Statements from Curriculum Map (smaller steps)	Linked EHCP targets :- To develop his/her <u>social</u> skills/understanding so that:
Sensory	Accepting help and support		Looks at human faces Responds to adult interactions Is able to be soothed by familiar adults	X can engage with and respond to adult interactions, accepting help and support X can engage with and respond to peer interactions, accepting help and support
Purposeful	Accepting others in my space		Looks for familiar adult Recognises familiar voices Imitates simple gestures Accepts others in their own space Accepts help from adults	X can engage with and respond to adult and peer interactions, accepting help and support
Skill Development	Developing sharing skills Identifying simple differences Asking for help Learning acceptable behaviour		Engages in shared activity Learn play skills - Identiplay Identify simple differences such as skin colour, hair colour, eye colour and gender To learn to ask for help To recognise that behaviour that hurts others' bodies or feelings is wrong.	X can engage with activities that are shared with another person without becoming emotionally dysregulated X can identify their own behaviours which have a negative impact on others and follow alternative strategies with support. X can seek help in an appropriate way from an appropriate adult.
Functional Skills	Initiating interactions Participating in games with others Identifying choices		Initiates interaction with peers To identify good and bad choices in terms of interactions with others To identify appropriate and inappropriate choices for behaviour To learn about what is kind and unkind behaviour and how this can affect others Show attachment to familiar people Takes a lead in positive interactions with familiar people Take turns and learn how to participate in games together Engages in interactive play	X can initiate interactions with peers appropriately X can recognise appropriate and inappropriate behaviours towards others and
Intentional Applied	Showing care/empathy/sympathy Developing cooperation skills		Initiates interactions positively with peers Shows care and concern for others Shows sympathy if others are hurt Describe what makes someone a good friend Learn about how to resolve an argument Learn about how to work together with a peer Learn what co-operation looks like Cooperate with others to complete a task To learn how to share an opinion appropriately Ask permission to use an object that belongs to others	X can actively cooperate with another person in a variety of environments X can follow social rules in terms of borrowing items and sharing resources X can recognise upset in others and demonstrate a change in their own behaviour to meet the needs of others.

Richmond Hill School - PSHE 2024-2025

	Enrichment	Understanding friendships Understanding families and communities Being part of my community	●●●	<p>Explain/Identify characteristics of friendships - including trust, mutual respect, loyalty, kindness, shared interest, support with problems and difficulties</p> <p>To identify how to respect the needs and wishes of others</p> <p>To understand why we sometimes fall out with our friends - strategies to repair and strengthen friendships</p> <p>Cooperate with others and learn how to share equipment</p> <p>Identify actions/behaviours that show we are being polite and courteous to others</p> <p>To communicate needs and wants with peers</p> <p>To identify what a friend is</p> <p>To understand how to make friends - qualities of a good friend</p> <p>To understand /identify what friends do together</p> <p>Identify some similarities and differences between families</p> <p>To recognise oneself as part of various families and communities</p> <p>Learn about how family life might be the same or different from their own.</p> <p>To understand that it is not acceptable to be unkind towards others because of differences.</p> <p>To identify the many different types of families including those that are different from theirs.</p>	<p>X can understand how to build a friendship</p> <p>X can understand/demonstrate how to maintain a friendship</p> <p>X can follow simple social conventions in the community e.g. manners, courtesy and social norms.</p>
	Enhancement	Building complex social skills Understanding and respecting diversity	●●	<p>To identify some of the communities I belong to (family, our class, RHS)</p> <p>To identify/recognise key features in the town e.g. the town hall, Luton Airport, Asda, Luton library</p> <p>To learn to recognise different religions within our community.</p> <p>To learn the different ways people celebrate religious days</p> <p>Describe what they do in different groups we belong to</p> <p>Describe how being part of a group makes us feel</p> <p>To learn to recognise key features within our local community e.g. local shops, schools, doctors surgery</p> <p>To learn to recognise good things in our town</p> <p>To learn to recognise things that need improving in our community</p> <p>To learn about how to treat themselves and others with respect; how to be polite and courteous.</p>	<p>X can demonstrate their understanding of their role in their community</p>

Autumn Term - Self Regulation

Highlighted Green - Objectives that are likely to be met through “in the moment teaching” and experiences predominantly. Other objectives there would be an expectation of some discrete teaching.

British Values - ● **Democracy and Individual Liberty**, ● **Respect and Tolerance**, ● **Rule of Law**

	Overarching Goal /Objective	British Values Links	Statements from Curriculum Map	Linked EHCP targets :- To develop his/her emotional regulation skills/understanding so that:
Sensory	Communicating/showing emotions	●	<p>communicates a range of emotions through vocalisations, movements, facial expressions</p> <p>Cries for needs to be attended to</p>	
Purposeful			<p>Shows reassurance through interactions with known adult</p> <p>Accepts change in a familiar environment</p> <p>Accepts parents absence</p> <p>Accepts waiting for attention to be given</p> <p>Looks to reaction of adults when they exhibit an emotion</p> <p>Uses voice/gestures to refuse</p>	

	<p>Skill Development</p>	<p>Identifying emotional triggers Expressing feelings</p>	<p>●</p>	<p>Takes action to cope with change Develop understanding of a range of words/signs/symbols to describe different zones and feelings. Identify things that make us feel happy Identify things that make us feel sad Identify things that make us feel upset angry worried or frightened Use my communication skills to express a range of different feelings Identify and name common feelings Select times or situations that make them feel happy identify and discuss feelings and emotions using simple terms/signs/symbols</p>	
	<p>Functional Skills</p>	<p>Identifying emotions of others Identifying good/bad choices Understanding respect</p>	<p>● ● ●</p>	<p>Engages in preparations for transition to nes settings To identify how others might be feeling from their facial expressions To communicate how we feel; to identify reasons why we might have feelings Describe/identify what being in the red zone looks/feels like. Describe/identify what being in the blue zone looks/feels like. To identify how to recognise the emotions of others from their voice To identify how to recognise the emotions of others from their behaviour Describe how some feelings make our bodies feel Give simple reasons why it is important that others know how I am feeling To match good and bad choices to their consequences To learn about how to treat themselves and others with respect; how to be polite and courteous To learn about how people may feel if they experience hurtful behaviour Give reasons why teasing or name-calling is not acceptable. To recognise that unkind behaviour can happen online, at school, at home and anywhere Discuss the consequences of simple actions</p>	
	<p>Intentional Applied</p>	<p>Responding appropriately to emotions Developing emotional reflection skills</p>	<p>● ●</p>	<p>To identify, recognise or differentiate between a range of emotions in self and others identify signs, actions, facial expressions, body language which can help us identify how others might be feeling Describe or demonstrate how to respond appropriately to the feelings of others. Begin to understand and apply the concepts within a growth mindset and build self-esteem Identify how people need to treat each other to make sure everyone feels safe and happy Identify different ways of communicating our feelings and needs to others Recognise ways we can help ourselves to feel better Describe or demonstrate simple strategies that can help us manage emotions and who can help us Recognise and describe positive thoughts and negative thoughts Recognise triggers for emotions in themselves and others To learn how people may feel if they experience hurtful behaviour To learn what hurtful behavior might look like in different situations recognise that they have a choice about how they react to things that happen To recognise where I am now, what I am good at what I am not so good at Recognise that they and others have special abilities Identify what a positive learning attitude is Give examples of positive learning attitude statements Identify, know or explain who will be my teacher in september Be able to choose appropriate new activities that are challenging to them To Identify things I can do for myself to help me develop my strengths and those areas where I need help from others. To begin to anticipate when a job needs to be done To begin to identify making excuses and begin to understand taking responsibility To be able to give some feedback (appropriate to my communication level) about my work and behaviour</p>	

Richmond Hill School - PSHE 2024-2025

Spring Term - Being Healthy and Safe

Highlighted Green - Objectives that are likely to be met through “in the moment teaching” and experiences predominantly. Other objectives there would be an expectation of some discrete teaching.

British Values - ● **Democracy and Individual Liberty**, ● **Respect and Tolerance**, ● **Rule of Law**

	Overarching Goal /Objective	British Values Links	Statements from Curriculum Map	Linked EHCP targets :- To develop his/her <u>personal safety</u> understanding so that:
Sensory	Exploring foods		To handle, experience and taste healthy and unfamiliar foods To explore and experience a range of foods Will make a choice from known/like foods Is consistent with likes/dislike responses. Indicates more Dips spoon/fork etc into food Drinks with support	
Purposeful	Making food choices Following safety routines	● ●	To distinguish between edible and non-edible foods Accepts non-favoured or new food on plate Will taste a small range of new foods Makes own choices from a range of liked and new food Expresses likes/dislike through consistent communication methods Indicates more and no more Scoops food onto spoon stabs food with a fork Drinks from favoured cups	
Skill Development	Following safety or hygiene instructions Begin to understand keeping myself healthy	● ●	To identify some examples of healthy foods and drinks To know how to store and handle different foods. To learn how to use a knife and fork Drinks from a range of cups and accepts non-favoured cups. Pours juice/water into cups Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair, teeth) Demonstrate hygienic ways to look after our bodies Describe, demonstrate or sequence simple routines for going to bed/going to sleep To know who to refer to if we are unwell	
Functional Skills	Learning about medicines, pain and help Following rules, accepting consequences and earning rewards Learning about healthy sleep, activities, foods and drinks	● ●	To learn why we might need to eat foods we might not like very much To learn about eating a healthy, balanced diet and why some foods are healthier than others To identify differences between foods needed for good health and foods that are treats To learn the importance of staying hydrated To know and ask a trusted adult to check if something is safe to eat/drink To describe some simple ways of staying safe in the sun and learn about why this is important To learn about how much sleep we need and to identify how we feel if we have not had enough sleep To recognise that sleeping well is one way we can stay healthy	

Richmond Hill School - PSHE 2024-2025



			<p>To identify, describe or learn how the physical activities we enjoy doing help to keep us healthy</p> <p>To discuss how pain can affect different parts of our bodies</p> <p>To recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us).</p>	
Intentional Applied	<p>Learning about food groups, allergies, nutrition and treats</p> <p>Learning about healthy sleep</p> <p>Learning about healthy use of technology</p> <p>Learning about physical activities and their benefits</p> <p>Learning about healthy substances, medicine safety and asking for help.</p> <p>Understanding and applying rules, consequences and rewards</p>	● ●	<p>To learn that some foods are more nutritious than others</p> <p>To learn that some people cannot eat certain foods because they will make them ill (allergies)</p> <p>To describe which foods we should only eat occasionally and learn why eating too much of them could harm our health</p> <p>To identify some influences on our food choices, and when these might be positive or negative</p> <p>To recognise impact of electronic devices on sleep and mental and physical well being</p> <p>To learn some things that can stop us sleeping well and suggest ways to manage these</p> <p>To describe how physical activities might make us feel (physically and emotionally)</p> <p>To describe some of the different ways to be physically healthy</p> <p>To recognise what medicines go on our bodies and what medicines go in our bodies</p> <p>To identify some substances at home that we should never taste or swallow; and where they live</p> <p>To learn that no-one should ever make us, or try and persuade us to taste or swallow anything we are not sure is safe and that we have a right to say no if we do not want to.</p>	
Enrichment	<p>Understanding all aspects of safety in different environments with different people.</p>	● ●	<p>Understand or recognise what is meant by "safe".</p> <p>To learn about the people whose job it is to help keep us safe</p> <p>Describe, identify or recognise some simple ways we can help keep ourselves physically safe in school</p> <p>To identify, sort or describe ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) inc. how to cross the road safely; Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends.</p> <p>To learn some simple rules for keeping safe near water, railways, roads and fire.</p> <p>To learn how to respond safely to adults they don't know</p> <p>To learn basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>To understand basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p>Learn how to respond safely to adults they don't know</p>	
Enhancement	<p>Understanding the skills and roles of adults who might be able to help with different problems.</p> <p>Understanding the positives and negatives of the internet and technology</p> <p>Understanding risks, rules and laws relating to safety</p> <p>Understanding people and feelings can be hurt by words and actions; online and in person</p>	● ● ●	<p>To learn that people in school have different roles to help us including; Medical staff, Bus drivers and escorts, Office staff, Headteacher, Teacher/TA's, Cook, Caretaker/Cleaner</p> <p>To recognise what we may need help with and who to go to for help (in school and at home)</p> <p>To have an awareness of people they can trust</p> <p>To recognise that some people have to wear a specific uniform in their role; To recognise that people need special equipment/ vehicles to be able to carry out their role</p> <p>To learn about the role of the internet in everyday life</p> <p>To learn about rules and age restrictions that keep us safe</p> <p>To learn about how people may feel if they experience hurtful behaviour</p> <p>To recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>To give simple reasons why it is important to help keep ourselves physically safe.</p> <p>To learn about rules and laws to keep us safe</p> <p>To learn about what to do if there is an accident and someone is hurt</p> <p>To learn simple strategies for keeping physically safe in situations when we might feel afraid.</p> <p>To learn who can help us in the community such as; shop keepers, vets, hairdressers.</p> <p>To learn which people at home, school and elsewhere are responsible for helping us keep physically safe.</p> <p>To learn who helps us in the community, their roles and what problems they can help us with.</p> <p>To learn about how the internet can be used safely to communicate with others or find information.</p> <p>To know that people and feelings can be hurt by words and actions; online and in person</p>	
Further	<p>Understanding trust</p>	● ● ●	<p>To name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and</p>	



Richmond Hill School - PSHE 2024-2025

	<p>Intentional Applied</p>	<p>Learning about first aid and calling 999 Understanding facts and opinions online and in person Understanding what bullying is and what to do Understanding some people can be disingenuous and what to do</p>	<p>identify trusted adults who can help us if we feel this way. To learn about the need to consider safety when tackling new challenges To identify some different responsibilities we have that help keep ourselves and others safe. To consider and manage some risks To learn about rules and age restrictions that keep us safe To learn how to identify when someone might need first aid because they are hurt/ injured. To learn about ways of keeping safe in a variety of relevant situations and identify possible risks. To learn that 'trust' is not the same as 'like' and what trust is. To know who to trust and what the difference between a 'surprise' and a 'secret'. To learn about what to do if there is an accident and someone is hurt To learn how to get help in an emergency (how to dial 999 and what to say) To understand that we need others to do things that we cannot do for ourselves or to decide what is best for us. To know there are consequences to calling for help (999) when you do not need help To know how to get help from people in the community To learn about the role of the internet in everyday life I know how to balance screen time with other activities and understand why this is important To know that not all information seen online is true To know that some people behave differently online, including pretending to be someone else. To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; importance of telling a trusted adult</p>	
--	-----------------------------------	---	---	--

Summer Term - Change, Moving forwards and Independence

Highlighted Green - Objectives that are likely to be met through “in the moment teaching” and experiences predominantly. Other objectives there would be an expectation of some discrete teaching.

British Values - ● **Democracy and Individual Liberty**, ● **Respect and Tolerance**, ● **Rule of Law**

	Overarching Goal /Objective	British values links	Statements from Curriculum Map	Linked EHCP targets :- To develop his/her <u>personal safety</u> understanding so that:
Sensory	Experiencing and exploring sensations and environments with adults.		Experiences a range of body awareness activities to develop an awareness of self Will co explore the environment and objects with a familiar adult.	
Purposeful	Showing curiosity and enjoyment about themselves and experiences around them	●	Begins to be confident in own abilities, seeking out adults to share their experience with Enjoys looking at themselves in a mirror Learns heir voice can be used to gain attention Curious about the environment	
Skill Development	Maintaining focus independently Shows enjoyment in tasks/jobs Communicating likes and dislikes about themselves and others	● ●	Sits and engage with an activity by themselves for short periods Expresses likes and dislikes Can select an activity they like Enjoys carrying out small tasks/jobs Will communicate freely about themselves, family and friends Has an awareness of pride in self and having own abilities. Uses special interests to engage positively in activities	
Functional Skills	Identifying similarities, differences and shared interests/goals Understanding what I still need to learn/develop Taking on tasks/responsibilities Evaluating my work, behaviour or skills Setting goals for myself Managing things I find difficult Identifying what makes me happy	● ●	Engages in a range of activities unrelated to special interest Identify star qualities in others To recognise and accept similarities and differences between people To share and find people with similar interests Describe things that we enjoy or make us feel happy Identify what we are good at, both in and out of school. Describe and demonstrate things we can do well and identify areas where we need help to develop. To recognise something I would like to develop To accept that I can get better at something I struggle with Be able to set simple goals Show awareness of being given a responsibility Participate with prompting with individual responsibilities To set personal goals for the future To learn some strategies to manage when I find something difficult To be able to give some feedback (appropriate to my communication level) about my work and behaviour To recognise what I like and dislike Describe things that we enjoy or make us feel happy Begin to show respect for what others like or dislike Identify the physical activities we like doing	

Richmond Hill School - PSHE 2024-2025

				To differentiate between food that we like and don't like	
Intentional Applied	Understanding my next steps Learning about responsibilities that change as I get older. Learning mistakes are ok Building persistence and resilience. Learning how to cope with frustration Thinking about my potential future	● ● ●		Identify, know or explain who will be my teacher in september Identify, know or explain where my class will be in september To identify areas where I need help to develop. Identify, know or explain feelings associated with the changes that happen in a new school year Identify why routines and responsibilities might change as they go through school Interact with others with paired responsibilities To learn some strategies to manage new challenges and build persistence and resilience to a new task To know how it feels to do something new and some ways to cope with these feelings Understand it is important to make sensible decisions but that it is alright to make mistakes To begin to learn strategies to cope with frustration and boredom To be able to give some feedback (appropriate to my communication level) about my work and behaviour Identify own hopes/aspirations; explain in simple terms how we might achieve them. To choose, identify or describe hopes/wishes for future life. To choose, identify or describe jobs they can do when they grow up To choose, identify or describe hopes they have for the future To know that jobs help people to earn money to pay for things To recognise some of the qualities required to carry out certain jobs Discuss what skills and interests are needed for different jobs	
	Learning about future employment Becoming fully self-aware; knowing strengths, limitations and challenges Setting goals for myself Learning about mental health	● ●		Identify ways next year will be different and explain why they think this is To take ownership over some IEP targets Discuss what skills and interests are needed for different jobs Identify simple attributes they have that would suit them to a desired job To be able to break long term goals down into small steps (and set mini goals) To be able to weigh up the consequences To be able to identify own hopes/aspirations and explain how we might achieve them. To be able to choose, identify or describe their employment aspirations Explain what steps they can take to achieve future ambitions To understand why people have to work To identify ways to relax To learn about the signs of Mental Health issues or having poor mental health. Demonstrate some communication skills to express the intensity of a feeling To recognise ways in which I am special and unique O recognise and explain/identify what unique means and consider what makes them unique	
	Understanding what will happen next for me and what to do if I feel worried	● ●		Identify where I am going to school next Identify who I know at my new school Identify, know or explain who will be my teacher in september Identify, know or explain where my class will be in september Identify some similarities and differences between my new school and my current school Identify some of the feelings that I might feel about moving on and develop some strategies to these. Identify who I can tell if I am worried about moving to a new school.	
Transition					