

	KS1	KS2
Self-awareness	SA1 – Things we are good at SA3 – Playing and working together SA4 – People who are special to us SA5 – Getting on with others	SA2 – Kind and unkind behaviours
Self-care, support and safety	SSS1 – Taking care of ourselves SSS4 – Keeping safe online SSS5 – Public and private (belongings)	SSS2 – Keeping safe SSS3 – Trust SSS4 – Keeping safe online SSS5 – Public and private (privacy)
Managing feelings	MF1 – Identifying and expressing feelings MF2 – Managing strong feelings	MF2 – Managing strong feelings
Changing and growing	CG4 – Different types of relationships (family dynamics, special people, kind friend)	CG1 – Baby to adult GC2 – Changes at puberty CG3 – Dealing with touch CG4 – Different types of relationships (non-traditional family structures, roles of people within these)
Healthy lifestyles	HL1 – Healthy eating HL2 – Taking care of physical health HL3 – Keeping well	HL1 – Healthy eating HL2 – Taking care of physical health HL3 - Keeping well
The world I live in	WILI1 – Respecting differences between people WILI2 – Jobs people do	WILI1 – Respecting differences between people WILI3 – Rules and Laws WILI4 – Taking care of the environment WILI5 – Belonging to a community WILI6 - Money

SSS4 – Keeping safe online. This is covered in both KS1 and KS2 (also each year) due to the importance of online safety and its link with the locality (context) of our school. This is linked to our Safeguarding Policy (p.21 and p.22).

SSS5 – Public and private. This is covered in both KS1 and KS2 due to covering belongings in KS1 (leading on from EYFS Reception year work on things that are shared, things that are mine and things that belong to others – this is what our pupils struggle with in KS1 due to learning needs and being egocentrism) and KS2 developing understanding of privacy. This is linked to our Safeguarding Policy (p.27 – healthy relationships and consent).

MF2 – Managing strong feelings. This is covered in both KS1 and KS2 due to our whole school ethos on promoting emotional literacy through zones of regulation tools. This is linked to our behaviour policy.

CG4 – Different types of relationships. This is covered in both KS1 and KS2 due to building upon EYFS reception year knowledge of special people to them, moving on towards knowing what a kind friend is (due to our pupils still learning how to display kind behaviours to their peers) and then learning about family structures in KS2. This is linked to our Safeguarding Policy (p.24 – child on child abuse, and p.26 – domestic abuse, and p.27 – healthy relationships and consent).

HL1 – Healthy Eating. This is covered in both KS1 and KS2 due to importance of healthy eating and lifestyles (this is an area our pupils struggle to grasp as they see unhealthy food choices as ‘like’ and not ‘unhealthy’; some of our pupils have limited diets due to sensory needs and this repetition will help to consolidate this area of knowledge. Our pupils also struggle with abstract concepts (of which the effects of healthy eating is). Healthy eating also has cross curricular links to Cooking and Nutrition (Design and Technology in National Curriculum) which begins in the reception year.

HL2 – Taking care of physical health. This is covered in both KS1 and KS2 due to the importance of knowledge around sun safety, personal hygiene and exercise. Sleep needs to be covered in both key stages as due to their physical and learning needs, they are unable to effectively manage their sleep patterns without high levels of support (and in some cases, medication).

HL3 – Keeping well. This is covered in both KS1 and KS2 due to the experiences our pupils may encounter on a day to day basis (taking medication for medical needs). It also builds upon the knowledge and skills in the EYFS reception year where pupils have learnt about people who help us – doctors and nurses. This links to our school Safeguarding Policy for KS2 (p20 – drug, alcohol and substance abuse).

WILL1 – Respecting differences between people. This is covered in both KS1 and KS2 due to our pupils struggling to grasp abstract concepts such as religion, culture, race and disability. Our pupils also struggle with social norms and will speak without empathy and say things as they see them (black and white thinking which may upset others). In the past our pupils have stated words which are not used socially and perceived as racist (with pupils not understanding the meaning of these terms), thus it is important to give this area more coverage across the key stages. It also builds upon EYFS reception year whereby the children learn about other cultures, similarities and differences in others.

	KS3	KS4
Self-awareness	SA1 – Personal strengths SA2 – Skills for learning SA3 – Prejudice and discrimination SA4 – Managing pressure	SA1 – Personal strengths and SA2 – Skills for learning (covered through module 10 – careers and your future) SA3 – Prejudice and discrimination (covered through module 7 – Respectful relationships, module 8 – families and parenting, module 11 – living in modern Britain). SA4 – Managing pressure (covered through module 3 – social media)
Self-care, support and safety	SSS1 – Feeling unwell SSS2 – Feeling frightened/worried SSS3 – Accidents and risk SSS4 – Keeping safe online SSS5 – Emergency situations SSS6 – Public and Private SSS7 - Gambling	SSS2 – Feeling frightened/worried (covered through module 2 – keeping safe and healthy) SSS3 – Accidents and risk (covered through module 2 – keeping safe and healthy) SSS4 – Keeping safe online (covered through module 3 – social media) SSS5 – Emergency situations (covered through module 2 – keeping safe and healthy) SSS6 – Public and Private (covered through module 3 – social media) SSS7 – Gambling (covered through module 3 – social media)
Managing feelings	MF1 – Self-esteem and unkind comments MF2 – Strong feelings MF3 – Romantic feelings and sexual attraction	MF2 – Strong feelings (covered through 1 – Emotional wellbeing and module 7 – respectful relationships) MF3 – Romantic feelings and sexual attraction (covered in module 6 – sexual health, module 7 – respectful relationships and module 8 – families and parenting)
Changing and growing	CG1 – Puberty CG2 – Friendship	CG1 – Puberty (covered through module 8 – families and parenting)

	<p>CG3 – Healthy/unhealthy relationship behaviours</p> <p>CG4 – Intimate relationships, consent and contraception</p> <p>CG5 – Long term relationships and parenthood</p>	<p>CG3 – Healthy/unhealthy relationship behaviours (covered through module 7 – respectful relationships).</p> <p>CG4 – Intimate relationships, consent and contraception (covered through module 3 – social media, module 5 – drugs and tobacco, module 6 – sexual health, module 7 – respectful relationships and module 8 – families and parenting)</p> <p>CG5 – Long term relationships and parenthood (covered through module 7 – respectful relationships and module 8 – families and parenting)</p>
Healthy lifestyles	<p>HL1 - Elements of Healthy Lifestyle (along with HL3 Physical Activity and HL4 Healthy Eating)</p> <p>HL2 – Mental Wellbeing</p> <p>HL5 – Body Image</p> <p>HL6 – Medicinal drugs</p> <p>HL7 – Medicinal drugs, alcohol and tobacco</p>	<p>HL1 - Elements of Healthy Lifestyle (covered in module 1 – emotional wellbeing and module 2 – keeping safe and healthy)</p> <p>HL2 – Mental Wellbeing (covered in module 1 – emotional wellbeing and module 2 – keeping safe and healthy)</p> <p>HL3 – Physical Activity (covered in module 1 – emotional wellbeing and module 2 – keeping safe and healthy)</p> <p>HL4 – Healthy Eating (covered in module 2 – keeping safe and healthy)</p> <p>HL5 – Body Image (covered in module 1 – emotional wellbeing and module 3 – social media)</p> <p>HL7 – Medicinal drugs, alcohol and tobacco (covered in module 4 – alcohol and module 5 – drugs and tobacco).</p>
The world I live in	<p>WILI3 – Taking care of the environment</p>	<p>WILI1 – Diversity, rights and responsibilities (covered in module 11 – living in modern Britain)</p> <p>WILI2 – Managing online information (covered in module 3 – social media)</p>

		WILI4 – Preparing for adulthood (covered in module 9 – financial choices and module 10 – careers and your future) WILI5 – Managing finances (covered in module 9 – financial choices)
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HL1, HL2, HL3, HL4, HL5, HL7 – covered in both key stages due to the importance of healthy living and healthy lifestyles and positive impact on wellbeing.

SA1 and SA2 – Personal strengths and Skills for learning covered in both phases as it links to their end points in KS4 and future career opportunities.

SA3 – Prejudice and discrimination –covered in both phases as it explores healthy relationships which our pupils need more support with (p27 of safeguarding policy and extremism p29). Covered each year due to our pupils misunderstanding racist language use.

SA4 – Managing Pressure – covered in both phases as it explores online bullying (p20 and p21 of our school Safeguarding Policy – online safety, p24 child on child abuse).

SSS2 – Feeling frightened and worried – covered in both phases due to our pupils needing extra teaching around emotions and emotional regulation.

SSS3 – Accidents and risk – covered in both phases due to our pupils being more vulnerable and less aware of risks.

SSS4 – Keeping safe online – covered in both phases (also each year) due to the importance of online safety and its link with the locality (context) of our school. This is linked to our Safeguarding Policy (p.21 and p.22).

SSS5 – Emergency actions – covered in both phases due to it being a vital life skill to support others in emergency situations.

SSS6 – Public and private – covered in both phases as our pupils struggle with keeping themselves safe online and are more vulnerable to this due to their learning needs. This is linked to our Safeguarding Policy (p.27 – healthy relationships and consent and online safety p21, and stranger danger p22).

SSS7 –Gambling – covered in both phases due to the risks of gambling our pupils may encounter both online and offline.

MF2 – Strong feelings – covered in both phases as our pupils have lower resilience after Covid-19 lockdowns and there is also a strong link between ASD and mental health which we see in our students.

MF3 - Romantic feelings and sexual attraction – covered in both phases as our pupils with SEN are more vulnerable to childhood pregnancy, CSE and need support to identify what healthy relationships are, including abstract concepts such as respect, consent and loyalty. This links to p27 of our safeguarding policy – healthy relationships and consent.

CG1 – Puberty – covered in both phases due to the links with sexual reproduction covered in KS4.

CG3 – Healthy/unhealthy relationship behaviours – covered in both phases due to our pupils struggling to understand abstract concepts within relationships and a lot of our pupils are very egocentric and struggle to compromise and demonstrate ways to compromise which is needed in a healthy relationship. This links to p27 of our safeguarding policy – healthy relationships and consent.

CG4 – Intimate relationships, consent and contraception – covered in both phases due our pupils having SEN and thus more vulnerable. This links to p27 of our safeguarding policy – healthy relationships and consent.

CG5 – Long term relationships and parenthood – covered in both phases due to our pupils having experienced many ACES which is covered through this strand. Our pupils also struggle to grasp abstract concepts, such as beliefs around same sex marriage. This links to our safeguarding policy p27 – healthy relationships and consent.