

PSHE RSE Key Stage 3 Long-Term Plan – Semi-Formal

Planning Year 1

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Personal Strengths	Encountering: Respond to stimuli about what we are good at and/ or enjoy. Foundation: Describe what we are good at and/or enjoy.
Autumn 2	Self-Care, Support and Safety	Feeling unwell	Encountering: Respond to stimuli about what it means to feel unwell; show awareness of how to indicate to someone that we are feeling unwell. Foundation: Describe the difference between feeling well and feeling unwell; demonstrate how to let someone know that we are feeling unwell.
Spring 1	Managing Feelings	Self-esteem and unkind comments part 1	Encountering: Respond with curiosity to stimuli about all the different ways in which we are special. Foundation: Identify feelings associated with feeling good about ourselves.
Spring 2	Changing and Growing	Puberty	Encountering: Respond with curiosity to stimuli about the ways in which we change as we get older. Foundation: Identify some of the different ways we have changed as we have grown older.
Summer 1a	Healthy Lifestyles	Elements of healthy lifestyles	Encountering: Respond to stimuli showing different aspects of a healthy lifestyle. Foundation: Recognise what is meant by a healthy lifestyle.
Summer 1b	The World We Live In	Diversity/ rights and responsibilities	Encountering: 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 and routines there are in school. Foundation: Identify some of the similarities and differences between young people of our age. Identify what is meant by having rules in school, at home and in the wider world.
Summer 2	Talentino Careers coaching	Module 1 Familiarisation with the enterprise environment	To encounter a familiar activity/ experience in the enterprise environment. To anticipate the enterprise environment by the transitional cues provided. To participate in shared, familiar activities within the new, enterprise based, environment with less support. To display increasing alertness to the new adults or pupils introduced. To begin to recognise the enterprise pupils or adults as familiar. To initiate interactions with familiar people with support. To display a developing awareness of the enterprise activity. To begin to recognise the enterprise activity using cues provided. To request or initiate an increasing number of steps in the enterprise activity.

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Planning Year 2

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Skills for learning Part 1	Encountering: Respond to stimuli about what we enjoy learning about in school. Foundation: Identify some things that make us special and unique as learners. Describe what we like and dislike doing as learners. Describe our own learning targets or goals.
Autumn 2	Self-Care, Support and Safety	Feeling frightened/ worried	Encountering: Respond to stimuli about feeling frightened or worried. Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact). Respond to adult modelling about ways to indicate to others that we need help. Foundation: Explain what being frightened or worried means. Demonstrate simple ways to communicate that we are frightened or worried. Describe in simple terms what it means to take care of our bodies and keep them safe.
Spring 1	Managing Feelings	Self-esteem and unkind comments part 2	Encountering: Respond with curiosity to stimuli about all the different ways in which we are special. Foundation: Identify feelings associated with feeling good about ourselves.
Spring 2	Changing and Growing	Friendship	Encountering: Respond to stimuli about different kinds of friendship. Foundation: Describe what having or being a friend means. Identify different kinds of friendship and ways in which friendship is important.
Summer 1a	Healthy Lifestyles	Mental well-being	Encountering: Respond to stimuli about things we like to do which make us feel calm and relaxed. Foundation: Identify things we can do to help ourselves when we feel worried or stressed.
Summer 1b	The World We Live In	Managing online information	Encountering: Respond with curiosity to stimuli about online advertising. Foundation: Recognise that not everything we see online is 'real' or 'true'.
Summer 2	Talentino Careers coaching	Module 1 Familiarisation with the enterprise environment	To encounter a familiar activity/ experience in the enterprise environment. To anticipate the enterprise environment by the transitional cues provided. To participate in shared, familiar activities within the new, enterprise based, environment with less support. To display increasing alertness to the new adults or pupils introduced. To begin to recognise the enterprise pupils or adults as familiar. To initiate interactions with familiar people with support. To display a developing awareness of the enterprise activity. To begin to recognise the enterprise activity using cues provided. To request or initiate an increasing number of steps in the enterprise activity.

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Planning Year 3

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Skills for learning Part 2	Encountering: Respond to stimuli about what we enjoy learning about in school. Foundation: Identify some things that make us special and unique as learners. Describe what we like and dislike doing as learners. Describe our own learning targets or goals.
Autumn 2	Self-Care, Support and Safety	Accidents and Risk	Encountering: Respond with curiosity to stimuli about what is meant by keeping safe. Foundation: Describe what is meant by personal safety. Explain what is meant by something being an accident.
Spring 1	Managing Feelings	Strong feelings	Encountering: Respond to stimuli about different feelings we might experience. Respond to stimuli about how different feelings may be expressed. Foundation: Describe how we might feel, look and sound when we are happy or unhappy. Identify a range of feelings, where we might feel them in our body, and how they might make us behave.
Spring 2	Changing and Growing	Healthy and unhealthy relationship behaviour	Encountering: Respond with curiosity to stimuli about different positive relationships we have in our lives. Foundation: Identify some key features of positive friendships/ relationships, and how they can make us feel. Identify times when we might feel angry or sad because of someone's behaviour towards us.
Summer 1a	Healthy Lifestyles	Physical activity	Encountering: Respond to stimuli about different kinds of physical activity and exercise. Foundation: Identify different kinds of physical activity and exercise.
Summer 1b	The World We Live In	Taking care of the environment	Encountering: Respond with curiosity to stimuli about the natural environment. Foundation: Identify living things that people can care for (e.g. house plants, pets, gardens).
Summer 2	Talentino Careers coaching	Module 1 Familiarisation with	To encounter a familiar activity/ experience in the enterprise environment. To anticipate the enterprise environment by the transitional cues provided. To participate in shared, familiar activities within the new, enterprise based, environment with less support.

		the enterprise environment	<p>To display increasing alertness to the new adults or pupils introduced. To begin to recognise the enterprise pupils or adults as familiar. To initiate interactions with familiar people with support.</p> <p>To display a developing awareness of the enterprise activity. To begin to recognise the enterprise activity using cues provided. To request or initiate an increasing number of steps in the enterprise activity.</p>
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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.

Strand	Component	Planning Year and Term
Self-Awareness	Personal Strengths	PY1 Autumn 1
	Skills for learning Part 1	PY2 Autumn 1
	Skills for learning Part 2	PY3 Autumn 1

Self-Care, Support and Safety	Feeling unwell	PY1 Autumn 2
	Feeling frightened/ worried	PY2 Autumn 2
	Accidents and Risk	PY3 Autumn 2
Managing Feelings	Self-esteem and unkind comments part 1	PY1 Spring 1
	Self-esteem and unkind comments part 2	PY2 Spring 1
	Strong feelings	PY3 Spring 1
Changing and Growing	Puberty	PY1 Spring 2
	Friendship	PY2 Spring 2
	Healthy and unhealthy relationship behaviour	PY3 Spring 2
Healthy Lifestyles	Elements of healthy lifestyles	PY1 Summer 1a
	Mental well-being	PY2 Summer 1a
	Physical activity	PY3 Summer 1a
The World I Live In	Diversity/ rights and responsibilities	PY1 Summer 1b
	Managing online information	PY2 Summer 1b
	Taking care of the environment	PY3 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