

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

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		
			Self-awareness	Healthy Lifestyles	Changing and growing	Self-Care, Support and Safety	The World I live in	Managing feelings
Blue + Lavender Lilac	KS1 classes	Encounter, foundation, core	<i>Things that we are good at</i> <i>People who are special to us</i> <i>Getting on with others</i>	<i>Healthy Eating</i> <i>Taking care of physical health</i>	<i>Baby to adult</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 expressing feelings</i>
Purple, Sapphire, Violet, Navy Emerald, Green, Lime, Aqua, Turquoise	KS2	Encounter, foundation, core	<i>Kind and unkind behaviours</i> <i>Playing and working together</i> <i>Getting on with others</i>	<i>Healthy Eating</i> <i>Keeping well</i>	<i>Changes at puberty</i> <i>Dealing with touch</i>	<i>Keeping safe online</i> <i>Trust</i> <i>Public and Private</i>	<i>Jobs people do</i> <i>Belonging to a community</i>	<i>Managing strong feelings</i> <i>Different types of relationships (changing and growing unit)</i>
Pink, Magenta	KS2	Develop, enrichment, enhancement	<i>Kind and unkind behaviours</i> <i>Playing and working together</i>	<i>Healthy Eating</i> <i>Keeping well</i>	<i>Changes at puberty</i> <i>Dealing with touch</i>	<i>Keeping safe online</i> <i>Trust</i> <i>Public and Private</i>	<i>Jobs people do</i> <i>Belonging to a community</i>	<i>Managing strong feelings</i> <i>Different types of relationships (changing and growing unit)</i>

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			Getting on with others					
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		
			Self-awareness	Healthy Lifestyles	Changing and growing	Self-Care, Support and Safety	The World I live in	Managing feelings
Yellow, L/A	KS3	Encounter, foundation, core	<i>Personal strengths</i> <i>Managing pressure</i>	<i>Medicinal drugs</i> <i>Mental wellbeing</i>	<i>Puberty</i> <i>Positive/unhealthy relationships</i>	<i>Feeling unwell</i> <i>Feeling frightened/worried</i> <i>Keeping safe online</i>	<i>Preparing for adulthood</i>	<i>Strong feelings</i>
Amber, Coral, Scarlet H/A	KS3	Develop, enrichment, enhancement	<i>Personal strengths</i> <i>Managing pressure</i>	<i>Medicinal drugs</i> <i>Mental wellbeing</i>	<i>Puberty</i> <i>Positive/unhealthy relationships</i>	<i>Feeling unwell</i> <i>Feeling frightened/worried</i> <i>Keeping safe online</i>	<i>Preparing for adulthood</i>	<i>Strong feelings</i>
Orange, Indigo L/A	KS3 and 4	Encounter, foundation, core	<i>Skills for learning</i> <i>Prejudice and discrimination</i>	<i>Drugs, alcohol & tobacco</i> <i>Elements of a healthy lifestyles</i>	<i>Intimate relationships, consent and Contraception</i> <i>Long-term relationships/parenthood</i>	<i>Public and private</i> <i>Accidents and risk</i>	<i>Managing online information</i>	<i>Romantic feelings and sexual attraction</i>
Ruby, Crimson H/A	KS4	Develop, enrichment, enhancement	<i>Skills for learning</i> <i>Prejudice and discrimination</i>	<i>Drugs, alcohol & tobacco</i> <i>Elements of a healthy lifestyles</i>	<i>Intimate relationships, consent and contraception</i> <i>Long-term relationships/parenthood</i>	<i>Public and private</i> <i>Accidents and risk</i>	<i>Managing online information</i>	<i>Romantic feelings and sexual attraction</i>