

LTP	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Journey 1   Confident Community Engagement</b>						
<b>Central</b>	<b>Myself</b> PSHE Association Framework for Pupils with SEND <small>(KS1)</small>  Self-Care, Support & Safety <i>'Taking Care of Ourselves'</i>	<b>Autumn &amp; Winter</b> PSHE Association Framework for Pupils with SEND <small>(KS1)</small>  The World I live In <i>'Respecting Differences Between People'</i>	<b>Music &amp; Sound</b> PSHE Association Framework for Pupils with SEND <small>(KS1)</small>  Managing Feelings <i>'Identifying &amp; Expressing Feelings'</i>	<b>Animals</b> PSHE Association Framework for Pupils with SEND <small>(KS1)</small>  Changing & Growing <i>'Baby to adult'</i>	<b>Inspiring Individuals</b> PSHE Association Framework for Pupils with SEND  <small>(KS1)</small> Self Awareness <i>'Things we are good at'</i>  <small>(KS3&amp;4)</small> <i>'Personal Strengths'</i>	<b>The Seaside</b> PSHE Association Framework for Pupils with SEND  <small>(KS1)</small> Healthy Lifestyles <i>'Healthy Eating'</i>  <small>(KS3&amp;4)</small> <i>'Elements of Healthy Lifestyles', 'Mental Wellbeing'</i>
<b>Circle</b>						
<b>Victoria</b>	<b>Ourselves</b> PSHE Association Framework for Pupils with SEND <small>(KS3&amp;4)</small>  Self-Care, Support & Safety <i>'Feeling Unwell'</i> <i>'Feeling frightened/worried'</i>	<b>Environment</b> PSHE Association Framework for Pupils with SEND <small>(KS3&amp;4)</small>  The World I live In <i>'Taking Care of the Environment'</i>	<b>Performance &amp; Entertainment</b> PSHE Association Framework for Pupils with SEND <small>(KS3&amp;4)</small>  Managing Feelings <i>'Self-esteem &amp; Unkind Comments'</i>	<b>Animals &amp; Habitats</b> PSHE Association Framework for Pupils with SEND <small>(KS3&amp;4)</small>  Changing & Growing <i>'Puberty'</i>		
<b>Journey 2   Community Engagement and Employment Opportunities</b>						
<b>Northern</b>	<b>Physical health and Mental wellbeing</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online		<b>Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes		<b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage	
<b>Piccadilly</b>						
<b>Safe relationships</b>						<b>1/7</b>



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Metropol.	<b>Growing and changing</b> Human reproduction and birth; increasing independence; managing transition		<b>Media literacy and digital resilience</b> Evaluating media sources; sharing things online		Recognising and managing pressure; consent in different situations	
	<b>Keeping safe</b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media		<b>Money and work</b> Influences and attitudes to money; money and financial risks		<b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues	
Jubilee	<b>Safety</b> Personal safety in and outside school, including first aid	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries
Elizabeth						

Journey 3   Further Study and Skilled Work Opportunities						
District	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hook	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
Bakerloo						
Ham. & City						



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Wat. & City	<b>Mental health</b>	<b>Exploring influence</b>	<b>Financial decision making</b>	<b>Healthy relationships</b>	<b>Addressing extremism and radicalisation</b>
DLR	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	The influence and impact of drugs, gangs, role models and the media	The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Communities, belonging and challenging extremism

Curriculum Intent	
BEAR Values	
Personalisation	Differentiation
<ul style="list-style-type: none"> <li>☞ EHCP Outcomes</li> <li>☞ Preparing for Adulthood:               <ul style="list-style-type: none"> <li>Employment</li> <li>Health</li> <li>Community Inclusion</li> <li>Independent Living</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>☞ 3 Journeys:               <ol style="list-style-type: none"> <li>1. Confident Community Engagement</li> <li>2. Community Engagement and Employment Opportunities</li> <li>3. Further Work and Skilled Work Opportunities</li> </ol> </li> <li>☞ Pathways   Voyages</li> <li>☞ (Non-)Subject-specific knowledge and skills</li> </ul>

Intent (contributing to SDP)	Implementation (how this action plan supports the SDP)	Impact (on students' progress)
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<b>Journey 1   Confident Community Engagement</b>		
<p>Teaching from a combination of NSS curriculum objectives and year 1/2 PSHE association strands</p> <p>Teaching a topic based approach, with cross curricular links to PSHE</p> <p>Developing the students knowledge of personal hygiene, how we change as we grow up and an introduction to stranger danger on the internet</p>	<p>Assessment based on NSS curriculum/EHCP short term targets</p> <p>Half termly meetings to troubleshoot, get feedback and support implementation</p> <p>Supporting teachers in ensuring that the termly targets are incorporated and linked to EHCP targets</p> <p>Working with and seeking advice from the schools MDT.</p> <p>CPD for all staff</p> <p>Encouraging staff to use the PSHE Association resources which are available to them and developing their confidence in doing this</p> <p>Whole school events focusing on PSHE aspects and celebrating the subject across the school</p>	<p>Lesson observations/book scrutiny</p> <p>Evidence for learning reviews - assessing progress</p> <p>Reviewing targets</p> <p>Half termly teachers feedback</p> <p>Parent feedback</p>
<b>Journey 2   Community Engagement and Employment Opportunities</b>		
<p>All journey 2 classes teaching from PSHE association strands - state year groups 6 and 7</p> <p>Developing the students knowledge of keeping safe online and in the community, mental wellbeing and an introduction to building relationships and giving consent</p>	<p>Assessment based on curriculum ladders/EHCP short term targets</p> <p>Half termly meetings to troubleshoot, get feedback and support implementation</p> <p>Supporting teachers in ensuring that the termly targets are incorporated and linked to EHCP targets</p> <p>Working with and seeking advice from the schools MDT.</p> <p>CPD for all staff</p> <p>Encouraging staff to use the PSHE Association resources which are available to them and developing their confidence in doing this</p> <p>Whole school events focusing on PSHE aspects and celebrating the subject across the school</p>	<p>Lesson observations/book scrutiny</p> <p>Evidence for learning reviews - assessing progress</p> <p>Reviewing targets</p> <p>Half termly teachers feedback</p> <p>Parent feedback</p>
<b>Journey 3   Further Study and Skilled Work Opportunities</b>		
<p>All journey 3 class teaching from PSHE association strands - state year groups 8 and 10</p>	<p>Assessment based on curriculum ladders/EHCP short term targets</p> <p>Half termly meetings to troubleshoot, get feedback and support implementation</p>	<p>Lesson observations/book scrutiny</p> <p>Evidence for learning reviews - assessing progress</p> <p>Reviewing targets</p> <p>Half termly teachers feedback</p>



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Preparing the students for when they leave Oaktree, teaching them about online safety, drug and alcohol abuse, extremism and radicalisation and sex education	Supporting teachers in ensuring that the termly targets are incorporated and linked to EHCP targets Working with and seeking advice from the schools MDT. CPD for all staff Encouraging staff to use the PSHE Association resources which are available to them and developing their confidence in doing this Whole school events focusing on PSHE aspects and celebrating the subject across the school	Parent feedback
[add lines if needed]		

**Teacher Appraisal - My Post Holder target**

**Autumn Term – moderation notes (students’ work, EFL)**

**Autumn Term – progress with intent of action plan**

**Autumn Term – notes on student progress**

**Spring Term – moderation notes (students’ work, EFL)**

**Spring Term – progress with intent of action plan**

**Spring Term – notes on student progress**



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Summer Term – moderation notes (students’ work, EFL)

Summer Term – progress with intent of action plan

Summer Term – notes on student progress

Cross-Curricular links, SMSC, FBV

Journey 1   Confident Community Engagement		Journey 3   Further Study and Skilled Work Opportunities	
Central	Computing - e-safety English - feelings Science - human body, personal hygiene and care	District	Humanities - Belonging to a community - Hinduism/Islam Humanities - Our world - discrimination/identity and relationships/radicalisation Humanities - life and death of the Queen Computing - e-safety - appropriate sites/apps, online bullying, being SMART online, digital footprints, online laws/age related laws Maths - Money/problem solving Science - human body
Circle		Bakerloo	
Victoria		Ham. & City	
Journey 2   Community Engagement and Employment Opportunities		Wat. & City	
Northern	Humanities - Belonging to a community - Hinduism/Islam Computing - media literacy/digital resilience English - media/feelings Drama - building relationships Science - human body Computing - e-safety - people I know, stranger danger, things I can play (age awareness)	DLR	
Piccadilly			
Metropol.			



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Jubilee		
Elizabeth		