



Personal, Social, Health and Economic (PSHE) COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 3

Intent:
We will promote, develop, equip and prepare healthy learners for life

PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps.
Encountering Foundation Core Development(KS3) Enrichment (KS4) Enhancement

		Cycle A (2028-2029)	Cycle B (2026-2027)	Cycle C (2027-2028)	Running throughout each cycle
Autumn	1	Self-awareness How do we learn? Introduce pupils to skills for learning and how to get help from adults in school. SA2 SA5 Topic- Skills for learning/ Getting help <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Self-awareness What makes us special? Pupils celebrate everyone's uniqueness and identify their personal strengths. SA1 SA3 Topic- Personal Strengths / Prejudice and discrimination <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Self-awareness What is pressure? Pupils explore when people might be under pressure and how to respond or get support. SA4 SA5 Topic- Managing pressure/ Getting help <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	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.
	2	Self-care, support and safety What's public and private in school, and who helps us? Pupils learn how to navigate public and private spaces, and what to do if feeling unwell in school. SSS1 SSS6 Topic- Feeling well and staying well /Emergency situations <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Self-care, support and safety What is safe online contact? Pupils learn ways to safely communicate with others online, including what information to keep private. SSS4 SSS5 Topic- Safe communication online/Public and private <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Self-care, support and safety What is gambling? Pupils explore the risks related to gambling money. SSS7 Topic- Gambling <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	

Spring	1	Managing feelings What is mental wellbeing? Pupils learn about strong feelings and how they can affect wellbeing. MF1 MF5 Topic- Self esteem and unkind comments/Mental Wellbing <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Managing feelings How do I feel about myself? Pupils learn skills to maintain self-esteem and respond to unkind MF2 Topic- Strong feelings <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Managing feelings How do I feel about others? Pupils explore what romantic feelings are and situations involving attraction. MF3 Topic- Romantic feelings and sexual attraction <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	
	2	Changing and growing Who are our friends? Pupils explore what makes a healthy friendship and how to make friends. CG2 Topic- Friendship <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Changing and growing What is puberty? Pupils learn how to help manage the changes of puberty CG1 Topic- Puberty <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Changing and growing What is a healthy relationship? Pupils learn about healthy and unhealthy relationship CG3 Topic- Healthy/unhealthy relationships <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	
Summer	1	Healthy lifestyles How can we keep healthy? Pupils learn how to stay healthy, including safe use of medicines. HL1 HL5 Topic- Elements of a healthy lifestyle/Medicinal drugs <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Healthy lifestyles What is body image? Pupils explore what affects body image as people grow older. HL4 Topic- Body Image <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Healthy lifestyles What is a healthy lifestyle? Pupils rehearse skills for staying active and preparing healthy meals. HL2 HL3 Topic- Physical activity/ Healthy eating <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	
	2	The world I live in How can we care for our environment? Pupils explore why and how to protect the planet. WIL15	The world I live in How can we buy things online? Pupils explore money and safe ways to spend online. WIL14 WIL12	The world I live in What is equality? Pupils learn about people's rights and responsibilities in an equal, diverse society. WIL1	

		Topic- Taking care of the environment <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Topic- Managing finances/Managing online information <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Topic- Diversity, rights and responsibilities <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	
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