PSHE Association Planning Framework for Pupils with SEND – 2026-2027

Intent

"All schools are required to teach Personal, Social, Health and Economic (PSHE) education. This includes statutory Relationships Education at Key Stages 1 and 2, as well as Health Education."

This Primary Framework is fully aligned with the Statutory Guidance for Relationships Education (RE), and Health Education from the DFE

Primary Department PSHE and RSHE Framework

Emeralds, Rubies, Sapphires, Diamonds, Topaz, Pearls, Opals, Moonstones

The PSHE Planning Framework is divided 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, including online)

3. **Managing Feelings** (Understanding feelings, emotion regulation skills, and how feelings can affect choices and behaviour)

4. **Changing and Growing** (How I and others are changing; new opportunities and responsibilities; managing puberty and reproductive health)

5. **Healthy Lifestyles** (Being and keeping healthy, physical activity, food choices and hygiene routines)

6. **The World I Live In** (Managing money and aspirations for work; living confidently in the wider world)

Within these six sections, there are sub-sections referred to as 'Themes' within the framework. Each class is required to teach a weekly structured PSHE lesson using the relevant theme for that half term. The way in which teachers deliver these lessons is at their professional discretion and should be adapted according to the cognitive ability and needs of their pupils.

Weekly structured PSHE lessons must be taught within the identified theme and should be clearly evidenced on class timetables and on Evidence for Learning using the appropriate tags.

Each year, the sub-section/theme within the six sections will change. The 'Primary Topics and Books' overview has also been considered to ensure that, where possible, PSHE themes link to the half-termly topic being taught, although this may not always be achievable.

Some themes also have a link with the Primary 'Relationships Education' and 'Health Education' areas of learning.

Assessment

There are Grids for each section, identify learning outcomes for each theme area in progressive stages. Starting with the first stage, 'Encountering', through to the final stage, 'Enhancement'. Each column builds on the one before. The learning outcomes in the planning framework can also support pupil's EHCP targets. **Therefore pupils can engage at their own appropriate level at both a pre-formal and semi-formal stage to ensure their access to PSHE is relevant and meaningful to them.**

Implementation

PSHE Primary Framework including Relationships Education (RE) and Health Education (Health and wellbeing)

2026/2027	Section	PSHE Theme & RE/HE Theme sub-section	Primary Topic/Book (Year 2)
Autumn 1	Self – Awareness	**Things we are good at** • Respectful, kind relationships • General wellbeing	**Joseph's Coat** My Many Coloured Days – Dr. Suess Elmer – David McKee The Colour Monster – Anna Llenas
Autumn 2	Self - Care, Support and Safety	**Taking care of ourselves** • Families and people who care for me • General wellbeing • Health protection and prevention • Physical health and fitness	**The Lion King** The Lion Inside – Rachel Bright The Tiger Who Came to Tea – Judith How To Be a Lion – Ed Vere
Spring 1	Managing Feelings	**Identifying and expressing feelings** • Caring friendships • General wellbeing	**Flash, Bang, Wallop!** How to Catch a Star – Oliver Jeffers Aliens love Underpants – Claire Freedman
Spring 2	Changing and Growing	**Baby to adult** • Developing Bodies	**Robin Hood** Robin Hood – Howard Pyle Nature Trail – Benjamin Zaphaniah
Summer 1	Healthy Lifestyles	**Healthy eating** • Healthy eating	**Rotten Romans** Rotten Romans Horrible History Roman Non-fiction
Summer 2	The World I Live In	**Respecting differences between people** • Respectful, kind relationships • Caring friendships • General wellbeing • Wellbeing online • Online safety and awareness	**Perfect Picnic** The Lighthouse Keeper's Lunch – Ronda Armitage A Perfect Picnic – Sesame Street The Ant's Picnic – Margo Falls This is the Bear and the Picnic Lunch – Sarah Hayes & Helen Craig

Impact

Learning Outcomes for all sections that will be taught during 2026/2027

Self - Awareness (Things we are good at) We will be able to:						
Encountering	**Exploring**	**Foundation**	**Core**	**Development**	**Enrichment**	**Enhancement**
Engage with new activities and experiences in a classroom setting. Demonstrate a range of responses, beginning to indicate likes and dislikes. Begin to demonstrate awareness of the function of different classroom/school items.	Communicate clear preferences, refusals and choices. Explore chosen or preferred objects with increasing interest. Participate in shared exploration and notice others' interests.	Recognise own likes and dislikes. Begin to understand that others have their own likes and dislikes. Share our interests with, or show them to, others	Identify things we are good at (strengths/ talents). Describe the ways in which we are special and unique. Celebrate our own and others' achievements	Describe things 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	Identify things we can do for ourselves to help us develop our strengths, and those areas where we need help from others. Identify hopes and aspirations; explain in simple terms how we might achieve them.

Self - Care, Support and Safety (Taking care of ourselves) We will be able to:						
Encountering	**Exploring**	**Foundation**	**Core**	**Development**	**Enrichment**	**Enhancement**
Respond to stimuli about the people who look after us. Interact with self-care resources. Show recognition or familiarity with those	Engage in activities exploring the people who look after us. Explore a range of self-care resources.	Identify people who look after us and help us to take care of ourselves. Show the purpose of some self-care resources.	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).	Identify things we can do by ourselves to look after ourselves and stay healthy, and things we need adult help with. Explain the benefits of using simple self-care techniques (e.g. we brush teeth to keep them clean and healthy).	Identify some ways that germs or illnesses can spread, and suggest some simple strategies for preventing the spread of germs. Identify how we can help to keep ourselves well.	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. Confidently demonstrate self care routines with independence

Managing Feelings (Identifying and Expressing Feelings) We will be able to:						
Encountering	**Exploring**	**Foundation**	**Core**	**Development**	**Enrichment**	**Enhancement**
Respond in different ways to different stimuli which represent feeling and emotions. Begin to show an awareness of differences between sensory resources representative of feelings and emotions. Engage in activities or experiences which prompt emotional responses.	Show consistent responses to familiar stimuli related to feelings and emotions. Begin to initiate further exploration of preferred sensory resources representing feelings and emotions. Identify things that make us feel happy.	Describe or categorise different kinds of feelings and emotions we have experienced; those we like and those we don't like. Identify things that may make us cry/feel sad. Label or show our needs and emotions. Demonstrate what it might look like for us and others to feel and express different feelings or emotions.	Describe some good (comfortable) and not so good (uncomfortable) feelings; escribe how they might make our bodies feel. Identify signs, actions, facial expressions, and body language that can help us identify how others might be feeling and how we could respond to them.	Explain why no one has the right to deliberately make us feel unhappy, afraid, worried, and sad, or make us do things we do not want to. Recognise that feelings and emotions can vary in scale and intensity.	Demonstrate vocabulary/ communication skills for expressing the intensity of a range of feelings and emotions. Explain why people can have strong emotional reactions to some situations.	Explain that everyone experiences a range of feelings and emotions at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous). Assess whether the strength of feeling and behavioural responses to a situation are appropriate.

Changing and Growing (Baby to Adult) We will be able to:						
Encountering	**Exploring**	**Foundation**	**Core**	**Development**	**Enrichment**	**Enhancement**
Encounter a range of resources linked to babies; how they look, the items they need and how they behave. Respond with curiosity to stimuli about how we have changed since we were a baby.	Engage with a range of items that babies, children and adults need. Begin to show awareness of how we grow and change from baby to child.	Identify some of the differences between a baby, child and adult. Identify how we grow from baby, to child, to adult and how our needs change as we grow.	Describe how our needs have hanged since we were a baby. Identify what about us has stayed the same as we have grown older.	Describe some of the things we can do now that we couldn't do when we were younger. Suggest how our needs might be different when we are an adult.	Identify stages of the human life cycle	Explain how the needs of babies, children, adults and older people differ

Healthy Lifestyles (Healthy Eating) We will be able to:						
Encountering	**Exploring**	**Foundation**	**Core**	**Development**	**Enrichment**	**Enhancement**
Encounter and respond to different food and drinks, flavours, textures. Respond to different stimuli about what it means to be 'healthy'. Demonstrate a range of responses to food or drink preferences.	Explore with curiosity different food and drinks, flavours and textures. Explore what it means to be healthy. Sample some healthy foods and indicate preferences	Identify foods and drinks that we like and dislike. Identify some examples of healthy foods and drinks. Describe what healthy eating means. Observe adults preparing food and drinks, or support adults with simple tasks to prepare food.	Identify some examples of foods that should only be eaten occasionally (and foods which cannot be eaten by some people, e.g. due to allergies, or religious beliefs). With adult support, participate in some simple food or drink preparation activities (e.g. making smoothies, salads, sandwiches).	Explain why some foods and drinks are healthier than others. Explain why we might need to eat foods we might not like very much. Describe steps in food preparation and demonstrate these skills (e.g. chopping, spreading, measuring)	Explain what it means to eat a healthy, balanced diet. Give examples of occasions when we can make choices about the foods and drinks that we have. Explain what can help us choose what to eat. Explain reasons why some people may not be able to eat certain foods (e.g. medical reasons, allergies, and beliefs/religion). Demonstrate rules related to safe food preparation.	Explain which foods and drinks we should only have occasionally and explain why eating/drinking too much of them could harm our health. Identify some influences on our food choices, and when these might be helpful or less helpful. Follow a recipe or instructions to prepare a healthy meal

The World I Live In (Respecting differences between people) We will be able to:						
Encountering	**Exploring**	**Foundation**	**Core**	**Development**	**Enrichment**	**Enhancement**
Respond with awareness of the different characteristics people can have. Participate in activities focused on exploring other cultures and communities	Explore examples of different people and cultures (e.g. through story, or images). Begin to communicate an awareness of the similarities and differences between people and cultures.	Identify simple differences and similarities between people. Identify the similarities that we share with our peers.	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 (stereotypes).	Identify possible reasons why some people might be rude or unkind towards others because they are different (prejudice) and treat them unfairly because of it (discriminate). Give reasons why it is always unacceptable to be rude or unkind towards other people; identify who we could talk to if we experience or observe this.	Recognise that we may sometimes hear or read something (including online) that is rude or 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 who we could talk to about them.