

Intent:

For students to develop an appropriate understanding of what it means to live a healthy life. Students will continue to build on the foundations of PSHE they gained in lower Key Stages, rehearsing and embedding the practical skills and understanding they need to lead a fulfilling life. To explore and reflect upon issues that affect them and develop strategies and skills to manage real-life situations.

		Cycle A (2026-2027)	Cycle B (2027-2028)	Cycle C (2028-2029)	Running throughout each cycle	
Autumn	1	Self-awareness What are we proud of? Pupils reflect on what they are proud of in school and rehearse skills for learning. SA1 SA2 Topic- <i>Personal Strengths/Skills for learning</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Self-awareness How can we respond to pressure? Pupils revisit peer pressure, rehearsing skills to respond. SA4 SA5 Topic: <i>Managing pressure/Getting help</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Self-awareness What is prejudice? Pupils consider the protected characteristics and how to treat others fairly. SA3 Topic- <i>Prejudice and Discrimination</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Self-awareness- Healthy coping strategies The World I live in- Preparing for adulthood	Healthy Lifestyles- Keeping Well Managing feelings- Mental Well-being
	2	Self-care, support and safety What does power mean? Pupils learn about power in relationships, including harmful behaviours. SSS8 SSS2 Topic: <i>Power imbalances/Personal Space and unwanted touch.</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Managing feelings What are romantic relationships like? Pupils explore what might shape our expectations of romantic relationships. MF4 Topic: <i>Expectations of relationships</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Self-care, support and safety What is personal space? Pupils learn how to assert their own and respect others' personal space and privacy. SSS8 SSS2 SSS6 Topic: <i>Personal Space and unwanted touch/ Public and private/ power imbalances.</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>		
Spring	1	Healthy lifestyles What can I do to be well? Pupils build skills to look after their own health and wellbeing. HL3 HL4 Topic: <i>Being Active/Keeping Well</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	The world I live in What is it adulthood like? Pupils practise skills for managing money and for participating in work. WIL6 WIL4 Topic: <i>Preparing for adulthood and work/Managing finances</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Managing feelings How can I keep mentally well? Pupils revisit skills for emotional regulation and learn about mental health concerns MF5 MF6 Topic: <i>Mental Well-being/Mental Health Concerns.</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>		

Summer	2	Managing feelings How can I manage my feelings towards others? Pupils explore strong feelings they may have in relationships and how to manage these. MF1 MF3 Topic: <i>Self Esteem and unkind comments/Romantic feelings and sexual attraction</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Changing and growing What makes a parent? Pupils learn about committed relationships, including marriage and parenthood. CG5 CG3 Topic: <i>Long term relationships and parenthood</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Changing and growing What is sexual intimacy? Pupils learn about sexually intimate relationships, including consent and contraception CG4 Topic: <i>Intimate relationships, consent and contraception</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>		
	1	Healthy lifestyles What are the laws about drugs? Pupils revisit illegal drugs, the harms they can cause and laws related. HL6 Topic: <i>Drugs. Alcohol and tobacco</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Self-care, support and safety How can I manage risk? Pupils learn how to respond in risky and emergency situations, including with first aid, and for medical concerns. SSS3 SSS5 SS51 Topic: <i>Accidents and risks, emergency situations, feeling well and staying well help</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	Healthy lifestyles What can harm our bodies? Pupils recap the use of medicines and learn about. HL5 HL6 Topic: <i>Medicinal Drugs/ Drugs, Alcohol and tobacco</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>		
		Changing and growing How can we look after our sexual health? Pupils learn about what can affect fertility and how to look after sexual health. CG4 CG6 Topic: <i>Intimate relationships, consent and contraception/ Reproductive health</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	The world I live in How can I live independently? Pupils learn about adult life, independent living and the online world. WILI3 WILI7 Topic: <i>Online Harms /Independent Living</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>	The world I live in What risks are there online? Pupils learn how to manage online harms, including AI and sharing images. WILI3 Topic: <i>Online Harms</i> <i>'PSHE Association (SEND Framework) coverage to be taught at differentiated Developmental steps'</i>		