PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND

KEY STAGES 1–4

PSHE Association

The national body for Personal, Social, Health and Economic (PSHE) education

The PSHE Association is the national body for personal, social, health and economic (PSHE) education — the school curriculum subject that supports pupils to be healthy, safe and prepared for modern life. PSHE education incorporates health education, relationships education/RSE and economic wellbeing and careers.

A charity and membership organisation, the Association works to improve PSHE education standards by supporting a national community of teachers and schools with resources, training and advice.

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CONTENTS

INTRODUCTION 1

About this resource 1

How the PSHE Education Planning Framework for Pupils with SEND is organised 2

Using and adapting the Planning Framework for Pupils with SEND to support your PSHE education provision 4

KEY STAGE 1-2 7

Self-Awareness 8

Self-Care, Support and Safety 11

Managing Feelings 15

Changing and Growing 14

Healthy Lifestyles 18

The World I Live In 20

KEY STAGE 3-4 22

Self-Awareness 23

Self-Care, Support and Safety 25

Managing Feelings 30

Changing and Growing 32

Healthy Lifestyles 36

The World Live In 39

APPENDIX 1 How the six strands relate to the PSHE Association Programme of Study 42

Key stage 1 and 2 43

Key stage 3 and 4 44

APPENDIX 2 How the Planning Framework for Pupils with SEND maps against the DfE statutory guidance for RSHE..... 45
Relationships education (primary)..... 46
Health education (primary)..... 49
Relationships education (secondary) 52
Health education (secondary)..... 55

APPENDIX 3 Assessment..... 57
Example baseline and end point assessment activities..... 58

INTRODUCTION

ABOUT THIS RESOURCE

Supporting PSHE education leads and teachers working with pupils with special educational needs and disability (SEND) in both special and mainstream settings is a key part of our work. We are therefore delighted to launch this fully updated version of the PSHE Association Planning Framework for Pupils with SEND.

All schools are required to teach the majority of PSHE education from September 2020. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases[1].

This latest version of our Framework accompanies the 2020 edition of the PSHE Association Programme of Study for PSHE education and is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE). We have mapped the content grids from this statutory guidance to the Planning Framework, and adapted learning outcomes appropriately in cases where statutory content may not be accessible for pupils with SEND.

This Framework also supports schools to provide a comprehensive PSHE programme that integrates, but is not limited to, this new statutory content. 'The World I Live In' section covers aspects of PSHE relating to careers education, economic wellbeing, personal safety (including assessing and managing risk) and preparing for adulthood. Though not yet a statutory part of PSHE education, this learning is critical to support different levels of independence that pupils with SEND may have, as well as helping schools to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy[2]. The Framework covers all of this while supporting you to plan, assess, monitor and evidence progress and achievement in your pupils' PSHE education.

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1 The requirements for Relationships Education and RSE apply to all schools and academies. Health education is not statutory for independent schools where PSHE education is already compulsory. However, it is anticipated that independent schools will draw on the statutory Health Education guidance when planning their PSHE education provision.

2 The SEND Gatsby benchmark toolkit provides advice on how all schools can help young people with SEND move into the world of work.

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HOW THE PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND IS ORGANISED

The Planning Framework is organised into six sections:

1. **Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
2. **Self-care, Support and Safety** (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. **Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. **Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. **Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
6. **The World I Live In** (Living confidently in the wider world)

Each of the six sections is subdivided into topic areas, as set out below. Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

Section	Key stage 1 and 2 Topic areas	Key stage 3 and 4 Topic areas
Self-Awareness	1. *Things we are good at* 2. *Kind and unkind behaviours* 3. *Playing and working together* 4. *People who are special to us* 5. *Getting on with others*	1. *Personal strengths* 2. *Skills for learning* 3. *Prejudice and discrimination* 4. *Managing pressure*
Self-Care, Support and Safety	1. *Taking care of ourselves* 2. *Keeping safe* 3. *Trust* 4. *Keeping safe online* 5. *Public and Private*	1. *Feeling unwell* 2. *Feeling frightened/worried* 3. *Accidents and risk* 4. *Keeping safe online* 5. *Emergency situations* 6. *Public and private* 7. *Gambling*

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Managing Feelings	1. *Identifying and expressing feelings* 2. *Managing strong feelings*	1. *Self-esteem and unkind comments* 2. *Strong feelings* 3. *Romantic feelings and sexual attraction*
Changing and Growing	1. *Baby to adult* 2. *Changes at puberty* 3. *Dealing with touch* 4. *Different types of relationships*	1. *Puberty* 2. *Friendship* 3. *Healthy and unhealthy relationship behaviour* 4. *Intimate relationships, consent and contraception* 5. *Long-term relationships/parenthood*
Healthy Lifestyles	1. *Healthy Eating* 2. *Taking care of physical health* 3. *Keeping well*	1. *Elements of a healthy lifestyles* 2. *Mental wellbeing* 3. *Physical activity* 4. *Healthy eating* 5. *Body image* 6. *Medicinal drugs* 7. *Drugs, alcohol & tobacco*
The World I Live In	1. *Respecting differences between people* 2. *Jobs people do* 3. *Rules and laws* 4. *Taking care of the environment* 5. *Belonging to a community*	1. *Diversity/rights and responsibilities* 2. *Managing online information* 3. *Taking care of the environment* 4. *Preparing for adulthood* 5. *Managing Finances*

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Grids for each section identify learning outcomes for each topic area in progressive stages, starting with the first stage, 'Encountering', through to the final stage, 'Enhancement'. Each column builds on the one before, assumes that the pupil has met the previous column's outcomes, and in some cases introduces new or additional learning in successive columns.

Encountering	Foundation	Core	Development	Enrichment	Enhancement
effective engagement in the learning process	underpinning learning	fundamental learning elements	increasing understanding of learning	deepening of application of learning	applying learning in different contexts

Opportunities are presented for pupils (where appropriate/possible) to:

- Experience taking and sharing responsibility.
- Feel positive about themselves and others.
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- Carry out or take part in daily personal living routines.
- Make real decisions (with support where necessary so that they can act upon them).
- Take part in group activities and make contributions.
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their achievements and successes.

USING AND ADAPTING THE PLANNING FRAMEWORK FOR PUPILS WITH SEND TO SUPPORT YOUR PSHE EDUCATION PROVISION

The Planning Framework is intended only as a guide to the possible content of a spiral PSHE education programme for pupils with SEND. You are free to use it flexibly, adapting it to the unique needs and abilities of your pupils, as their development will not necessarily correspond to their chronological age or their key stage in many aspects of their learning in PSHE education. For example, you might need to draw on learning outcomes from key stages 1 & 2 for some pupils in key stage 3 or 4 and vice versa, or you might need to draw from both phases for some pupils. Much of the learning may need to be regularly re-visited and consolidated — the focus should be on the quality of learning rather than quantity of 'topics' covered.

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It is not enough to simply teach pupils about the issues covered in the framework; it is vital they have the opportunity to explore, recognise and understand the subject content. This will help to ensure pupils develop the essential skills and attributes identified in the Framework, including key communication skills, vocabulary, strategies and the confidence to help manage issues when they encounter them (knowing how to seek help when necessary). Like all children and young people, pupils with SEND live in an increasingly 'connected' world. They are not always able to recognise or separate the 'offline world' from the 'online world'; therefore, all topics should be explored within the context of both.

If helpful, the learning outcomes for each topic area can be further broken down into smaller steps in the form of 'I can' statements. These can be used as a way to evidence pupils' progress.

Alternatively, a set of descriptors for 'working towards…', 'working at…/attaining' or 'working beyond/exceeding' using the learning outcomes in the grid could be used. Depending on the level of special educational need, pupils may be able to work only within the learning outcomes of one column, e.g. Encountering or Foundation. However, some pupils may be able to work progressively across the six stages with regular opportunities for revisiting and consolidation of previous outcomes. In this way, the framework could be adapted for groups of pupils or used to create a bespoke learning programme for individual pupils.

The Framework may also be used to help audit your school's current PSHE education provision by mapping your curriculum or schemes of work against the Framework content and then adding to or updating your schemes of work as necessary.

The Planning Framework may be further modified and adapted to pupils' needs by:

- Breaking down the learning outcomes into smaller steps so that they form the basis of a lesson or series of lessons.
- Re-visiting, re-enforcing, consolidating and generalising previous learning, as well as introducing new concepts, knowledge and skills.
- Focusing on one aspect or a limited number of aspects within each stage.
- Re-visiting content through cross-curricular learning and/or through other activities in school.
- Offering both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence (where applicable).
- Incorporating the six stages into school assessment procedures, so that pupils' progress can be monitored both within lessons as well as over a period of time.
- Using some of the baseline assessment ideas in Appendix 3, to identify pupils' starting points. The learning outcomes could then be used to give meaningful feedback as well as next steps for pupils.
- Including different sensory experiences at the 'encountering' level tailored to individual pupils, in addition to responding to adult prompting.
- Providing opportunities both in and out of school to promote physical, social and emotional understanding as pupils move from the primary phase through to the secondary phase.

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In mainstream settings, the framework can be used to support pupils with SEND by:

- Using the strand in the planning framework that best matches the Programme of Study topic which is being taught to the rest of the class.
- Using the learning outcomes in the planning framework to support targets and identified areas of need in a pupil's Education, Health and Care plan (EHC).
- Using the learning outcomes in the planning framework to support a pupil's Individual Education Plan (IEP) targets.

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KEY STAGE 1-2

KEY STAGES 1 AND 2 SELF-AWARENESS

	Self-Awareness — We will be able to:					
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
SA1 — Things we are good at	Respond with curiosity to stimuli about the ways in which we are special. Respond with curiosity to stimuli about our family.	Describe ourselves — recognising that there is self and there are others.	Identify things we are good at (strengths/talents). Describe the ways in which we are special and unique.	Describe things that we enjoy or that make us feel happy. Identify what we are good at, both in and out of school. Recognise that being unique means we might like and be good at different things from other people.	Describe and demonstrate things we can do well and identify areas where we need help to develop. Identify hopes/wishes for our future lives.	Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others. Identify own hopes/ aspirations; explain in simple terms how we might achieve them.
SA2 — Kind and unkind behaviours	Respond with curiosity to stimuli about what anger is and what being angry feels like. Respond to stimuli about what feeling upset means.	Describe what feeling angry means. Describe what feeling upset means. Recognise that behaviour which hurts others' bodies or feelings is wrong.	Identify when people are being kind or unkind — either to us or to others. Give examples of how our feelings can be hurt. Describe how this may make us feel angry, worried or upset.	Identify what teasing means and how people who are teased might feel. Give reasons why teasing or name-calling is not acceptable. Identify what we can do if others are excluding us or being unkind.	Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion). Recognise that this can happen online. Describe and/or demonstrate what we can say or do if we or someone else is being bullied.	Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting). Recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it. Identify different positive responses we can take towards unkind behaviour and bullying.

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SA2…	-	-	-	-	Identify trusted adults to tell if we think we or someone else is being unkind to us or we think we are being bullied.	Describe what we can do (including whom to tell) if we witness or experience hurtful behaviour or bullying.
SA3 — Playing and working together	Respond to an adult modelling how we can show we are ready to participate in an activity. Respond with curiosity to modelling of 'good listening'. Respond to 'taking turns' as modelled by both adults and peers.	Demonstrate being alert and ready to listen. Demonstrate good listening and describe how to listen to other people. Describe times when we take turns in school.	Identify reasons why it is important to listen to other people. Identify some actions/ behaviours that show we are being polite and courteous to other people. Demonstrate ways of playing and working cooperatively. Explain what we mean by 'being fair' to one another.	Identify times when we have listened to others and worked collaboratively. Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. Identify reasons why it may be upsetting for others if we don't wait for our turn.	Describe some ways of playing and working with others so that everyone feels happy and is able to do their best. Demonstrate working collaboratively towards shared goals. Recognise occasions when we have worked as a team or in a group to achieve something. Describe how to recognise if someone else has missed their 'turn'; explain how this might make them feel; demonstrate how to resolve this.	Explain why listening and respecting others' points of view helps us to get on with others. Identify and demonstrate ways of improving our own practice when working in a team. Offer constructive feedback to support others working in our team. Explain why 'turn-taking' can help everyone to feel included.
SA4 — People who are special to us	Respond with anticipation to stimuli depicting people who are special to us.	Identify people who are special to us. Give some examples of ways we might let them know they are special to us. Recognise what is meant by 'family'.	Describe what makes our family, friends, teachers, carers special to us. Identify the people who make up our family.	Identify some of the qualities our special people/friends may have. Describe positive feelings we may have when we spend time with friends and family.	Give some practical examples of the ways our special people care for us and help us with problems and difficulties. Identify different types of family.	Explain that if people we like do unkind things to us or our friends we do not have to tolerate it. Identify ways in which we can get help if people have been unkind to us or our friends.

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SA4…	-	-	-	Identify whom to tell if something in our family life makes us unhappy or worried.	-	Describe ways in which families can be different.
SA5 — Getting on with others	Respond to stimuli about different feelings we or others may experience.	Describe times when we may feel unhappy with our friends or family members. Demonstrate positive ways we could let others know how we are feeling.	Describe ways in which friends, classmates, family members may disagree and 'fall out'. Demonstrate some ways of 'making up' after a falling out.	Explain how other people may feel differently to us about the same situation and offer some examples. Identify how to treat ourselves and others with respect.	Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements. Describe what it means to 'fall out' with friends or family. Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.	Explain that our feelings about other people can change and that this is okay. Identify kind ways of letting people know our feelings towards them have changed. Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship.

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KEY STAGES 1 AND 2 SELF-CARE, SUPPORT AND SAFETY

	Self-Care, Support and Safety — We will be able to:					
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
SSS1 — Taking care of ourselves	Respond to stimuli about the people who look after us.	Identify people who look after us and help us to take care of ourselves.	Identify some of the ways in which we may be cared for by our families, friends and other adults. Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.).	Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with.	Identify some simple ways we can help to keep ourselves well. Identify simple ways some germs/illnesses may be spread.	Describe different ways we keep ourselves healthy and well. Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important.
SSS2 — Keeping safe	Respond to stimuli about keeping physically safe. Respond with curiosity to stimuli about the adults who are responsible for keeping us safe.	Describe some simple ways we can help keep ourselves physically safe in school.	Give simple reasons why it is important to help keep ourselves physically safe. Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends. Explain how we know when we might need to ask for help. Identify people at home, school and in other settings who are responsible for helping us keep physically safe.	Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way. Demonstrate ways of making it clear to others when we need help. Describe some simple rules for keeping safe near water, railways, roads and fire.	Identify some different responsibilities we may have to help keep ourselves and others safe. Identify when someone might need first aid because they are hurt/injured. Explain why it is important to persist with asking for help if our initial requests are not met or understood.	Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards. Describe some simple strategies for keeping physically safe in situations when we might feel afraid. Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999.

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SSS3 — Trust	Respond to stimuli about the different ways we can communicate with adults in school. Respond to stimuli about ways of asking for help. Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise.	Identify trusted adults in school. Recognise things we would call 'personal' and things we would call 'private'. Recognise what keeping something secret means. Identify someone who can help us if we are afraid or worried.	Explain why 'trust' is not the same as 'like'. Give examples of what is meant by trust. Identify how we feel when we trust someone. Identify some reasons for keeping personal information private. Identify the difference between a 'surprise' and a 'secret'. Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad. Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened.	Recognise that we do not have to trust someone just because they say we should. Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise. Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us. Explain when and why to ask an adult for help if we're asked to share information or keep a secret.	Describe 'degrees of trust' — those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings). Explain that if we don't feel sure about sharing information or feel pressured, we don't have to. Give examples of how others may put us under pressure to do something. Explain what a 'dare' is and what people might say or do if they are 'daring' us. Identify some basic strategies for saying 'no' to pressure or dares. Identify whom to tell in different situations and what we could say.	Give examples of when we might take back our trust if we feel someone no longer deserves it. Describe how we might feel if someone has dared us to do something. Explain or demonstrate strategies to resist pressure to behave in inappropriate ways. Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky.
SSS4 — Keeping safe online	Respond with curiosity to adult modelling of different ways that people communicate with each other.	Describe some ways that we use to communicate, including online.	Demonstrate simple ways of communicating our choices to others.	Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet.	Explain how other people's identity online can be different to what it actually is in real life.	Demonstrate practical strategies for keeping safe when using specific digital devices and platforms.

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SSS4 — Keeping safe online	-	-	Give examples of how people might use technology to communicate with others. Identify some risks of communicating online.	Explain that there may be people online who do not have our best interests at heart. Identify things that we should never share online without checking with a trusted adult first.	Explain how to respond if we're not sure if someone online is who they say they are. Identify some benefits of balancing time on electronic devices with other activities.	Explain how what we post online might affect ourselves or others Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online. Identify basic rules for using social media, including age restrictions and why they exist. Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.
SSS5 —Public and private	Respond to stimuli about things that belong to us. Respond to stimuli about what is meant by the word private. Respond to stimuli about things we might do with other people and things we would do on our own.	Identify and recognise some personal belongings. Recognise the difference between something that is private and something that is public. Explain that we have a right to keep our bodies private.	Describe ways we take care of our personal belongings. Identify places that are public and places that are private. Identify some of the places/times/situations which we or others would expect to be 'private'.	Demonstrate how to ask to borrow or use something that belongs to someone else. Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate).	Describe how we might feel if our personal belongings are lost or damaged. Demonstrate how to tell a trusted adult if someone damages, or we have lost, our personal belongings.	Demonstrate ways to give and not give permission when asked to lend belongings. Explain why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do not like us.

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SSS5 —Public and private	-	-	Give simple examples of some things we might do in private but never in public.	Explain that there are likely to be things about ourselves we are comfortable sharing with everyone; things we are comfortable sharing with our friends; things we are comfortable sharing with our most special people and things we do not want to, or should not share with anyone.	Explain the importance of respecting others' belongings, privacy and feelings. Identify practical strategies to ensure our privacy and that of others.	Explain what we can do/ say or whom we can tell if someone does not respect our privacy, or shares something with us that makes us feel uncomfortable. Explain why we should tell a trusted adult even if someone has told us not to.

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KEY STAGES 1 AND 2 MANAGING FEELINGS

	Managing Feelings — We will be able to:					
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
MF1 — Tdentifying and expressing feelings	Respond with curiosity to stimuli about different emotions. Respond with curiosity to stimuli which depict facial expressions representing different emotions/ feelings.	Describe different kinds of feelings we may have experienced; those we like and those we don't like. Identify things that make us feel happy. Identify things that may make us cry/feel sad. Identify what makes us feel upset, angry, worried, anxious, frightened.	Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel. Recognise that when we experience a change or a loss we may feel sad/ unhappy. Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling.	Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to.	Demonstrate vocabulary/ communication skills for expressing the intensity of a feeling.	Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).
MF2 — Managing strong feelings	Respond to stimuli about some of the different ways we can communicate our feelings and needs to others.	Identify some different ways of communicating feelings and needs to others.	Demonstrate vocabulary/ communication skills to express a range of different feelings. Recognise ways we can help ourselves to feel better if we are feeling sad or upset.	Describe and demonstrate simple strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us. Demonstrate simple strategies to help us manage very strong feelings, including in response to change and loss.	Give simple reasons why it is important that others know how we are feeling. Describe some simple ways we can help others to feel better if they are feeling sad or upset. Explain how rest and spending time doing things we enjoy can help to make us feel happy.	Explain that when we get upset, angry or frustrated our actions can affect others as well as ourselves. Describe or demonstrate how to respond appropriately to others' feelings.

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KEY STAGES 1 AND 2 CHANGING AND GROWING

	Changing and Growing — We will be able to:					
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
CG1 — Baby to adult	Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby.	Identify some of the differences between a baby, child and adult.	Describe how our needs have changed since we were a baby.	Describe some of the things we can do now that we couldn't do when we were younger.	Identify stages of the human life cycle.	Explain how the needs of babies, children, adults and older people differ.
CG2 — Changes at puberty	Respond with curiosity to adult prompting of the names for body parts and changes of puberty.	Recognise correct vocabulary for some of the main body parts, including genitalia. Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate).	Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate). Identify whom we can talk to about growing and changing.	Describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation).	Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes. Use correct vocabulary to name male and female reproductive organs. Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private.	Recognise that people experience the physical and emotional changes of puberty over different lengths of time. Identify reliable sources of advice on growing and changing.
CG3 — Dealing with touch	Respond with interest to stimuli about different kinds of daily physical contact we experience.	Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection.	Explain that our bodies belong to us and that we have a right to feel safe. Recognise the need to respect other people's bodies and to ask for permission before we touch them.	Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact.	Explain that we have the right to protect our bodies from Inappropriate/ unwanted touching.	Explain that our bodies should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia for non-medical reasons) is wrong and illegal, even if some adults think it is necessary.

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CG3 – Dealing with touch	Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us.	Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched.	Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it). Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment.	Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it. Identify trusted adults we can tell.	Explain how we can respect other people's right to protect their bodies from inappropriate/ unwanted touching. Explain when and whom to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe.	Identify someone we could safely go to for help if we are worried about ourselves or someone else.
CG4 – Different types of relationships	Respond to stimuli about some of the different kinds of relationships there are within families.	Give examples of different types of relationships. Identify the people who make up our family.	Identify different types of family. Recognise others' families in school may be different from their family.	Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us. Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.	Recognise that two people in a long term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together. Recognise that two people who love and care for one another may or may not have children. Identify some of the roles and responsibilities of parents and carers.	Explain the features of a healthy and positive friendship or family relationship. Identify whom to tell if something in our family life makes us unhappy or worried. Recognise that relationships, including marriage and civil partnership, can be between people of any gender.

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KEY STAGES 1 AND 2 HEALTHY LIFESTYLES

	Healthy Lifestyles — We will be able to:					
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
HL1 — Healthy Eating	Respond to different stimuli about what it means to be 'healthy'.	Identify foods that we like and dislike to eat.	Identify some examples of healthy foods. Identify some examples of foods that should only be eaten once in a while.	Explain why some foods are healthier than others. Explain why we might need to eat foods we might not like very much.	Explain what it means to eat a healthy, balanced diet. Give examples of occasions when we can make choices about the foods that we like to eat. Explain what can help us choose what to eat. Recognise that some people may not be able to eat certain foods because they will make them ill (allergies).	Describe which foods we should only eat occasionally and explain why eating too much of them could harm our health. Identify some influences on our food choices, and when these might be positive or negative.
HL2 — Taking care of physical health	Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies.	Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth). Recognise the importance of simple rules for sun safety. Recognise how we feel if we have not had enough sleep.	Describe or demonstrate simple hygiene routines. Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally). Describe some simple ways of staying safe in the sun. Recognise that sleeping well is one way we can stay healthy.	Give reasons why it is important to take care of personal hygiene. Describe some of the different ways to be physically healthy. Explain how the physical activities we enjoy doing help to keep us healthy. Describe simple routines for going to bed/going to sleep.	Describe what might happen if we don't take care of our personal hygiene. Explain some of the benefits of balancing exercise, food and rest. Identify what might happen to our bodies if we don't protect them from overexposure to the sun.	Explain why it is important to take care of our bodies both now and in the future. Explain some things that can stop us sleeping well, and suggest ways to manage these. Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing.

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HL3 — Keeping well	Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. Respond with curiosity to stimuli about the people who help us when we are feeling unwell.	Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain. Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital. 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).	Explain what it means to be hurt, unwell, uncomfortable or in pain. Identify medication that can help people to keep well; give examples of when this might be used. Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine). Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them.	Identify some symptoms we may experience when we are not feeling well. Explain the decisions we (or an adult who takes care of us) might make about how to keep us well. Recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers. Explain why it is important not to touch, taste or take medicines without a trusted adult being with us. Explain why we should never take someone else's medication.	Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends). Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination). Explain why we should not accept medicines/ drugs from anyone (unless a responsible/ qualified person has given it to them for us, e.g. our parents/carers/trusted adults). Describe how smoking and drinking alcohol can affect people's health. Identify whom we can to talk to if we are worried about health.	Give reasons why there are rules about what we can and should not put inside our bodies; and explain what these are. Identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol). Explain that no-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no. Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance.

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KEY STAGES 1 AND 2 THE WORLD I LIVE IN

	The World I Live In — We will be able to:					
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
WILI1 — Respecting differences between people	Respond to stimuli with awareness and curiosity about the physical differences between people.	Identify simple differences and similarities between people.	Describe things that all people have in common. Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010).	Recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique. Explain that we should never make assumptions about people because they belong to a particular group or share a particular characteristic.	Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate). Give reasons why it is always unacceptable to be rude or unkind towards other people; identify whom we could talk to if we experienced or observed this.	Recognise that we may sometimes hear or read something (including online) that is rude and unkind about other people and explain ways we can safely respond, including how to report it. Explain why we should not 'like' or 'forward' such comments online; identify whom we could talk to about them.
WILI2 — Jobs people do	Respond to stimuli about the different jobs adults in school do.	Identify some different jobs that people we know do.	Identify some of the ways in which different adults who work in school contribute to school life.	Describe a range of jobs that people might have and the qualities they might need to do them. Identify a job we might like to do in the future.	Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do.	Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others. Recognise how strengths, qualities and things we learn in school might link to possible future jobs.
WILI3 — Rules & laws	Respond to stimuli or adult modelling about the things we are allowed to do in school.	Give some simple examples of things we are allowed/not allowed to do in school (rules).	Explain how rules help us; rules we have in the classroom and at home.	Identify particular rules in school that help to keep us safe and how they do this.	Explain how rules and laws help us to live and work with other people outside of school.	Identify what might happen if we did not have rules and laws or if people ignored them.

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WILI4 — Taking care of the environment	Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults. Respond to stimuli about the different pets people have and ways of caring for them.	Identify simple ways in which we may take care of people and/or animals.	Give reasons why it is important to take care of people, animals and all living things.	Describe our own home and explain how we and family members may take care of it.	Explain how we can take care of our school environment. Explain the importance of routines in taking care of people or pets.	Explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution).
WILI5 — Belonging to a community	Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith).	Identify some different groups that we may belong to (e.g. family, school, clubs, faith).	Describe things we do in the groups we belong to.	Describe how being part of a group makes us feel. Identify specific things we take part in as a member of these groups.	Describe what it means to be part of a community. Identify different groups that make up our community.	Explain how it feels to be part of a community. Suggest ways we can help people to feel welcome in the different groups and communities we belong to.
WILI6 — Money	Respond with curiosity to stimuli about what money looks like. Respond with curiosity to stimuli about different items that shops sell. Respond with curiosity to stimuli about some of the uses of money.	Recognise money (e.g. coins and notes) and what it is used for. Identify items in shops that are sold for money (including online).	Identify places or situations where money is used to pay for things (e.g. shops, cafés, on the bus/ train). Recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment). Explain some different ways of keeping money safe.	Identify where we may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member). Identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us to live. Identify why some ways of keeping money safe might be better than others.	Identify what is meant by a 'need' and a 'want' in relation to spending money. Give some simple examples of what might be a 'need' and a 'want'. Explain what it means to save money and why we might do it.	Explain what is meant by the term 'afford' (in the context of money). Identify possible consequences of losing money on ourselves or others; whom to go to or how to seek help if this happens to us.

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KEY STAGE 3-4

KEY STAGES 3 AND 4 SELF-AWARENESS

	Self-Awareness — We will be able to:					
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
SA1 — Personal strengths	Respond to stimuli about what we are good at and/or enjoy.	Describe what we are good at and/or enjoy.	Identify some of our own personal strengths and skills (things we are really good at or can do really well).	Demonstrate how to recognise and appreciate personal strengths in other people.	Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves. Identify some simple strategies to help manage negative opinions/ comments.	Describe what other people might perceive our personal strengths, talents and skills to be. Explain that how we feel about ourselves (self-esteem) can be affected by what is happening in our lives. Give reasons why media, including social media can affect how people feel about themselves.
SA2 — Skills for learning	Respond to stimuli about what we enjoy learning about in school.	Identify some things that make us special and unique as learners. Describe what we like and dislike doing as learners. Describe our own learning targets or goals.	Describe the particular ways we like to learn. Identify the difference between a short term target and an aspirational, long term goal.	Describe simple strategies we can use to help us be organised in our learning. Explain how we might achieve our targets and goals (e.g. breaking longer-term goals down into several short term targets).	Describe how it feels to achieve a target. Demonstrate ways we can develop our strengths and skills through practice. Identify some ways in which our current learning will help us in the future.	Give examples of how our personal strengths, interests and skills may help us in our future lives, choices or employment. Identify ways of managing emotions in relation to future employment aspirations.
SA3 — Prejudice and discrimination	Respond to stimuli about people who are different to us in different ways.	Describe what it means to treat others in a kind and fair way. Recognise that everyone is unique and special and no one should be treated unfairly.	Recognise what prejudice means. Explain what it means to discriminate against someone.	Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation).	Explain what stereotyping means. Demonstrate simple constructive strategies for responding to prejudice and discrimination.	Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

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SA3…	-	-	Recognise that prejudice and discrimination in any form are unacceptable.	Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others.	Give reasons why we should expect to be treated with respect by others.	Explain how we should show respect to others and others' beliefs, including people in the wider community.
SA4 — Managing pressure	Respond to stimuli which depict kindness and unkindness.	Describe and give examples of what it means to be kind and unkind. Identify some of the ways of telling a trusted adult if someone is being unkind to us.	Explain what is meant by teasing, hurtful and bullying behaviour. Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us. Recognise what is meant by peer pressure and peer influence.	Identify some of the ways in which pressure might be put on us by other people, including online. Describe ways we might challenge peer pressure. Identify different types of bullying (including online) and what the impact of bullying might be. Identify strategies to help us if we are being bullied, including online. Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.	Describe strategies that can be used if someone is using pressure to persuade us to do something, including online. Recognise the responsibilities of bystanders to report bullying and hurtful behaviour. Identify trusted adults/ services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online.	Describe how we can sometimes put ourselves under pressure to do what others are doing, or what we think others want us to do. Explain ways of safely responding if we experience or witness unacceptable behaviours. Identify reasons why we might put ourselves under pressure, and how others may apply pressure or encourage us to join a group or a gang; exit strategies and how to access appropriate support. Describe the risks and law relating to carrying a weapon.

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KEY STAGES 3 AND 4 SELF-CARE, SUPPORT AND SAFETY

	Self-Care, Support and Safety — We will be able to:					
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
SSS1 — Feeling unwell	Respond to stimuli about what it means to feel unwell; show awareness of how to indicate to someone that we are feeling unwell.	Describe the difference between feeling well and feeling unwell; demonstrate how to let someone know that we are feeling unwell.	Identify how we can tell if we are unwell (including possible symptoms). Describe in simple terms how germs can be spread to others. Identify whom to tell if we feel unwell. Identify useful phrases or vocabulary to use in order to let someone know that we feel unwell. Explain why it is a good idea to ask for help quickly if we feel unwell.	Identify some things we can do to take care of our physical wellbeing and our mental wellbeing. Describe simple things we can do if we are not feeling well. Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses). Recognise some situations where we might need to ask someone for help with our mental wellbeing (e.g. feeling unhappy or depressed, disrupted sleep pattern, not wanting to eat/over-eating). Identify some of the terms that are used to describe when someone is emotionally/mentally unwell.	Describe how following simple routines can reduce the spread of germs (bacteria and viruses) and why this is important. Identify some of the items we might use to support personal hygiene (e.g. soap, toothpaste, flannel, sponge, shower gel, antiperspirant). Identify some ways we can take increased responsibility for looking after our physical and mental health. Explain why it is as important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell.	Identify some of the people and organisations that can provide reliable support and advice if we are physically or mentally unwell. Explain how we know we can trust these people and organisations to give us advice that will help us (e.g. GP, school nurse, NHS, Childline, Young Minds). Explain why 'self-diagnosis' from websites can be inaccurate or potentially harmful. Explain what is meant by immunisation and vaccination and why people might be immunized or vaccinated. Explain how and why to carry out self-examination as a way of checking for specific conditions (cancer), including breast and testicular self-examination.

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SSS2 — Feeling frightened/worried	Respond to stimuli about feeling frightened or worried. Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact). Respond to adult modelling about ways to indicate to others that we need help.	Explain what being frightened or worried means. Demonstrate simple ways to communicate that we are frightened or worried. Describe in simple terms what it means to take care of our bodies and keep them safe.	Demonstrate some simple strategies we can use if we are feeling frightened or worried. Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe. Explain what unwanted physical contact means. Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. Demonstrate simple ways of communicating to others that we need help.	Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online. Explain what is meant by 'personal space'. Describe ways we can safely challenge unwanted physical contact and ask for help. Explain or demonstrate strategies for communicating that we need help in different situations. Give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed.	Describe how it might feel when someone encroaches on our personal space. Give examples of when it is or is not appropriate to be in someone else's 'personal space'. Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong. Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police. Explain that removing or injuring female genitalia for non-medical reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary.	Explain that someone we like may not always be trustworthy. Demonstrate what we can say or do and whom we can tell if we are concerned about our own or someone else's personal safety. Explain what we should say, do and whom to tell if we, or someone we know, fears that they will experience, or have already experienced FGM, and that it is never that person's fault.
SSS3 — Accidents and risk	Respond with curiosity to stimuli about what is meant by keeping safe.	Describe what is meant by personal safety. Explain what is meant by something being an accident.	Explain what is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire). Identify some behaviours that might be risky.	Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk. Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves.	Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own. Explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road).	Explain why, although we cannot prevent all accidents from happening, it is still important to still take steps to reduce and manage risk. Explain when and why taking a risk can be positive (e.g. trying something new).

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SSS4 — Keeping safe online	Respond with curiosity to stimuli about different ways of keeping safe online.	Describe what keeping safe online means.	Explain what is meant by social media and how people use social media. Recognise that not all information seen online is true. Explain how other people's identity online can be different from what it actually is in real life.	Describe some ways in which social media can be used in a safe and positive way. Identify what we should do before we 'like', 'forward' or 'share' on social media and how this helps to keep us safe online. Identify some possible risks of using social media. Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content.	Explain rules for keeping safe when using different social media platforms. Identify sources of advice and support, and ways to report online concerns. Identify how to make safe, reliable choices from search results.	Explain how some behaviours on social media might damage friendships and relationships. Explain some steps we can take to take care of our own and other people's safety and wellbeing when using social media. Recognise that data about us can be collected online, and used, for example, to determine what information and advertising we are shown. Identify some ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond. Describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button).
SSS5 — Emergency situations	Respond with curiosity to stimuli about people who keep us safe at school and at home.	Identify rules and procedures in school that help keep us safe.	Identify some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground rules). Explain how to report an accident in school.	Explain actions that we all have to undertake in school to keep safe (e.g. lining up, keeping quiet, and why these are essential).	Describe how to call 999 in the case of an emergency.	Describe how adults might communicate to us that something is an emergency (e.g. vocabulary that adults might use). Explain why it is essential to follow instructions in an emergency situation in and outside school.

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SSS5…	-	-	Identify examples of what is meant by an emergency. Identify sources of immediate help in an emergency (e.g. adults in school, and demonstrate how we would attract their attention).	Identify examples of what would and would not be an emergency situation and suggest some ways to respond. Identify emergency services that could help us.	Demonstrate some simple first aid procedures (e.g. putting someone in the recovery position; when not to move someone; responding to nosebleeds or cuts).	Recognise what a defibrillator is and when one might be needed. Explain what you might do, including whom to tell and what to say, in the event of an emergency when we are out without an adult.
SSS6 — Public and private	Respond to stimuli about things that are public and things that are private.	Explain what is meant by private and what is meant by public. Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.	Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online. Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do. Explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information.	Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves. Identify what is appropriate and inappropriate to share online. Identify trusted adults who can help us if someone tries to pressurise us online. Explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.	Describe specific ways of keeping ourselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computer's camera when not in use). Recognise that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law. Explain what could happen next (e.g. police involvement, parent/carer involvement, prosecution) and the impact on self and others.	Explain that there are online 'scams' (ways that people may try to trick us online); identify what some of these ways of deceiving people might be (e.g. phishing, fake email addresses). Explain and demonstrate how to ask for help and whom to go to if we have seen something upsetting or done something online that we are now worried about or regret.
SSS7 — Gambling	Respond with curiosity to stimuli about risk and chance.	Recognise simple examples of 'taking a chance'.	Explain what is meant by the term 'gambling' and identify places and ways this might take place.	Give some reasons why people might choose to gamble.	Describe some influences or pressures on people to gamble (e.g. advertising, friends).	Identify some strategies game apps or advertising might use to encourage online gambling and chance-based purchases (e.g. loot boxes).

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SSS7…	-	-	Identify what it means to 'win' or 'lose' in relation to gambling.	Identify the risks associated with chance-based transactions (including in-game purchases) and gambling, including online.	Identify where and from whom to get help with gambling if we are worried about ourselves or others.	Explain some strategies for managing influences related to gambling.

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KEY STAGES 3 AND 4 MANAGING FEELINGS

	Managing Feelings — We will be able to:					
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
MF1 — Self-esteem & unkind comments	Respond with curiosity to stimuli about all the different ways in which we are special.	Identify feelings associated with feeling good about ourselves.	Identify things we can do which help us to feel good about ourselves.	Identify things that we may say or do that could affect how we or others feel about us. Identify things that others may say or do that could affect how we feel about ourselves.	Explain the difference between helpful/kind and unhelpful/unkind comments. Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments.	Demonstrate polite and assertive ways of challenging unkind comments directed at us or others.
MF2 — Strong feelings	Respond to stimuli about different feelings we might experience. Respond to stimuli about how different feelings may be expressed.	Describe how we might feel, look and sound when we are happy or unhappy. Identify a range of feelings, where we might feel them in our body, and how they might make us behave.	Recognise when others may be feeling happy or unhappy from their facial expression and body language. Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy).	Give examples of when we might feel strong emotions. Describe some simple strategies we can use to feel and stay happy. Identify how we can help others who may be feeling unhappy. Identify whom to ask or tell if we are feeling unhappy and/or need help.	Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful. Describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people. Describe how to manage strong emotions by using simple strategies to help ourselves and others.	Explain or demonstrate things we can do to help and support others when they are experiencing strong emotions. Recognise signs that we or someone we know might need help to cope with strong emotions and whom to speak to. Identify reliable and trustworthy sources of support for a range of relevant issues, including online (e.g. Childline, Thinkuknow.co.uk).

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MF3 — Romantic feelings and sexual attraction	Respond with interest to stimuli about people we like or know.	Identify what it means to like someone.	Describe the difference between 'liking' someone and 'fancying' someone.	Explain how part of growing up might be to experience strong feelings about people we like or fancy.	Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion. Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.	Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect. Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these.

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KEY STAGES 3 AND 4 CHANGING AND GROWING

	Changing and Growing — We will be able to:					
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
CG1 — Puberty	Respond with curiosity to stimuli about the ways in which we change as we get older.	Identify some of the different ways we have changed as we have grown older.	Describe some of the new opportunities and responsibilities we have experienced as we have grown older. Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). Explain why puberty happens.	Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.	Identify the functions of the reproductive organs, including how conception occurs. Describe the different stages of reproduction, pregnancy and birth.	Evaluate how emotions may change as we get older and are no longer children. Recognise that fertility changes over time and in response to some lifestyle factors.
CG2 — Friendship	Respond to stimuli about different kinds of friendship.	Describe what having or being a friend means. Identify different kinds of friendship and ways in which friendship is important.	Identify occasions when we might need the support of friends. Give examples of how we can show support to our friends. Describe how we can let friends know that we need their help and support.	Identify occasions when our friends might need our support. Explain that we might disagree with someone and still be friends. Demonstrate ways to manage friendship disagreements restoratively. Recognise that friends do not always know what is best for each other.	Describe ways in which friendships might change over time. Explain that sometimes friendships may end, through choice or circumstances. Demonstrate strategies for managing feelings about friendships as they change and develop.	Demonstrate how we might end a friendship positively. Identify reliable and appropriate sources of support for ourselves and our friends.

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CG3 – Healthy/unhealthy relationship behaviours	Respond with curiosity to stimuli about different positive relationships we have in our lives.	Identify some key features of positive friendships/ relationships, and how they can make us feel. Identify times when we might feel angry or sad because of someone's behaviour towards us.	Identify our expectations of friendships/ relationships (e.g. spending time together, sharing interests). Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).	Explain how we expect people to behave towards us in friendships and relationships. Identify the differences between positive/healthy and negative/unhealthy relationships. Identify people we can talk to about relationships.	Identify the aspects of relationships that we are responsible for (e.g. being respectful, honest and kind). Identify positive strategies to manage inappropriate behaviour towards us. Recognise that some types of behaviour within relationships are against the law (e.g. hitting/ hurting someone, telling someone what to do all the time, not allowing someone to make choices). Identify what we can do if we are worried or concerned about an unhealthy relationship.	Demonstrate strategies to help us negotiate and assert our rights in a relationship. Explain what is meant by compromise and demonstrate some ways to compromise. Explain how the media portrayal of relationships may not reflect real life but may affect our expectations. Identify sources of support for us or someone we know who is experiencing abusive behaviour.
CG4 – Intimate relationships, consent & contraception	Respond to stimuli about romantic relationships.	Identify instances in or out of school when we might need to seek permission or receive consent. Demonstrate how to ask for permission (get consent) before we borrow or take something from someone.	Identify different types of intimate relationships including same-sex relationships. Describe how strong emotions (including sexual attraction) might make people feel.	Define what intimacy means. Identify readiness (emotional, physical and social) for a relationship that may include sex. Identify expectations we may have of being in a romantic/intimate/physical relationship, which may include sex.	Identify different levels of intimacy (physical/sexual) within relationships and their associated risks. Describe ways to manage others' expectations in relationships and our right not to be pressurised to do anything we do not want to do.	Explain that consent must be sought and freely given before any sexual activity and how to tell if someone is giving or not giving their consent. Identify how saying 'yes' under pressure is not consent, and is not the same as freely given, enthusiastic consent.

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CG4…	-	Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent). Identify the similarities and differences between friendships and romantic/ intimate relationships. Identify whom we can talk to about relationships.	Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this. Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs). Recognise that contraception, including condoms, can help prevent pregnancy and some STIs. Explain the difference between appropriate and inappropriate relationship behaviours in public places.	Recognise that although it may seem (in the media etc.) that everyone is having a sexual relationship, in reality this is not the case. Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent. Explain that there are laws about the legal age of consent for sexual activity. Identify how others may manipulate/persuade us to do things we do not want to do or do not like. Describe ways we can take care of our own sexual health and that of others (e.g. using condoms to help prevent STIs). Identify where and how to obtain condoms and describe how to use them safely. Identify sources of support with relationships and sex.	Explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime. Demonstrate different strategies to deal with manipulation/persuasion in relationships. Recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex. Describe some forms of contraception, their correct use and where and how they can be accessed. Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated. Explain how and when to access sexual health services.	Describe how alcohol/ drugs may influence choices we or others make in relationships, including sexual activity. Evaluate the advantages and disadvantages of different forms of contraception for different individuals. Recognise that viewing pornography can have ongoing harms and where and how to access help if concerned. Describe different reliable sources of support regarding relationships, sex and sexual health and how to access them.

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CG5 — Long term relationships and parenthood	Respond to stimuli about different kinds of families and different kinds of relationships in families. Respond to stimuli about parenthood.	Give examples of different types and features of committed, long-term relationships. Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged). Identify what being in a family means.	Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other. Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families. Recognise that some relationships will end—meaning that a couple don't go out together, or live together any more. Identify whom we can talk to if we're worried about relationships changing/ending.	Identify what the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent. Identify some of the responsibilities of being a parent. Recognise different ways a person can become pregnant, including assisted conception, donor conception. Identify possible reasons why people might choose to adopt or foster children or young people. Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say. Identify what we can do and whom we could tell if we think someone is being forced to marry someone.	Identify possible reasons for assisted conception, donor conception and surrogacy. Describe choices people have in the event of an unintended pregnancy. Explain what abortion or termination of a pregnancy means. Identify reliable, unbiased sources of support and explain how to access them. Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement). Describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship. Explain that the breakdown of a relationship between parents is not the fault of their children. Explain the importance of talking to someone if worried about the ending of a relationship.	Identify some of the range of beliefs and opinions about pregnancy, adoption and termination. Recognise that long-term relationships experience challenges but that these can often be overcome. Identify some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement. Explain strategies that people who are experiencing the end of a relationship might use to manage their feelings. Explain how and where people who are experiencing relationship difficulties or the end of a relationship might get help and support.

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KEY STAGES 3 AND 4 HEALTHY LIFESTYLES

	Healthy Lifestyles — We will be able to:					
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
HL1 — Elements of a healthy lifestyles	Respond to stimuli showing different aspects of a healthy lifestyle.	Recognise what is meant by a healthy lifestyle.	Identify different ways that people can live a healthy lifestyle. Describe how to take care of dental health (e.g. how to brush teeth correctly/ use floss, food and drink that support dental health and why regular check-ups at the dentist are important).	Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing. Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns. Identify some simple strategies to help make positive choices about our health and wellbeing.	Describe strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep. Explain why it is important to have enough sleep.	Describe what might affect choices we make about our health, e.g. healthy eating (advertising), physical activity (playing on the computer, restrictions due to health conditions) sleep (worries, stress, social media). Describe strategies for managing pressures and influences on healthy lifestyle choices.
HL2 — Mental wellbeing	Respond to stimuli about things we like to do which make us feel calm and relaxed.	Identify things we can do to help ourselves when we feel worried or stressed.	Recognise what mental health and emotional wellbeing are. Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music).	Explain the link between physical health and mental wellbeing. Recognise when we need help with mental health or emotional wellbeing and whom we can speak to. Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating).	Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing. Describe how we can help friends or family who might be feeling stressed or unhappy. Identify things that can prevent people from seeking help with mental health issues (e.g. stigma).	Identify reliable sources of advice and support for mental health and emotional wellbeing. Identify some strategies for challenging stereotypes and stigma relating to mental health.

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HL3 — Physical activity	Respond to stimuli about different kinds of physical activity and exercise.	Identify different kinds of physical activity and exercise.	Identify our favourite forms of physical activity and exercise. Identify some of the benefits of being physically active, and possible consequences of inactivity.	Describe some of the physical and mental health benefits of regular exercise.	Explain some of the long term benefits of regular physical activity and exercise. Identify and challenge common stereotypes relating to physical activity.	Describe the challenges that can prevent us from exercising, and suggest ways to overcome them. Identify ways of motivating ourselves to take exercise.
HL4 — Healthy eating	Respond to stimuli about different kinds of food and drinks.	Identify our favourite foods and drinks.	Describe our favourite foods and drinks, and give reasons for our choices. Identify foods we can eat all the time which are good for us. Identify foods that should only be eaten occasionally.	Explain what we mean by a healthy, balanced diet. Explain what makes some foods better for our health than others.	Describe some of the long term benefits of a healthy diet. Explain some of the risks of consuming food and drinks with high sugar or caffeine content.	Explain some of the influences on our food choices and strategies for managing these influences.
HL5 — Body image	Respond to stimuli showing different images of young people.	Identify and describe some different images of young people in pictures, magazines, TV programmes and social media.	Describe our thoughts and feelings about how different bodies are portrayed in the media.	Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality. Explain why some people might want to change the way they look. Recognise what is meant by body image.	Identify some influences on young people to look a particular way, and the impact of these on emotional wellbeing. Explain what is meant by self-esteem. Describe some ways we can maintain self-esteem in relation to body image.	Identify some of the risks associated with cosmetic/ aesthetic procedures (e.g. piercings, tattoos, tanning). Explain why advertisers might use manipulated images and how recognising this might influence our responses.
HL6 — Medicinal drugs	Respond to stimuli about different health professionals (doctors, dentists, nurses) and how they take care of us.	Recognise what is meant by a 'medicine'.	Identify the difference between over the counter medicines and those prescribed by a doctor.	Identify some examples of over the counter medicines. Describe how medicines, when used responsibly can help us to take care of our health (e.g. painkillers when we have a headache).	Recognise the importance of taking over the counter and prescribed medicines correctly.	Explain that all drugs can have risks to health, even if they are legal or have been prescribed.

HL7 — Medicinal drugs Drugs, alcohol & tobacco	Respond to stimuli about taking care of our body.	Identify some substances people might swallow, drink or inhale that could be harmful to their health. Describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks.	Identify some common legal drugs (e.g. nicotine and alcohol). Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist. Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use. Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs.	Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist. Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body. Identify how misusing substances/alcohol might impact on relationships. Identify when, why and how to ask for help in relation to drugs and alcohol.	Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents. Describe how pressure to use substances can come from a variety of sources, including people we know. Explain why we might put ourselves under pressure to try substances such as smoking and drinking (e.g. to fit in or not to feel left out). Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.	Explain long term personal and social risks of substance misuse. Describe what is meant by someone having a 'habit', or 'addiction' in terms of substance misuse. Identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse.

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KEY STAGES 3 AND 4 THE WORLD I LIVE IN

	The World I Live In — We will be able to:					
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
WILI1 — Diversity, rights and responsibilities	Respond with interest to stimuli about the ways in which people can be the same and also be different. Respond with interest to stimuli about rules and routines there are in school.	Identify some of the similarities and differences between young people of our age. Identify what is meant by having rules in school, at home and in the wider world.	Describe some of the similarities, differences and diversity among people of different race, faith and culture. Describe what is meant by rights and responsibilities.	Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity). Identify some of the different kinds of rights and responsibilities we have in and outside school.	Explain the benefits of diversity for our friendships and our community. Identify why stereotyping is unfair. Recognise that everyone has 'human rights' and that the law protects these rights. Identify some of our rights to different opportunities in both education and work.	Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law. Explain how stereotypes (e.g. based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination. Describe how to safely challenge stereotyping or discrimination when we witness or experience it. Identify whom we can talk to if we are worried about our rights or those of other people.
WILI2 — Managing online information	Respond with curiosity to stimuli about online advertising.	Recognise that not everything we see online is 'real' or 'true'.	Recognise that advertising online is targeted at individuals. Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'.	Describe simple steps to take to check if something we see online is trustworthy. Identify some of the techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be.	Explain that information from our internet use is gathered, stored and used by external organisations. Identify organisations/ websites that can help us or other people with concerns about something seen or experienced online.	Explain the influence that fake news can have on people's opinions, attitudes to others and understanding of the world.

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WILI3 — Taking care of the environment	Respond with curiosity to stimuli about the natural environment.	Identify living things that people can care for (e.g. house plants, pets, gardens).	Recognise different ways of showing compassion to other living things (e.g. wildlife, pets).	Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.	Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution).	Identify our feelings and values in relation to climate change and the environment.
WILI4 — Preparing for adulthood	Respond to stimuli about adult life. Respond to stimuli about the different jobs adults do in school.	Recognise different types of living arrangement, including adult care, residential care and living independently. Explain what is meant by having a 'job'.	Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments). Recognise that there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements. Describe different jobs that family members, friends and people in the community may do.	Identify our aspirations for adult life (which may or may not include employment and independent living). Describe the kind of job we might like to do when we are older and what we expect it to be like. Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice.	Demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation). Explain what strengths, skills and qualifications someone might need to do the jobs that interest us. Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people). Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview).	Describe some of the choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements. Demonstrate some of the skills that can help someone to get a job (e.g. interview techniques, communication and team-working skills). Describe how to manage our feelings in relation to living independently, and whom we can talk to if we are worried. Identify people and organisations that can provide advice and support for our future employment.

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WILI5 — Managing Finances	Respond with curiosity to adult modelling of the uses of money.	Describe in simple terms what money is and how it is used. Recognise that money we get from cash machines or through 'cashback' in the supermarket etc. is our money.	Describe different ways in which people might acquire money. Identify some ways that money can be kept safe. Explain how other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves.	Explain what is meant by earning, spending, and saving money. Identify some ways in which we are encouraged to spend money, including online. Describe the consequences of losing money or spending more than we have.	Explain what is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money). Explain the difference between essential and luxury purchases. Demonstrate skills for budgeting and managing potential income (salary, personal independence payments) as we become more independent.	Explain was is meant by 'debt' and 'credit'. Describe some simple examples of what is meant by 'value for money'. Explain the benefits and identify different methods of saving for the future. Identify what we can do if something we buy is faulty or we want to return it (our legal rights). Demonstrate enterprise skills (e.g. participation in a mini enterprise project).

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APPENDIX 1

HOW THE SIX STRANDS RELATE TO THE PSHE ASSOCIATION PROGRAMME OF STUDY

PSHE Association Programme of Study Key stages 1 and 2		PSHE education Planning Framework for Pupils with SEND Key stages 1 and 2	
CORE THEME 1: Health and Wellbeing	Healthy Lifestyles (physical wellbeing)	STRANDS	Healthy Lifestyles
	Mental health		Managing Feelings
	Ourselves, growing and changing		Changing and Growing; Self-Awareness
	Keeping safe		Self-Care, Support and Safety
	Drugs, alcohol and tobacco		Healthy Lifestyles
CORE THEME 2: Relationships	Families and close positive relationships	STRANDS	Self-Awareness; Changing and Growing
	Friendships		Self-Awareness; Managing Feelings
	Managing hurtful behaviour and bullying		Self-Awareness; The World I Live In
	Safe relationships		Self-Care, Support and Safety
	Respecting self and others		Self-Awareness; The World I Live In
CORE THEME 3: Living in the Wider World	Shared responsibilities	STRANDS	The World I Live In
	Communities		The World I Live In
	Media literacy and digital resilience		The World I Live In; Self-care, Support and Safety
	Economic wellbeing: Money		The World I Live In
	Economic wellbeing: Aspirations, work and career		The World I Live In; Self-Awareness

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PSHE Association Programme of Study Key stages 3 and 4		PSHE education Planning Framework for Pupils with SEND Key stages 3 and 4	
CORE THEME 1: Health and Wellbeing	Self-concept	STRANDS	Self-Care, Support and Safety
	Mental health and emotional wellbeing		Managing Feelings
	Healthy Lifestyles		Healthy Lifestyles; Self-Care, Support and Safety
	Health-related decisions		Healthy Lifestyles
	Drugs, alcohol and tobacco		Healthy Lifestyles; Self-Care, Support and Safety
	Managing risk and personal safety		Self-Care, Support and Safety
	Puberty and sexual health		Changing and Growing
	Sexual health and identity		Changing and Growing
CORE THEME 2: Relationships	Positive relationships	STRANDS	Changing and Growing
	Relationship values		Changing and Growing
	Forming and maintaining respectful relationships		Managing Feelings
	Consent		Self-Care, Support and Safety; Managing Feelings; Changing and Growing
	Contraception and parenthood		Changing and Growing
	Bullying, abuse and discrimination		Changing and Growing
	Social influences		Self-Awareness; The World I Live In
CORE THEME 3: Living in the Wider World	Learning skills	STRANDS	Self-Awareness
	Choices and pathways		Self-Awareness
	Work and career		Self-Awareness
	Employment rights and responsibilities		Self-Awareness
	Financial choices		Self-Awareness
	Media literacy and digital resilience		Self-Care, Support and Safety; Healthy Lifestyles; The World I Live In

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APPENDIX 2

HOW THE PLANNING FRAMEWORK FOR PUPILS WITH SEND MAPS AGAINST THE DFE STATUTORY GUIDANCE FOR RELATIONSHIPS EDUCATION, RSE AND HEALTH EDUCATION

RELATIONSHIPS EDUCATION PRIMARY

Topic	Content grids from the DfE statutory guidance: Relationships Education (Primary) By the end of primary school **pupils should know:**	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 Section and row references:
Families and people who care for me	• that families are important for children growing up because they can give love, security and stability.	Self-Awareness: SA4
	• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Self-Awareness: SA4, SA5 Changing and Growing: CG4
	• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Changing and Growing: CG4 Self-Awareness: SA5
Caring friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends.	Self-Awareness: SA4
	• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Self-Awareness: SA5
	• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Self-Awareness: SA5
	• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Self-Awareness: SA4, SA5
	• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Self-Awareness: SA4, SA5 Self-Care, Support and Safety: SSS3
Respectful relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Self-Awareness: SA3
	• practical steps they can take in a range of different contexts to improve or support respectful relationships.	Self-Awareness: SA3 Managing Feelings: MF2
	• the conventions of courtesy and manners.	Self-Awareness: SA3

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Respectful relationships (continued...)	• the importance of self-respect and how this links to their own happiness	Self-Awareness: SA4, SA5
	• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Self-Awareness: SA2
	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Self-Awareness: SA2 The World I Live In: WILI 1
	• what a stereotype is, and how stereotypes can be unfair, negative or destructive.	The World I Live In: WILI 1
	• the importance of permission-seeking and giving in relationships with friends, peers and adults.	Changing and Growing: CG1
Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not.	Self-Care, Support and Safety: SSS4
	• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	Self-Care, Support and Safety: SSS4
	• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Self-Care, Support and Safety: SSS4 Self-Awareness: SA2
	• how information and data is shared and used online.	Self-Care, Support and Safety: SSS4
	• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Self-Care, Support and Safety: SSS2, SSS3, SSS4
Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Self-Care, Support and Safety: SSS3
	• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Self-Care, Support and Safety: SSS3
	• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Self-Care, Support and Safety: SSS5 Changing and Growing: CG3
	• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Self-Care, Support and Safety: SSS2, SSS3
	• how to recognise and report feelings of being unsafe or feeling bad about any adult.	Self-Care, Support and Safety: SSS3, SSS4
	• how to ask for advice or help for themselves or others, and to keep trying until they are heard.	Self-Care, Support and Safety: SSS2, SSS4

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Being safe	• how to report concerns or abuse, and the vocabulary and confidence needed to do so.	Self-Care, Support and Safety: SSS4, SSS5 Changing and Growing: CG3 Self-Awareness: SA2
	• where to get advice (e.g. family, school and/or other sources).	Self-Awareness: SA2, SA5 Self-Care, Support and Safety: SSS3, SSS4 Changing and Growing: CG3

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HEALTH EDUCATION PRIMARY

Topic	Content grids from the DfE statutory guidance: Health Education (Primary) By the end of primary school **pupils should know:**	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 Section and row references:
Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health.	Managing Feelings: MF1
	• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Managing Feelings: MF1 Self-Care, Support and Safety: SSS2
	• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Managing Feelings: MF1, MF3
	• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Managing Feelings: MF1 Self-Awareness: SA2, SA4, SA5 Self-Care, Support and Safety: SSS2
	• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Healthy Lifestyles: HL2
	• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Managing Feelings: MF2
	• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Self-Awareness: SA2
	• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Self-Care, Support and Safety: SSS3
	• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	Relationships: Managing Feelings: MF1
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits.	Self-Care, Support and Safety: SSS4
	• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Healthy Lifestyles: HL2 Self-Care, Support and Safety: SSS3, SSS4

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Internet safety and harms	• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Self-Care, Support and Safety: SSS3, SSS4
	• why social media, some computer games and online gaming, for example, are age restricted.	Self-Care, Support and Safety: SSS4
	• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	Self-Awareness: SA2 Self-Care, Support and Safety: SSS4
	• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Self-Care, Support and Safety: SSS2 (Secondary framework)
	• where and how to report concerns and get support with issues online.	Self-Care, Support and Safety: SSS4
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle.	Healthy Lifestyles: HL2
	• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	Healthy Lifestyles: HL3
	• the risks associated with an inactive lifestyle (including obesity).	Healthy Lifestyles: HL2
	• how and when to seek support including which adults to speak to in school if they are worried about their health.	Healthy Lifestyles: HL3
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content).	Healthy Lifestyles: HL1
	• the principles of planning and preparing a range of healthy meals.	Healthy Lifestyles: HL1
	• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Healthy Lifestyles: HL1
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Healthy Lifestyles: HL3

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Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Healthy Lifestyles: HL3
	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Healthy Lifestyles: HL2
	• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Healthy Lifestyles: HL2
	• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Self-Care, Support and Safety: SSS1
	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.	Healthy Lifestyles: HL1
	• the facts and science relating to allergies, immunisation and vaccination.	Healthy Lifestyles: HL1, HL3
Basic first aid	• how to make a clear and efficient call to emergency services if necessary.	Self-Care, Support and Safety: SSS2
	• concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Self-Care, Support and Safety: SSS2
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Changing and Growing: CG2
	• about menstrual wellbeing including the key facts about the menstrual cycle.	Changing and Growing: CG2

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RELATIONSHIPS AND SEX EDUCATION SECONDARY

Topic	Content grids from the DfE statutory guidance: Relationships and Sex Education (Secondary) By the end of secondary school **pupils should know:**	PSHE education Planning Framework for Pupils with SEND KEY STAGES 3 AND 4 Section and row references:
Families	• that there are different types of committed, stable relationships.	Changing and Growing: CG4, CG5
	• how these relationships might contribute to human happiness and their importance for bringing up children.	Changing and Growing: CG3
	• what marriage is, including their legal status (e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony).	Changing and Growing: CG5
	• why marriage is an important relationship choice for many couples and why it must be freely entered into.	Changing and Growing: CG5
	• the characteristics and legal status of other types of long-term relationships.	Changing and Growing: CG3, CG5
	• the roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting.	Changing and Growing: CG5
	• how to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	Managing Feelings: MF2 Changing and Growing: CG2, CG5 Self-Care, Support and Safety: SSS2, SSS6
Respectful relationships including friendships	• the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	Self-Awareness: SA4, SA6 Changing and Growing: CG2, CG3 Managing Feelings: MF1
	• practical steps they can take in a range of different contexts to improve or support respectful relationships	Self-Awareness: SA3, SA5 Changing and Growing: CG3
	• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	Self-Awareness: SA3

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	• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs.	Self-Awareness: SA3
	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Self-Awareness: SA4
	• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Managing Feelings: MF3 Self-Awareness: SA4 Changing and Growing: CG3
	• what constitutes sexual harassment and sexual violence and why these are always unacceptable.	Changing and Growing: CG3
	• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	The world in which I live: WILI 1
Online and media	• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online.	Self-Care, Support and Safety: SSS2
	• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	Self-Care, Support and Safety: SSS3, SSS6
	• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Self-Care, Support and Safety: SSS6
	• what to do and where to get support to report material or manage issues online.	Self-Care, Support and Safety: SSS2, SSS4, SSS6
	• the impact of viewing harmful content.	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4
	• that specifically sexually explicit material (e.g. pornography) often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	Changing and Growing: CG4 Self-Care, Support and Safety: SSS6
	• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Self-Care, Support and Safety: SSS6
	• how information and data is generated, collected, shared and used online (partly).	Self-Care, Support and Safety: SSS2
Being safe	• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM, and how these can affect current and future relationships.	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4

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⋮	• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online).	Changing and Growing: CG4
Intimate and sexual relationships including sexual health	• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	Changing and Growing: CG3, CG4
	• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing).	Healthy Lifestyles: HL1
	• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.	Changing and Growing: CG4
	• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Changing and Growing: CG4 Self-Care, Support and Safety: SSS1
	• that they have a choice to delay sex or to enjoy intimacy without sex.	Changing and Growing: CG4, CG5
	• the facts about the full range of contraceptive choices, efficacy and options available.	Changing and Growing: CG4
	• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	Changing and Growing: CG5
	• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	Changing and Growing: CG4
	• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Changing and Growing: CG4
	• how the use of alcohol and drugs can lead to risky sexual behaviour.	Changing and Growing: CG4
	• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Changing and Growing: CG4

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HEALTH EDUCATION SECONDARY

Topic	Content grids from the DfE statutory guidance: Health Education (Secondary) By the end of secondary school **pupils should know:**	PSHE education Planning Framework for Pupils with SEND KEY STAGES 3 AND 4 Section and row references:
Mental wellbeing	• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Self-Awareness: SA1, SA2 Managing Feelings: MF2
	• that happiness is linked to being connected to others.	Managing Feelings: MF2
	• how to recognise the early signs of mental wellbeing concerns	Self-care, support and Safety: SSS1 Healthy Lifestyles: HL2
	• common types of mental ill health (e.g. anxiety and depression).	Self-care, support and Safety: SSS1
	• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	Self-Awareness: SA1
	• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	Healthy Lifestyles: HL2, HL3
Internet safety and harms	• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	Healthy Lifestyles: HL5 Self-care, support and Safety: SSS7
	• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	Self-care, support and Safety: SSS4, SSS6
Physical health and fitness	• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Healthy Lifestyles: HL1, HL2
	• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.	Healthy Lifestyles: HL1
Healthy eating	• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	Healthy Lifestyles: HL4

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Drugs, alcohol and tobacco	• the facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions	Healthy Lifestyles: HL6, HL7
	• the law relating to the supply and possession of illegal substances.	Healthy Lifestyles: HL7
	• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Healthy Lifestyles: HL7
	• the physical and psychological consequences of addiction, including alcohol dependency.	Healthy Lifestyles: HL7
	• awareness of the dangers of drugs which are prescribed but still present serious health risks.	Healthy Lifestyles: HL6
	• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	Healthy Lifestyles: HL7
Health and prevention	• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	Self-care, support and Safety: SSS4
	• about dental health and the benefits of good oral hygiene and flossing, including healthy eating and regular check-ups at the dentist.	Healthy Lifestyles: HL1
	• (late secondary) the benefits of regular self-examination and screening.	Self-care, support and Safety: SSS1
	• the facts and science relating to immunisation and vaccination.	Self-care, support and Safety: SSS1
	• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	Healthy Lifestyles: HL1
Basic first aid	• basic treatment for common injuries (partly).	Self-care, support and Safety: SSS4
	• life-saving skills, including how to administer CPR (partly).	Self-care, support and Safety: SSS4
	• the purpose of defibrillators and when one might be needed (partly).	Self-care, support and Safety: SSS4
Changing adolescent body	• key facts about puberty and the changing adolescent body and menstrual wellbeing.	Changing and Growing: CG1
	• the main changes which take place in males and females, and the implications for emotional and physical health.	Changing and Growing: CG1

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APPENDIX 3
ASSESSMENT

Assessment in PSHE education is especially important to evidence the progress of pupils with SEND and in order to identify future learning needs. For some pupils this may entail very small steps which are consolidated and reinforced by re-visiting their original learning. Other pupils may be able to progress through the six stages and manage increasing levels of challenge. The most meaningful model of assessment in PSHE education, especially for pupils with SEND, is ipsative assessment — in which a pupil's own starting point is the benchmark against which progress is measured, rather than the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing learning in PSHE education:

1. BASELINE ASSESSMENT

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. ASSESSMENT for LEARNING (AfL)

Build AfL into the lesson(s) to gauge understanding, adopt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. ASSESSMENT of LEARNING (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

EXAMPLE BASELINE AND END POINT ASSESSMENT ACTIVITIES

Carrying out a baseline assessment activity at the beginning of each new topic will ensure that the subsequent learning starts where the pupils are, is matched to their individual needs and allows progress to be demonstrated or measured.

Examples of activities that lend themselves to baseline and end point assessment are outlined below. These are for guidance only, and should be adapted depending on pupils' specific learning needs and abilities. For more on assessment in PSHE education, see the PSHE Association's primary and secondary assessment guides.

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Baseline activity	Useful for assessing	End point activity to demonstrate progress
Role play Teacher/adult and pupil(s) take part in role play using: puppets, dolls, costumes.	Skills applied, strategies recalled and deployed.	Repeat role play showing how strategies or skills have been retained/ recalled/developed/used. A role play/conversation on a related but more challenging situation could be used.
Responding to a picture, photograph, drawing, film clip, story board, cartoon strip or any other kind of sensory stimuli.	Knowledge, understanding , attitudes, beliefs, strategies.	Photographs could be taken of the pupil's initial physical response or notes made of their verbal response/communication at both the beginning and the end of the lesson. If written down, revisit in a different colour; discuss or write down any changes to their original response as a result of the learning.
Graffiti wall/working wall Pupils select from a pool of pictures, images, widgets, photographs and add to their wall. Pupils who are able to write can add their ideas to the wall.	Starting point of an individual pupil or group of pupils' knowledge, understanding, beliefs, questions related to the topic, identifying misconceptions.	Change/move/add more pictures to the arrangement of images originally created. If written work, revisit in a different colour—add, amend, expand, change, discuss or write down any changes in their responses as result of the learning.
Draw & write/draw & talk/point & talk Pupils respond in pictures (or pictures and words) to an open-ended, neutral instruction: e.g. draw a healthy person.	Knowledge, understanding, attitudes, beliefs, simple concepts, identifying misconceptions.	Re-visit in a different colour — add, amend, expand. If oral work, repeat same prompts, add in additional information/pictures, ask to justify choices of pictures.
Continuum/washing line	Attitudes, beliefs, attributes, identifying misconceptions.	Repeat the activity, asking pupils if they have moved along the continuum (this can be using point and talk, pencil and paper or by asking pupils to physically move along a standing continuum if appropriate) and to give their reasons for doing so; photograph new continuum or washing line positions and compare with photograph of baseline positions.

Additional ideas for activities to demonstrate learning at the end of lesson or a series of lessons could include:

- pupil presentations to the rest of the class or group (prompted/supported by an adult or peer if necessary),
- producing images/pictures/photographs/blogs of pupils' work for display in the classroom or around the school, or in a large book (these could be shared in school newsletters or in an assembly)
- filming/audio recording of pupils' work when they have demonstrated a particular skill or attribute.

All the activities above provide assessment evidence in their own right and where a baseline activity has been revisited it is usually very easy to demonstrate the nature and extent of progress made. The different methods of gathering evidence of progress set out above can be incorporated into a more formal method of recording attainment if desired by assessing against success criteria.

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