

**PSHE RSE Key Stage 4 Long-Term Plan – Semi-Formal**

**Planning Year 1**

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Prejudice and discrimination	<b>Encountering:</b> Respond to stimuli about people who are different to us in different ways. <b>Foundation:</b> Describe what it means to treat others in a kind and fair way. Recognise that everyone is unique and special, and no one should be treated unfairly.
Autumn 2a	Self-Care, Support and Safety	Keeping safe online	<b>Encountering:</b> Respond with curiosity to stimuli about different ways of keeping safe online. <b>Foundation:</b> Describe what keeping safe online means.
Autumn 2b		Emergency Situations	<b>Encountering:</b> Respond with curiosity to stimuli about people who keep us safe at school and at home. <b>Foundation:</b> Identify rules and procedures in school that help keep us safe.
Spring 1	Managing Feelings	Romantic feelings and sexual attraction part 1	<b>Encountering:</b> Respond with interest to stimuli about people we like or know. <b>Foundation:</b> Identify what it means to like someone.
Spring 2	Changing and Growing	Intimate relationships, consent and contraception	<b>Encountering:</b> Respond to stimuli about romantic relationships. <b>Foundation:</b> Identify instances in or out of school when we might need to seek permission or receive consent. Demonstrate how to ask for permission (get consent) before we borrow or take something from someone. Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent). Identify the similarities and differences between friendships and romantic/ intimate relationships. Identify whom we can talk to about relationships.
Summer 1a	Healthy Lifestyles	Healthy eating Body image	<b>Encountering:</b> Respond to stimuli about different kinds of food and drinks. Respond to stimuli showing different images of young people. <b>Foundation:</b> Identify our favourite foods and drinks. Identify and describe some different images of young people in pictures, magazines, TV programmes and social media.
Summer 1b	The World We Live In	Preparing for adulthood	<b>Encountering:</b> Respond to stimuli about adult life. Respond to stimuli about the different jobs adults do in school. <b>Foundation:</b> Recognise different types of living arrangement, including adult care, residential care and living independently. Explain what is meant by having a 'job'.
Summer 2	Talentino Careers coaching	Module 2 Careers Experience	Pupils show some limited awareness of at least one stimulus in the environment. Pupils begin to show interest in an aspect of their surroundings. Pupils observe the results of their own actions and explore materials in increasingly complex ways.

			<p>Pupils show some limited awareness of at least one stimulus in the environment. Pupils begin to show interest in an aspect of an engaging activity. Pupils explore materials in increasingly complex ways.</p> <p>Pupil has a short time where they focus on a specific person or activity. Pupils may accept or engage in coactive exploration. Pupils request an activity or resource.</p> <p>Pupil gives intermittent reactions. Pupils cooperate with shared participation. Pupils begin to explore solutions to simple problems.</p> <p>Pupils show simple reflex response. Pupils react to new experiences and respond to elements of familiarity. Pupils seek attention through gesture or action.</p> <p>Pupils show simple reflex response. Pupils communicate affective responses. Pupils actively explore objects and activities for more extended periods of time.</p>
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**PSHE RSE Key Stage 4 Long-Term Plan – Semi-Formal**

**Planning Year 2**

<b>Term</b>	<b>Strand</b>	<b>Component</b>	<b>Outcomes</b>
<b>Autumn1</b>	Self-Awareness	Managing pressure	<b>Encountering:</b> Respond to stimuli which depict kindness and unkindness. <b>Foundation:</b> Describe and give examples of what it means to be kind and unkind. Identify some of the ways of telling a trusted adult if someone is being unkind to us.
<b>Autumn 2a</b>	Self-Care, Support and Safety	Public and private	<b>Encountering:</b> Respond to stimuli about things that are public and things that are private. <b>Foundation:</b> Explain what is meant by private and what is meant by public. Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.
<b>Autumn 2b</b>		Gambling	<b>Encountering:</b> Respond with curiosity to stimuli about risk and chance. <b>Foundation:</b> Recognise simple examples of ‘taking a chance’.
<b>Spring 1</b>	Managing Feelings	Romantic feelings and sexual attraction part 2	<b>Encountering:</b> Respond with interest to stimuli about people we like or know. <b>Foundation:</b> Identify what it means to like someone.
<b>Spring 2</b>	Changing and Growing	Long-term relationships/ parenthood	<b>Encountering:</b> Respond to stimuli about different kinds of families and different kinds of relationships in families. Respond to stimuli about parenthood. <b>Foundation:</b> Give examples of different types and features of committed long-term relationships. Identify adults we know who are in a long-term relationship (e.g., married, in a civil partnership, living together, engaged). Identify what being in a family means.
<b>Summer 1a</b>	Healthy Lifestyles	Medicinal drugs Drug, alcohol and tobacco	<b>Encountering:</b> Respond to stimuli about different health professionals (doctors, dentists, nurses) and how they take care of us. Respond to stimuli about taking care of our body. <b>Foundation:</b> Recognise what is meant by a ‘medicine’. Identify some substances people might swallow, drink or inhale that could be harmful to their health. Describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks.
<b>Summer 1b</b>	The World We Live In	Managing finances	<b>Encountering:</b> Respond with curiosity to adult modelling of the uses of money. <b>Foundation:</b> Describe in simple terms what money is and how it is used. Recognise that money we get from cash machines or through ‘cashback’ in the supermarket etc. is our money.
<b>Summer 2</b>	Talentino Careers coaching	Module 3 Practical skills for enterprise experiences	Pupils show some intermittent reactions. Pupils begin to recognise familiar objects. Pupils may initiate familiar activities. Pupils may show some reflex responses. Pupils accept joint adult-led exploration. Pupils use appropriate communication method to request an object or activity. Pupils display a reflexive response. Pupils begin to remember learned responses over time. Pupils actively explore objects and surfaces for a relatively extended period of time.

## HOW THE PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND IS ORGANISED

The Planning Framework is organised 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; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

Each of the six sections is subdivided into topic areas, as set out below. Please note that there is overlap between the topic areas and sections,

for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

<b>Strand</b>	<b>Component</b>	<b>Planning Year and Term</b>
Self-Awareness	Prejudice and discrimination	PY1 Autumn 1
	Managing pressure	PY2 Autumn 2
Self-Care, Support and Safety	Keeping safe online	PY1 Autumn 2a
	Emergency Situations	PY1 Autumn 2b
	Public and private	PY2 Autumn 2a
	Gambling	PY2 Autumn 2b
Managing Feelings	Romantic feelings and sexual attraction part 1	PY1 Spring 1
	Romantic feelings and sexual attraction part 2	PY2 Spring 1

Changing and Growing	Intimate relationships, consent and contraception	PY1 Spring 2
	Long-term relationships/ parenthood	PY2 Spring 2
Healthy Lifestyles	Healthy eating	PY1 Summer 1a
	Body image	PY1 Summer 1a
	Medicinal drugs	PY2 Summer 1a
	Drug, alcohol and tobacco	PY2 Summer 1a
The World I Live In	Preparing for adulthood	PY1 Summer 1b
	Managing finances	PY2 Summer 1b

In addition, The Talentino package will be incorporated to develop careers education. This project will be included on the PSHE RE plan for key stages 3 and 4 for pupils on the Bridge and Formal pathways.

The content used in this Long-term plan has been taken from the PSHE Association SEND curriculum