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

Intent

"All schools are required to teach PSHE education. This includes Relationships and Sex Education (RSE) at Key Stages 3 and 4 and also Health Education".

This Framework is fully aligned with the Statutory Guidance for Relationships and Sex Education (RSE) and Health Education from the DFE.

Secondary Department PSHE and RSHE Framework

Calke, Bakewell, Milldale, Dovedale, Darley, Kedleston

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' (Health and Wellbeing) 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 students 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 Secondary Framework including Relationships Education (RE) and Health Education (Healthy and wellbeing)

2026/2027	Section	PSHE Theme & RSE/HE Theme sub-section	Secondary Topic/Book (Year 2)
Autumn 1	Self – Awareness	**Personal strengths** • Respectful Relationships • Mental wellbeing • Wellbeing online	**Solar System** The Hitchhiker' Guide to the Galaxy Apollo – Matt Finch (graphic novel)
Autumn 2	Self - Care, Support and Safety	**Feeling well and staying well** • Health protection and prevention and understanding the healthcare system. • Mental wellbeing • Physical health and fitness • Wellbeing online	**Wands and Wizardry** Harry Potter – JK Rowling Minders – Diana Hendry
Spring 1	Managing Feelings	**Self-esteem and unkind comments** • Respectful Relationships • Being safe • Online safety and awareness • Personal safety • Mental wellbeing • Wellbeing online	**Crime and Punishment** Holes – Louis Sachar
Spring 2	Changing and Growing	**Puberty** • Developing bodies. • Health protection and prevention, and understanding the healthcare system • Mental wellbeing	**World Wars** War Horse – Michael Murpurgo
Summer 1	Healthy Lifestyles	**Elements of healthy eating** • Physical health and fitness. • Health protection and prevention, and understanding the healthcare system • Healthy eating • Mental wellbeing • Wellbeing online • Personal safety • Intimate and sexual relationships, • including sexual health	**Arctic Lands** Northern Lights – Philip Pullman Web articles about the South Pole
Summer 2	The World I Live In	**Diversity, rights and responsibilities** • Respectful Relationships	**The Inventing Room** Evil Inventions – Horrible Science Thomas Edison – Time Magazine for Kids

Impact

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

Self- Awareness (Personal Strengths) We will be able to:						
Encountering	**Exploring**	**Foundation**	**Core**	**Development**	**Enrichment**	**Enhancement**
Respond to stimuli about what we are good at and/or enjoy. Respond to stimuli about what interests us.	Explore familiar preferred items or activities with recognition. Engage in celebration activities for our own or others' achievements.	Make choices about resources and activities to engage with independently. Identify what we are good at and/or enjoy. Reflect on things we have done that make us feel proud.	Describe some of our own personal strengths and skills (things we are good at or can do well). Identify the skills required to showcase our personal strengths/things we enjoy.	Identify other people's interests and personal strengths. Demonstrate how to recognise and appreciate personal strengths in other people. Describe different ways people celebrate achievements.	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 how we can keep a record of our achievements and successes.	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.

Self-care, support and safety (Feeling well and staying well) We will be able to:						
Encountering	**Exploring**	**Foundation**	**Core**	**Development**	**Enrichment**	**Enhancement**
Demonstrate a range of responses when exploring emotions linked to feeling well/ unwell. Explore how to indicate to someone that we are feeling unwell. Engage in activities that promote personal hygiene.	Identify emotions and feelings linked to being well/unwell. With support, identify how to indicate to someone we are feeling unwell. Identify who to tell if we feel unwell or notice something different about our bodies.	Describe the difference between feeling well and feeling unwell. Demonstrate how to indicate to someone that we are unwell. Explore ways that hygiene routines help us to feel well and good about ourselves.	Identify how we can tell if we are unwell (including possible symptoms). Describe in simple terms how germs can be spread to others. Identify useful phrases or vocabulary to use 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. Describe simple things we can do if we are not feeling well. Recognise when we can take care of our own health and when we need adult support. Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses).	Describe how following simple routines can reduce the spread of germs (bacteria and viruses) and why this is important. Identify some ways we can take increased responsibility for looking after our physical health, including the importance of vaccinations and breast and testicular self-examination. Describe why sometimes adults need to make medical decisions on our behalf.	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.

			Recognise the importance of telling someone if we notice something unusual in our testicles or breasts.	Recognise there are more serious health conditions and how we can notice symptoms of some of these	Describe what to do if anyone notices symptoms of more common serious health issues, and how people with chronic health conditions can be supported.	Explain what is meant by immunisation and vaccination and why people might be immunised or vaccinated.

Managing Feelings (Self-esteem and unkind comments) We will be able to:						
Encountering	**Exploring**	**Foundation**	**Core**	**Development**	**Enrichment**	**Enhancement**
Respond with curiosity to stimuli about all the different ways in which we are special. Demonstrate an awareness of celebration, responding positively to a variety of indicators (e.g. cheering, praise, clapping).	Begin to describe or categorise different ways we are special; what we like about ourselves and others. Explore things that make us feel happy/ sad, with a focus on praise/kindness and unkindness/ unhelpfulness.	Identify emotions associated with feeling good about ourselves. Identify feelings and emotions associated with a negative experience.	Identify things we can do which help us to feel good about ourselves. Demonstrate ways to give praise or positive feedback to others.	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. Describe what 'self-esteem' means and why it is important.	Explain the difference between helpful/kind and unhelpful/unkind comments. Demonstrate simple strategies to help manage our feelings and emotions about unhelpful/unkind comments. Describe how activities we participate in, especially online, can help us to either feel good or feel bad about ourselves.	Demonstrate polite and assertive ways of challenging unkind comments directed at us or others. Evaluate how comparing ourselves to others, especially on social media, can negatively affect our self-esteem, and suggest some strategies to manage this

Changing and Growing (Puberty) We will be able to:						
Encountering	**Exploring**	**Foundation**	**Core**	**Development**	**Enrichment**	**Enhancement**
Engage with health and hygiene stimuli/ activities, including period products. Engage in activities focused on naming body parts. Begin to explore basic bodily and emotional changes at puberty	Identify the names for main body parts, genitalia and reproductive organs. Explore different emotional changes people experience as they grow. Begin to recognise changes the body goes through as we grow (including hygiene needs, menstruation, wet dreams etc.)	Identify some of the different ways we have changed as we have grown older. Recognise and use the scientific terminology for main body parts including genitalia/ reproductive organs. Begin to identify the different changes the male and female bodies go through as we grow. Begin to recognise what masturbation is, why some people do it, and why it is private.	Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). Explore what is meant by the term 'puberty' (including some examples such as menstruation, genital changes, masturbation).	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.	Explain why puberty happens. Explain how people might experience periods differently, but some symptoms (e.g. serious pain, heavy bleeding) can be signs of period problems, and how to seek help for these.	Evaluate how emotions may change as we get older and are no longer children. Explain how healthcare professionals can provide support to manage period problems

Healthy Lifestyles (Elements of a healthy lifestyle) We will be able to:						
Encountering	**Exploring**	**Foundation**	**Core**	**Development**	**Enrichment**	**Enhancement**
Respond to stimuli about different healthy lifestyle choices. With adult support, engage in activities which involve healthy habits (e.g. washing hands, brushing teeth, eating fruit).	Identify healthier and less healthy lifestyle choices. Identify healthy habits (e.g. dental care, hand washing, getting enough sleep)	Recognise what is meant by a healthy lifestyle. Demonstrate or describe healthy habits (e.g. dental care, hand washing, maintaining routines to balance sleep, work, rest and play).	Identify different ways that people can live a healthy lifestyle. Explain 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 healthier 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.

The world I live in (Diversity, rights and responsibilities) We will be able to:						
Encountering	**Exploring**	**Foundation**	**Core**	**Development**	**Enrichment**	**Enhancement**
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 in school.	Begin to communicate an awareness of the ways in which we are the same/different to others. Communicate an awareness of what school rules mean.	Identify some of the similarities and differences amongst young people of our age. Identify what is meant by having rules in school, at home and in the wider world; demonstrate how we follow these rules.	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 reassignment). 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. Explain 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 education and work.	Explain that British law protects people's right to practice any religion. Explain how stereotypes (e.g. based on sex, gender reassignment, 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 who we can talk to if we are worried about our rights or those of other people.