# PHHS | PSHE & RSHE CURRICULUM MAP

Personal Development (PSD) • Pathways 1–3 • Curriculum, Schemes of Work and Targeted intervention

**INTENT: To equip the young people in our care with the skills, confidence, and resilience they need to take ownership of their lives, both now and in the future. Essentially, *Living Life to the full***

## PATHWAY 1 | HIGHLY SUPPORTED

Prioritise access, awareness and safe participation.

- Body awareness, feelings and sensory needs
- Trusted adults; safe/unsafe situations
- Choice, refusal and communication/AAC
- Personal care, privacy and familiar relationships
- Supported participation in health/community routines

## PATHWAY 2 | DEVELOPING SKILLS

Build understanding through modelling and rehearsal.

- Identity, emotions and self-regulation
- Friendship, belonging and respectful behaviour
- Personal space, touch, consent and boundaries
- Puberty, body changes, hygiene and personal care
- Online safety, help-seeking and reporting
- Supported home/community independence

## PATHWAY 3 | GREATER INDEPENDENCE

Apply learning to choices, relationships and adult life.

- Self-esteem, mental wellbeing and identity
- Healthy relationships, respect and consent
- Boundaries, coercion, abuse prevention and reporting
- Puberty, reproduction and age-appropriate RSHE
- Digital risks, peer pressure and safer choices
- Health services, community access and independence

## CORE CURRICULUM STRANDS | Spiral, revisited and extended across pathways

### SELF & WELLBEING

Identity • feelings • self-esteem • regulation

### RELATIONSHIPS

Family • friendship • kindness • respect

### BODY & GROWING

Body awareness • puberty • hygiene • personal care

### SAFETY & CONSENT

Boundaries • touch • consent • disclosure/reporting

### DIGITAL & COMMUNITY

Online safety • health services • community access

### RIGHTS & RESPONSIBILITY

Choice • privacy • dignity • British values

## SCHEMES OF WORK & TARGETED INTERVENTIONS

### CURRICULUM RESOURCES

PSHE Association Programme of Study / SEND Planning Framework • Ten Ten (Life to the Full, where applicable) • SoSafe resources: Talk Touch Triangle, Building a People & Relationships book, 'OK, Consent' • EQUALS / Essentials for Living links to independence and functional life skills.

### PRIVATE TIME INTERVENTION + DELIVERY

Planned, individualised teaching of privacy, body boundaries, personal care, public/private behaviours and appropriate touch, matched to need and safeguarding plans. Use visuals, symbols/AAC, modelling, social stories and repeated practice. Align with RSE/PSHE lessons; record progress and review with relevant staff/families.

**IMPLEMENTATION: Westminster Diocese Catholic ethos for RSHE • age- and developmentally appropriate • accessible language/AAC • safeguarding-first • assess small steps and generalisation**