

Scheme of work: PSHE ASSOCIATION PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND

USING AND ADAPTING THE PLANNING FRAMEWORK FOR PUPILS AT HELTWATE

The Planning Framework is intended only as a guide to the possible content of a spiral PSHE education programme for pupils with SEND. Teachers 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, a teacher 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 they 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. In all cases the teacher will take the topic area and then look at the cohort of pupils they have and make the content suitable for their cognitive ability whilst making it age appropriate and building on skills that they have learnt in the Key Stage before.

The Scheme of Work is mapped out across a two year rolling cycle with pupils developing their knowledge at each stage. From the table overleaf it shows how the pupil over the course of the two years will be taught each of the topic areas and this can be mapped back to the document [‘HOW THE PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND IS ORGANISED AND MAPPED AGAINST THE DfE STATUTORY GUIDANCE 2019’](#) to show statutory compliance.

PLANNING OUTCOMES, PROGRESSIVE STAGE OUTCOMES

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. Teachers will conduct an assessment at the start of the topic area to glean which stage each child is at and structure the teaching and learning from that point.

| 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 |

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Key Stage 1 and 2

Year 1 Year 2

Term 1 Term 2 Term 3 Term 1 Term 2 Term 3

| Class group | Key Stage | Progressive stage outcomes | Topic Area | Topic Area |
|---|--|--|--|--|
| | | Lifestyles Changing and growing Self-Care, Support and Safety The World I live in | Managing feelings | |
| | Self-awareness Healthy foundation, core | <i>special to us</i> | | <i>expressing feelings</i> |
| Violet + Lavender | Lilac, Rain 1 and 2 KS1 classes Encounter, Sapphire KS2 Encounter, foundation, core | <i>Things that we are good at</i> <i>People who are behaviours</i> <i>Playing and working together</i> | <i>Getting on with others</i> <i>Healthy Eating</i> <i>Keeping well</i> | <i>Different types of relationships</i> <i>Taking care of ourselves</i> <i>Keeping safe</i> <i>Taking care of the environment</i> <i>Identifying and</i> |
| Pink + Purple + Indigo, Rainbow 3 | | <i>Getting on with others</i> <i>Kind and unkind behaviours</i> <i>Playing and working together</i> | <i>Changes at puberty</i> <i>Dealing with touch</i> <i>Keeping safe online Trust</i> <i>Public and Private</i> <i>Jobs people do</i> | <i>Keeping safe online Trust</i> <i>Jobs people do</i> <i>Belonging to a community</i> <i>Managing strong feelings</i> |
| Blue, Jade and | KS2 Develop, enrichment, enhancement <i>Kind and unkind</i> | <i>Playing and working together</i> <i>Getting on with</i> | <i>Changes at puberty</i> <i>Dealing with touch</i> | <i>Belonging to a community</i> <i>Different types of relationships (changing and growing unit)</i> |
| | | | | <i>Managing strong feelings</i> |

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Key Stage 3 and 4

Year 1 Year 2

Term 1 Term 2 Term 3 Term 1 Term 2 Term 3

| Class group | Key Stage | Progressive stage outcomes | Topic Area | Topic Area | Topic Area | Topic Area | Topic Area | Topic Area |
|---|--|--|---|--|--|-----------------|------------|------------|
| | | Lifestyles Changing and growing Self-Care, Support and Safety The World I live in | Managing feelings | | | | | |
| Yellow, Amber, Rainbow 4 L/A | foundation, core | Managing pressure Mental wellbeing | Positive/unhealthy relationships | Feeling frightened/worried | <u>Keeping safe online</u> Preparing for adulthood | Strong feelings | Strong | |
| Green, Coral, Scarlet | KS3 Develop, enrichment, enhancement | Personal strengths Managing pressure Mental wellbeing | Medicinal drugs Puberty Positive/unhealthy relationships | Feeling unwell Feeling frightened/worried | <u>Keeping safe online</u> Preparing for adulthood | | feelings | |
| H/A KS3 Encounter, Rainbow 5, Orange L/A KS3 and 4 | Encounter, foundation, core Skills for learning | Prejudice and discrimination Drugs, alcohol & tobacco Elements of a healthy <u>lifestyles</u> | Intimate relationships, consent and Contraception Long-term relationships/parenthood | Feeling unwell | Public and private Accidents and risk Managing online information Romantic feelings and sexual attraction | | attraction | |
| Ruby, Saffron H/A | Prejudice and discrimination Drugs, alcohol & tobacco | Long-term relationships/parenthood Public and private | and sexual attraction | | | | | |
| KS4 Develop, enrichment, enhancement Skills for learning | Elements of a healthy <u>lifestyles</u> Intimate relationships, consent and contraception | Accidents and risk Managing online information Romantic feelings | | | | | | |