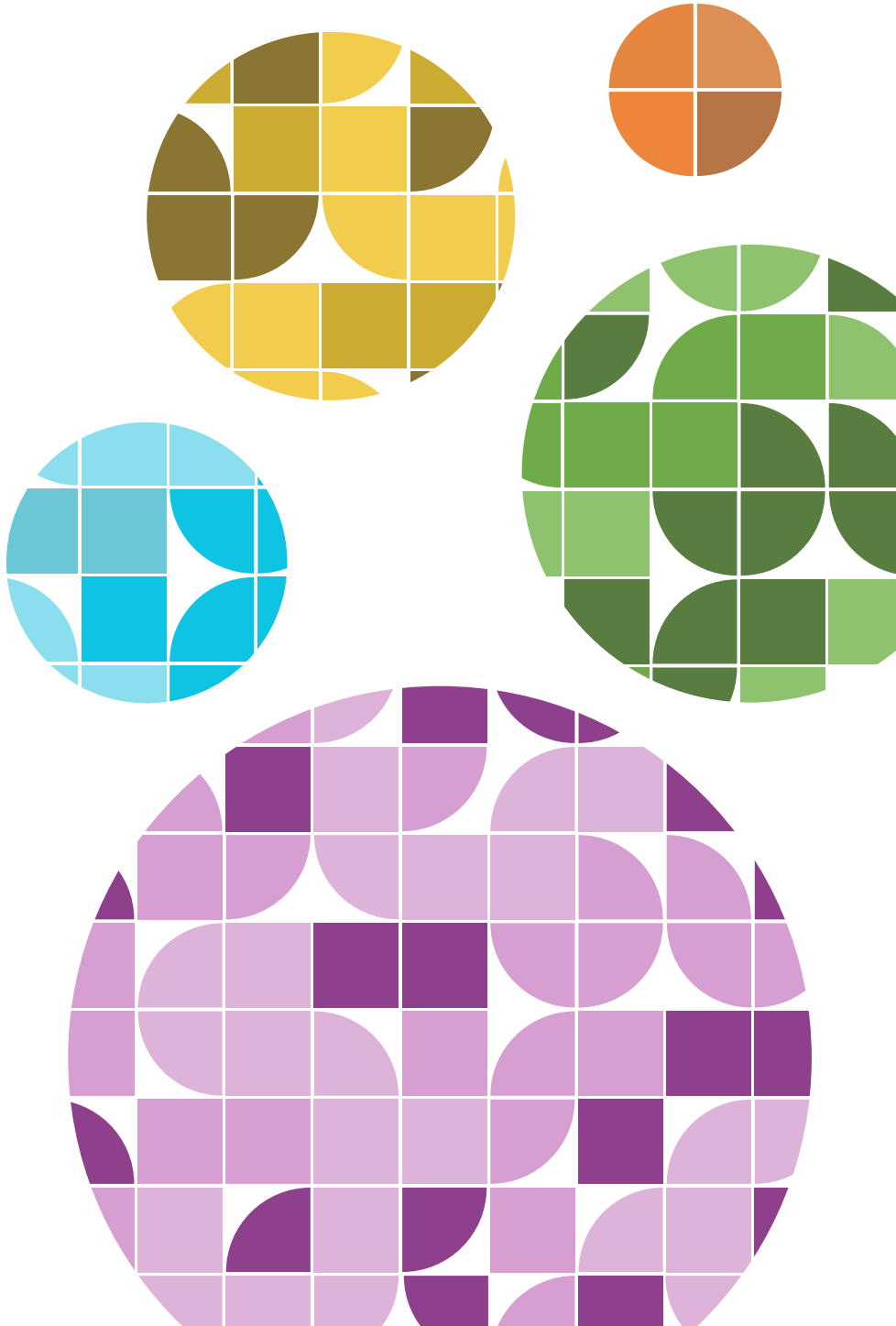
PSHE | ASSOCIATION

PSHE education Planning Framework for Pupils with SEND

KS1 KS2 KS3 KS4 KS5



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Introduction

Supporting PSHE teachers working with pupils with special educational needs and disabilities (SEND) in both special and mainstream settings is a key part of our work. This updated version of our Planning Framework for Pupils with SEND accompanies the 2026 edition of the Programme of Study KS1-5 and is fully aligned with the Department for Education's statutory Relationships, Sex and Health Education (RSHE) guidance, for implementation from September 2026. We have mapped the content grids from the statutory guidance to the Planning Framework, and adapted learning outcomes appropriately in cases where statutory content may not be accessible for pupils with SEND.

This Framework also supports schools to provide a comprehensive PSHE programme that integrates, but is not limited to, statutory RSHE content. 'The world I live in' section covers aspects of PSHE relating to careers education, economic wellbeing, and preparing for adulthood. Though not yet a statutory part of PSHE education, this learning is critical to support different levels of independence for pupils with SEND, as well as helping schools to meet the Gatsby Benchmarks for careers education as part of the Careers strategy. The Framework supports you to plan, assess, monitor and evidence progress and achievement in your pupils' PSHE education.

How the PSHE education Planning Framework for Pupils with SEND is organised

The Planning Framework has 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)

Grids for each section identify learning opportunities in progressive stages, starting with the first stage, 'Encountering', through to the final stage, 'Enhancement'. Each stage builds on the one before, while allowing pupils to access the content at a stage that is most appropriate to their learning needs. This progression assumes that the pupil can meet the previous stages' outcomes, and in some cases introduces new or additional learning in successive columns.

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
Effective engagement in the learning process	Exploring key themes of learning	Underpinning learning	Fundamental learning elements	Increasing understanding of learning	Deepening an application of learning	Applying learning in different contexts

Depending on the level of special educational need, pupils may be able to work only within the learning outcomes of one stage, (e.g. Encountering or Exploring). However, some pupils may be able to work progressively across the seven stages with regular opportunities for revisiting and consolidation of previous outcomes, as they mature through school. In this way, the framework could be adapted for groups of pupils or used to create a bespoke learning programme for individuals.

Introduction

Meeting the RSHE statutory requirements

There are references at the end of each learning opportunity to show which statutory RSHE content it addresses. Where there is no reference, this learning should be considered non-statutory (although in many cases, still essential learning). The letters in brackets correspond to the statutory RSHE guidance sections as follows:

KS1 KS2

Relationships Education

- **F** Families and people who care for me
- **CF** Caring friendships
- **RKR** Respectful, kind relationships
- **OSA** Online safety and awareness
- **BS** Being safe

Health Education (Health and wellbeing)

- **GW** General wellbeing
- **WO** Wellbeing online
- **PHF** Physical health and fitness
- **HE** Healthy eating
- **DATV** Drugs, alcohol, tobacco and vaping
- **HPP** Health protection and prevention
- **PS** Personal safety
- **BFA** Basic first aid
- **DB** Developing bodies

KS3 KS4*

Relationships Education

- **F** Families
- **RR** Respectful Relationships
- **OSA** Online safety and awareness
- **BS** Being safe
- **ISR** Intimate and sexual relationships, including sexual health

Health Education (Health and wellbeing)

- **MW** Mental wellbeing
- **WO** Wellbeing online
- **PHF** Physical health and fitness
- **HE** Healthy eating
- **DATV** Drugs, alcohol, tobacco and vaping
- **HPP** Health protection and prevention, and understanding the healthcare system
- **PS** Personal safety
- **BFA** Basic first aid
- **DB** Developing bodies

**Please note, whilst there is no statutory content for key stage 5 in the RSHE statutory guidance, RSHE is statutory at key stage 5 for schools with a sixth form, and all post-16 settings are encouraged to continue this learning in post-16 education.*

Most young people live their lives both online and offline, and most topics within statutory RSHE have a digital aspect. Whilst some sections of the planning framework (such as 'Keeping safe online' and 'Online habits' for KS1-2, and 'Safe online communication' and 'Online harms' for KS3-5) are explicitly focused on this, it should be assumed that learning in all sections applies to online contexts as well, even when not explicit.

As empowering pupils with SEND to seek help in different situations is crucial to their learning, this updated edition includes sections focused on 'Getting help' in the Self-awareness sections; SA6 for KS1-2 and SA5 for KS3-5. These demonstrate how help-seeking skills can be explicitly taught, rehearsed and embedded across the seven stages from Encountering to Enhancement. Whilst you may dedicate some specific teaching to help-seeking, it is essential that these skills are revisited and rehearsed in all lessons and within the context of particular topics and should not be treated as a standalone theme.

Introduction

Using and adapting the Planning Framework for Pupils with SEND to support your PSHE provision

The Planning Framework is intended as a guide to the possible content of a spiral PSHE education programme (including statutory RSHE) for pupils with SEND. You are free to use it flexibly, adapting it to the unique needs and abilities of your pupils, as their development will not necessarily correspond to their chronological age or their key stage, in many aspects of their learning in PSHE education. For example, you might need to draw on learning outcomes from key stages 1 and 2 for some pupils in key stage 3 or 4.

We have provided a suggested primary and secondary long-term plan to help you organise this content across age groups and in each half term. We offer these long-term overviews as a possible starting point rather than to be followed rigidly. If they are useful to you, please feel free to adapt and implement as best suits the needs of your pupils.

The Framework may also be used to help audit your school's current PSHE provision by mapping your curriculum or schemes of work against the Framework content and then adding to or updating your schemes of work as necessary. The Planning Framework may be further modified and adapted to pupils' needs by:

- Breaking down the learning outcomes into smaller steps so that they form the basis of a lesson or series of lessons.
- Revisiting, reinforcing, consolidating and generalising previous learning, as well as introducing new concepts, knowledge and skills.
- Focusing on one aspect or a limited number of aspects within each stage.
- Revisiting content through cross-curricular learning and/or through other activities in school.
- Offering both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence (where applicable).
- Incorporating the seven stages into school assessment, so that pupils' progress can be monitored within lessons and over a period of time.
- Including different sensory experiences at the encountering, exploring, foundation and core levels tailored to individual pupils.
- Providing opportunities both in and out of school to promote physical, social and emotional understanding and put learning into practice.

In mainstream settings, the framework can be used to support pupils with SEND by:

- Using the planning framework to tailor learning that best matches the PSHE topic being taught to the rest of the class.
- Using the learning outcomes to support targets and identified areas of need in a pupil's Education, Health and Care plan (EHCP) or to set Individual Education Plan (IEP) targets.

Key Stage 1-2

KS1 KS2

We have provided a suggested primary long-term plan to help you organise content across age groups for each half term. This follows a thematic approach, with each suggested age group learning the same theme at the same time. Content is organised sequentially, building on prior understanding and supporting pupils to overlearn, revisit and embed messages across their time learning PSHE at school. However, we recognise that all special schools vary greatly and will want to organise their curriculum differently, responding to the needs of their individual pupils and specific cohorts. We offer this long-term overview as a possible starting point rather than to be followed rigidly. If it is useful to you, please feel free to adapt and implement as best suits the needs of your pupils.

Suggested age	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self-awareness	Self-care, support and safety	Managing feelings	Changing and growing	Healthy lifestyles	The world I live in
Age 5-6	**Who is special to us?** Pupils learn about family members and school staff who help them. SA4 SA6	**Who can we trust?** Explore who we can trust; and what makes something mine or yours. SSS3	**How do I feel?** Help pupils identify feelings and how to express them. MF1	**What is safe touch?** Introduce pupils to safe touch, (e.g. during care routines or play). CG3	**How do we keep well?** Pupils learn about keeping well and what to do if they are hurt or feel unwell. HL4	**Who is in our school?** Pupils learn about similarities and differences in the school community. WILI1 WILI4
Age 6-7	**What can we do?** Rehearse learning skills, including working with others and celebrating strengths. SA1 SA3	**Who looks after us?** Revisit people who look after us and the role they play in our lives. SSS1	**How can we manage our feelings?** Introduce pupils to self-regulation strategies to manage their feelings. MF2	**How do we grow?** Pupils learn how people change from a baby to an adult as they grow. CG1	**What do we eat?** Introduce pupils to food choices and healthy food. HL1	**What is a community?** Pupils learn about being part of a community, in school and beyond. WILI2
Age 7-8	**How do we treat others?** Pupils explore kind and unkind behaviours among peers, and how to get help. SA2 SA6	**What is being online?** Introduce pupils to uses of the internet in daily life. SSS4	**What are difficult feelings?** Pupils begin to explore difficult or unpleasant feelings and how to cope. MF3	**When can we touch?** Pupils revisit touch, and differences between safe and unsafe touch. CG3	**How can we be active?** Pupils explore a range of ways to be active and how it helps our bodies. HL2	**What are online rules?** Pupils learn about rules and how these protect children online. WILI7 WILI4
Age 8-9	**How can we be friends?** Pupils build skills for making friends and managing disagreements. SA5	**How can we be safe?** Pupils explore how to be safe in the school and wider environment. SSS2	**What are these feelings?** Revisit skills to identify more complex feelings as pupils get older. MF1	**How are relationships different?** Pupils explore differences in their relationships with friends, family and others. CG4	**How can we look after our bodies?** Pupils build skills around hygiene routines, including sleep, dental health, personal hygiene. HL3	**How can we help?** Pupils explore ways to take care of plants, pets and the environment. WILI5
Age 9-10	**Who do I care about?** Pupils revisit and reflect on their closest relationships, with friends and family. SA4	**What is private?** Pupils explore public and private and who to trust with private things. SSS5 SSS3	**How do we express emotions?** Help pupils express a wider range of complex or difficult feelings. MF2 MF3	**How am I changing?** Pupils learn about the physical changes of puberty and how to manage these. CG2	**Why should we be healthy?** Pupils explore the reasons for healthy eating and being active. HL1 HL2	**How can we earn money?** Pupils explore money, how it can be earnt and spent, and jobs people do. WILI3 WILI6
Age 10-11	**What have we achieved?** An opportunity to celebrate successes and skills learnt as pupils move towards the end of the primary phase. SA1 SA5	**How can we be safe online?** Pupils explore risks online and how to stay safe when looking at online content. SSS4 SSS1	**What is mental health?** Moving beyond feelings to help pupils understand the concept of mental health. MF4	**How do I feel about others?** Pupils learn about the emotional changes of puberty and about love, romance and marriage. CG4 CG2	**What can I do to be well?** Pupils build skills to look after their own health and wellbeing. HL3 HL4	**How can we talk online?** Pupils explore safe ways to communicate with others online. WILI2 WILI7

Self-awareness

KS1 KS2

SA1 Things we are good at

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Engage with new activities and experiences in a classroom setting. • Demonstrate a range of responses, beginning to indicate likes and dislikes. RKR3 • Begin to demonstrate awareness of the function of different classroom/school items.	• Communicate clear preferences, refusals and choices. RKR1 RKR3 • Explore chosen or preferred objects with increasing interest. • Participate in shared exploration and notice others' interests. RKR1	• Recognise own likes and dislikes. RKR1 • Begin to understand that others have their own likes and dislikes. RKR1 • Share our interests with, or show them to, others. RKR8	• Identify things we are good at (strengths/ talents). RKR8 • Describe the ways in which we are special and unique. RKR8 • Celebrate our own and others' achievements. RKR8	• Describe things we enjoy or that make us feel happy. GW1 GW2 • Identify what we are good at, both in and out of school. RKR8 • Recognise that being unique means we might like and be good at different things from other people. RKR1 RKR8	• Describe and demonstrate things we can do well and identify areas where we need help to develop. RKR8 • Identify hopes/wishes for our future lives.	• Identify things we can do for ourselves to help us develop our strengths, and those areas where we need help from others. • Identify hopes and aspirations; explain in simple terms how we might achieve them. RKR8

Self-awareness

KS1 KS2

SA2 Kind and unkind behaviours

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with curiosity to stimuli which represent good (comfortable) and not so good (uncomfortable) feelings. GW4 • Engage in activities or experiences which may prompt emotional responses to different behaviours (e.g. listening to music, playing with objects).	• Explore with interest, stimuli which represent happiness/ relaxation, as well as anger/sadness. GW4 • Communicate a choice of activity/ stimuli which may influence an emotional response. GW4 • Participate kindly and respectfully in a shared or group activity. RKR7	• Describe/recognise what feeling angry looks and feels like. RKR3 • Describe/recognise what feeling upset looks and feels like. RKR3 • Recognise behaviours which promote positive feelings within ourselves. RKR2 • Begin to recognise that some behaviours can make others feel angry or upset (and that these behaviours can be unkind). RKR3	• Identify when people are being kind or unkind — either to us or to others. CF4 CF5 CF6 • Give examples of how someone's feelings can be hurt. CF3 • Describe how certain actions may make us feel angry, worried or upset. CF7 RKR3	• Explain what is meant by hurtful behaviour. RKR9 • Identify what teasing means and how people who are teased might feel. CF5 • Give reasons why teasing or name-calling is not acceptable. CF6 • Identify what we can do if others are excluding us or being unkind. CF3 CF7	• Explain what bullying is and how it differs from hurtful behaviour (including verbal, physical and emotional, e.g. being excluded). RKR9 • Recognise that bullying can happen online. WO8 • Describe and/or demonstrate what we can say or do if we are, or someone else is, being bullied. WO11 RKR11 • Identify trusted adults to tell if we think someone else is being unkind to us or we think we are being bullied. CF7 RKR11	• Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family). RKR9 GW7 • Recognise that bullying is unacceptable and that a trusted adult needs to be told about it. RKR11 • Identify positive ways of responding to unkind behaviour and bullying. CF4 • Describe what we can do (including who to tell) if we witness or experience hurtful behaviour or bullying. RKR11 RKR9

Self-awareness

KS1 KS2

SA3 Playing and working together

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Show an awareness that adults or peers are communicating with us, (e.g. by looking or turning towards them). RKR3 BS4 • Respond to or participate in supported turn-taking activities. BS1 • Show people who are working with us our preferences. BS4	• Listen to and engage with others for a short period of time, with support. BS1 RKR7 • With support, wait for our turn when playing and working with others. BS1 RKR7 • Make choices about who to engage with. CF1	• Engage positively for longer periods with an adult or peer in our immediate environment. BS4 CF2 • Share simple resources and games with peers or an adult. BS1 • Show how to work with a chosen partner cooperatively, with support. BS1 CF1	• Identify reasons why it is important to listen to other people. RKR7 • Identify some actions/behaviours that show we are being polite and courteous to other people. RKR7 • Demonstrate ways of playing and working cooperatively. BS1 • Explain what we mean by 'being fair' to one another. RKR7 RKR2	• Identify times when we have listened to others and worked collaboratively. RKR2 RKR7 • Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. RKR3 • Identify reasons why it may be upsetting for others if we don't wait for our turn. CF5	• Describe some ways of playing and working with others so that everyone feels happy, included, and able to do their best. CF1 • Demonstrate working collaboratively towards shared goals. RKR1 RKR4 • Recognise occasions when we have worked as a team, or in a group, to achieve something. CF4 RKR3 • Describe how to recognise if someone else has missed their 'turn'; explain how this might make them feel; demonstrate how to resolve this. CF2	• Explain why listening and respecting others' points of view helps us to get on with others. RKR2 RKR7 • Identify and demonstrate ways of improving our contribution when working in a team. CF2 CF4 • Offer constructive feedback to support others working in our team. RKR3 • Explain why 'turn-taking' can help everyone to feel included. CF2 BS1

Self-awareness

KS1 KS2

SA4 People who are special to us

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli depicting people who are special to us. F1 • Demonstrate a range of responses indicating an awareness of those who are special to us. F1 CF1 • Show recognition and anticipation of familiar faces or symbols representing special people. F1 CF1	• Identify different people in our lives. F2 CF1 • Identify people who are special to us. F1 • Explore positive feelings associated with people who are special to us. F1 CF1	• Recognise what is meant by 'family' (and identify examples of different families). F2 F3 • Give some examples of ways we might let people know they are special to us. F1 RKR1 • Describe why some people are special to us. F2	• Describe what makes our family, friends, teachers, or carers special to us. F1 CF1 • Identify the people that are included in our family. F2	• Identify some of the qualities our special people/friends have. F2 CF4 • Describe positive feelings we may have when we spend time with friends and family. F1 F4	• Give some practical examples of the ways our special people care for us and help us with problems and difficulties. F2 • Explain why people's families are different from one another. F3	• Explain that if people we like do unkind things to us or our friends we do not have to tolerate it. F6 B5 • Explain the ways in which we are special to others. F2 RKR8

Self-awareness

KS1 KS2

SA5 Getting on with others

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Begin to show an interest in supported interactions with others (staff or peers). RKR1 • Begin to communicate recognition of other people within our immediate environment. RKR1 • Respond with curiosity to modelling of 'good listening'. RKR3	• Begin to refine reactions and responses to familiar stimuli representative of feelings. GW4 • Engage in a shared or group activity or experience. RKR2 • Participate in parallel play, which may require sharing resources or an awareness of others. CF4	• Build confidence in working collaboratively with peers. CF4 • Identify times or situations when we may feel unhappy with our friends or family members. CF5 • Demonstrate positive ways we could let others know how we are feeling. RKR4 RKR3 • Describe what it means to 'fall out' with friends or family. RKR3 CF6	• Describe ways in which friends, classmates, or family members may disagree and 'fall out'. CF5 • Demonstrate some ways of 'making up' after a falling out. CF5 CF6 • Identify some inappropriate responses to falling out. CF6	• Explain how other people may feel differently to us about the same situation and offer some examples. RKR3 • Identify how to treat ourselves and others with respect. RKR5 • Describe why some responses to falling out may be inappropriate. CF6 • Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship. CF7 BS5	• Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements. RKR7 RKR4 • Identify some differences between passive, assertive and aggressive behaviour. RKR4 • Define what compromise means. RKR4	• Explain that our feelings about other people can change and that this is okay. CF5 • Identify kind ways of letting people know our feelings towards them have changed. RKR3 • Explain the value of compromise in relationships, and when it is okay not to compromise. RKR4 BS1 • Identify what we can say, do, or who we can tell if we are worried or unhappy in a friendship or relationship. CF2 BS5

Self-awareness

KS1 KS2

SA6 Getting help

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with familiarity to our key workers or other consistent adults. RKR1 • Demonstrate recognition of our safe adults (e.g. parent, carer, teacher). F6 • Begin to use an agreed symbol to signify distress or a need. RKR11	• Indicate adults who can help us at school and at home. F6 • Consistently use an agreed symbol to ask for help when we need it. RKR3	• Name our trusted people, including knowing who to go to in school if there is a concern. BS7 • Recognise that we don't need to manage problems on our own. RKR11 • Suggest some simple ways to ask for help. RKR3 BS7	• Identify trusted adults or peers we might speak to if we need help or advice. CF6 F6 • Identify examples of when someone might need help or advice. RKR11 CF6 • Demonstrate how to ask for help or attract someone's attention in different situations. BS6 BS7	• Match people whose job it is to help us to situations where they can help, (e.g. police officer, doctor, teacher). RKR11 BFA1 • Identify some relevant support organisations designed for children, (e.g. Childline/kids site for under 12s). WO11 BS7 • Build confidence in asking for help in different contexts, and how to keep trying until we are heard. BS7	• Identify different ways to address concerns online, for example using blocking or reporting tools. BS6 WO11 • Describe how to access some sources of online support and advice designed for children, (e.g. Childline/kids site for under 12s). BS6 BS7 RKR11 • Demonstrate help-seeking strategies, including what someone might say or how they might alert someone to a concern, and what to do if they don't feel an adult is responding. BS7	• Explain why some people might worry about telling an adult, and suggest ways to overcome these worries. BS7 F6 RKR11 • Describe when different people or support organisations might be helpful in different situations. BS6 WO11 BFA1 • Confidently demonstrate a range of help-seeking strategies, including seeking help on someone else's behalf, or encouraging others to report concerns. BS7 • Act as a peer mentor, buddy or role model, by offering supportive advice to others. RKR4

Self-care, support and safety

KS1 KS2

SSS1 Taking care of ourselves

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about the people who look after us. F1 • Interact with self-care resources. GW2 • Show recognition or familiarity with those that care for us. F1 F2	• Engage in activities exploring the people who look after us. F1 F4 • Explore a range of self-care resources. GW2	• Identify people who look after us and help us to take care of ourselves. F1 F4 • Show the purpose of some self-care resources. GW2	• Identify some of the ways in which we may be cared for by our families, friends and other adults. F1 F4 • Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed). GW2 HPP4 HPP5	• Identify things we can do by ourselves to look after ourselves and stay healthy, and things we need adult help with. GW2 HPP4 HPP5 • Explain the benefits of using simple self-care techniques (e.g. we brush teeth to keep them clean and healthy). HPP4 HPP5	• Identify some ways that germs or illnesses can spread, and suggest some simple strategies for preventing the spread of germs. HPP5 • Identify how we can help to keep ourselves well. GW2 HPP1	• Describe different ways we keep ourselves healthy and well. GW2 PHF1 • Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important. HPP5 HPP6 • Confidently demonstrate self-care routines with independence. HPP4 HPP5

Self-care, support and safety

KS1 KS2

SSS2 Keeping safe

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with curiosity to stimuli which represent some adults who are responsible for keeping us safe. BS4 • Engage with new activities or experiences focused on personal safety. PS1 PS2 • Begin to show an awareness of class rules and routines. BS4	• Actively explore resources which relate to physical or personal safety. PS1 PS2 • Communicate a consistent response to a physical safety activity or interaction. BFA1 • Participate in class rules and routines. BS4 • Identify people at home, school and in other settings who are responsible for helping us keep physically safe. GW2	• Recognise some potential dangers within the school environment. PS1 • Describe some simple ways we can help keep ourselves physically safe in school. PS1 • Demonstrate safe practice within school. PS2 • Give simple reasons why it is important to help keep ourselves physically safe. GW2	• Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends. PS2 • Explain how we know when we might need to ask for help. BFA1 PHF4 • Explain ways that adults who are responsible for keeping us safe do so in different situations (e.g. holding hands to cross the road). PS1 PS2	• Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way. BS7 GW2 • Demonstrate ways of making it clear to others when we need help. PHF4 • Identify possible risks and hazards at home and outside. PS1 • Describe some simple rules for keeping safe at home and near water, railways, roads and fire. PS2	• Identify some different responsibilities we have to help keep ourselves and others safe, including around roads, railways or water. PS2 • Identify when someone might need first aid because they are hurt/injured. BFA2 • Explain why it is important to persist with asking for help if our initial requests are not met or understood. BS7 • Recognise when a situation is an emergency. PS1 BFA1	• Evaluate ways of keeping safe in a variety of relevant situations and environments. PS2 • Describe some simple strategies for keeping physically safe in situations when we might feel afraid. BS5 PS1 • Explain or demonstrate how to get help, including how to call 999 and what information to share. BFA1 • Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others. BFA1

Self-care, support and safety

KS1 KS2

SSS3 Trust

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Engage in activities that show 'mine' and 'yours'. • Respond consistently and positively to trusted, known adults in our classroom. BS4 • Experience activities that demonstrate the need to ask for help. BS7 • Explore a range of activities that prompt surprise.	• Recognise that some things belong to us and some belong to others. BS1 BS3 • With support, show awareness of the people in our school who we can ask for help. BS4 • Engage with a range of activities that explore surprises and secrets. BS2	• Recognise things we could call personal and private. BS2 • Identify trusted adults in school, and how adults show they can be trusted. BS4 • Recognise what keeping a secret means. BS2	• Explain why 'trust' is not the same as 'like'. Give examples of what is meant by trust. BS5 • Identify how we feel when we trust someone. CF4 • Identify some reasons for keeping personal information private. BS2 • Distinguish between a 'surprise' and a 'secret'. BS2 • Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad. BS2 BS6	• Recognise that we do not have to trust someone just because they say we should. BS5 RKR11 • Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise. BS2 • Explain that we should not keep any secret that makes us feel uncomfortable, afraid, embarrassed, worried or anxious, no matter who asks us. BS6 BS2 • Explain when and why to ask a trusted adult for help if we're asked to share information or keep a secret. BS6 BS7	• Describe 'degrees of trust' — those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings). CF4 BS5 RKR11 • Explain that if we don't feel sure about sharing information or feel pressured, we don't have to. OSA1 OSA4 • Give examples of how others may put us under pressure to do something. OSA1 • Explain what a 'dare' is and what people might say or do if they are 'daring' us. PS1 RKR2 • Identify some basic strategies for saying 'no' to pressure or dares. RKR2 RKR4	• Give examples of when we might stop trusting someone when/if we feel they no longer deserve it. BS5 • Describe how we might feel if someone has dared us to do something. GW5 • Explain or demonstrate strategies to resist pressure to behave in inappropriate ways. BS4 RKR2 • Demonstrate what we can say and do and where to get help if we have been pressured, or seen someone else being pressured, to do something risky. RKR2

Self-care, support and safety

KS1 KS2

SSS4 Keeping safe online

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with curiosity to adults and peers modelling different ways that people communicate. RKR3 • Engage with different uses of technology and technology stimuli (including communication). WO1	• Identify different ways we communicate. WO1 OSA1 • Begin to explore ways we use technology to communicate, including online. WO1	• Describe some ways that we interact with technology in daily life. WO1 • Explore potential risks or benefits of communicating online. OSA1 OSA2	• Give examples of how people might use technology in daily life, and to communicate with others. OSA1 WO1 • Identify risks of communicating online. OSA2 OSA5 WO8 • Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet. OSA4	• Explain that there may be people online who do not have our best interests at heart. OSA2 OSA6 • Identify things that we should never share online without checking with a trusted adult first. OSA4 OSA5 WO10 • Identify some benefits of balancing time on electronic devices with other activities. WO3	• Explain how other people's identity online can be different to what it actually is in real life. WO2 OSA2 • Explain how to respond if we are not sure if someone online is who they say they are. OSA2 • Demonstrate practical strategies for keeping safe when using specific digital devices and platforms. OSA2 OSA5	• Explain how what we post online might affect ourselves or others. OSA1 WO4 • Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online. OSA4 • Identify basic rules for using social media, including age restrictions and why they exist. OSA3 WO5 • Identify who we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable. WO11

Self-care, support and safety

KS1 KS2

SSS5 Public and private

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about things that belong to us. BS1 • Respond to activities exploring what is meant by private/ public. BS2 • Respond to stimuli about things we might do with other people and things we would do on our own. BS1	• Explore and interact with objects or pictures associated with personal belongings. BS1 • Begin to identify what is meant by public/ private. BS2 • Identify things we do with other people and things we might do on our own. BS1	• Identify and recognise some personal belongings. BS1 • Recognise the difference between something that is private and something that is public. BS2 • Recognise that we have a right to keep parts of our bodies private. BS3 DB2	• Describe ways we take care of our personal belongings. • Identify places that are public and places that are private. BS2 • Identify some of the places, times or situations which we or others would expect to be 'private'. DB2 • Give simple examples of some things we might do in private but not do in public. BS2	• Demonstrate how to ask to borrow or use something that belongs to someone else. BS1 RKR2 • Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate). DB2 BS2 • Explain that there are likely to be things about ourselves we are comfortable sharing with everyone, things we are comfortable sharing with our friends, things we are comfortable sharing with our most special people, and things we do not want to, or should not, share with anyone. OSA4 BS4 BS2	• Describe how we might feel if our personal belongings are lost or damaged. GW5 • Demonstrate how to tell a trusted adult if someone damages, or we have lost, our personal belongings. BS7 • Explain the importance of respecting others' belongings, privacy and feelings. BS1 RKR2 • Identify practical strategies to ensure our privacy and that of others. BS2	• Demonstrate ways to give and not give permission when asked to lend belongings. BS1 • Explain why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do not like us. RKR1 RKR3 • Explain what we can do/say or who we can tell if someone does not respect our privacy, or shares something with us that makes us feel uncomfortable. RKR11 • Explain why we should tell a trusted adult even if someone has told us not to. BS5

Managing feelings

KS1 KS2

MF1 Identifying and expressing feelings

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond in different ways to different stimuli which represent feeling and emotions. GW4 • Begin to show an awareness of differences between sensory resources representative of feelings and emotions. GW3 • Engage in activities or experiences which prompt emotional responses. GW1	• Show consistent responses to familiar stimuli related to feelings and emotions. GW4 • Begin to initiate further exploration of preferred sensory resources representing feelings and emotions. GW1 • Identify things that make us feel happy. GW1	• Describe or categorise different kinds of feelings and emotions we have experienced; those we like and those we don't like. GW3 • Identify things that may make us cry/feel sad. GW6 GW7 GW8 • Label or show our needs and emotions. GW4 • Demonstrate what it might look like for us and others to feel and express different feelings or emotions. GW4	• Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our bodies feel. GW4 GW5 • Identify signs, actions, facial expressions, and body language that can help us identify how others might be feeling and how we could respond to them. GW4	• Explain why no one has the right to deliberately make us feel unhappy, afraid, worried, and sad, or make us do things we do not want to. CF2 • Recognise that feelings and emotions can vary in scale and intensity. GW5 GW3	• Demonstrate vocabulary/ communication skills for expressing the intensity of a range of feelings and emotions. GW4 GW5 • Explain why people can have strong emotional reactions to some situations. GW5	• Explain that everyone experiences a range of feelings and emotions at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous). GW4 GW5 • Assess whether the strength of feeling and behavioural responses to a situation are appropriate. GW5

Managing feelings

KS1 KS2

MF2 Managing strong feelings

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to facial expressions modelled by the adults around us. GW2 • Explore with adults a range of feelings, emotions and needs through imagery and words. GW4 • Begin to use an agreed sign, action or response to express our feelings and emotions. GW4	• Explore how we can show our feelings and emotions through facial expressions, body language and actions. GW4 • Explore appropriate ways in which we can gain others' attention to have our needs met. GW9 BS7 • Consistently use an agreed sign, action or response to express our feelings and emotions. GW4 • Explore stimuli representing change (if appropriate, this might also include stories or images including death or loss). GW8	• Use a range of communication strategies to express our feelings, emotions and needs. GW4 • Recognise ways we can help ourselves to feel better if we are sad or upset. GW1 GW9 • Identify strong and less strong feelings and emotions. GW3 GW5 • Define what change means or give some simple examples of change. GW8	• Demonstrate vocabulary/ communication skills to express a range of different feelings and emotions. GW3 GW4 • Suggest some simple ways we can change or manage how we are feeling (e.g. talk to someone, listen to music, rest, exercise). GW1 • Identify changes that might happen in our lives (e.g. moving to a new class, school, making new friends). GW8	• Describe and demonstrate a range of strategies that can help us manage not so good (uncomfortable) feelings and identify the people who can help us. GW1 GW9 • Describe the range of feelings and emotions we might experience when going through grief, change or a loss. GW8 • Give simple reasons why it is important that others know how we are feeling. GW2 GW9	• Describe some simple ways we can help others to feel better if they are sad or upset. GW3 CF5 • Explain how rest and spending time doing things we enjoy can help to make us feel happy. GW1 • Demonstrate simple strategies to help us manage very strong feelings and emotions, including in response to grief, change and loss. GW8	• Explain that when we get upset, angry or frustrated our actions can affect others as well as ourselves. GW5 RKR3 • Describe or demonstrate how to respond appropriately to our own and others' feelings and emotions. GW5 • Explain positive changes we are looking forward to and ways we can prepare ourselves for planned changes. GW8

Managing feelings

KS1 KS2

MF3 Difficult feelings

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about difficult feelings and emotions, including loneliness. CF3 GW6 • With support, participate in some regulation strategies (e.g. breathing techniques, tactile or sensory experiences). GW1 GW5	• Begin exploring regulation strategies for difficult feelings and emotions, following modelling from an adult. GW1 • Respond to stimuli about feeling frustrated and explore how this might feel in our bodies. GW5 RKR3 • Recognise what loneliness means (e.g. through words, images, story). GW6	• Consistently use a preferred self-regulation strategy for managing difficult feelings and emotions. GW1 GW5 • Recognise what it means to feel frustrated, and how we can express frustration without using aggression or violence. GW5 RKR3 • Give reasons why someone might feel lonely. GW6 CF3	• Recognise loneliness in ourselves or others, and the feelings or emotions this might bring. GW6 CF3 • Demonstrate some simple strategies to include others or to ask to be included. GW6 CF2 CF3 • Identify some things that might be upsetting if encountered online. OSA6	• Rehearse simple strategies to manage difficult feelings and emotions (e.g. zones of regulation). GW1 • Explain different ways we can respond to loneliness and why this is important. CF3 GW6 • Explain why it is never okay to use violence to manage disagreements or strong feelings. CF6 • Explain how online settings and age restrictions can help us avoid upsetting or distressing content. OSA6	• Build confidence in using a range of self-regulation strategies to manage difficult feelings, emotions or distractions. GW1 • Describe or demonstrate skills for including others or overcoming conflict with others. CF6 CF2 • Explain how to block distressing content and why it is important to talk to an adult about anything that has upset or worried us online. OSA6	• Assess appropriate and less appropriate ways to respond to difficult feelings or emotions (e.g. rejection, anger, frustration, disappointment). GW5 RKR3 CF6 • Explain how some behaviours (e.g. being isolated, bullied, or encountering distressing content online), can have a long-term effect on someone's happiness and wellbeing. GW6 GW7 OSA6 • Recognise that there is long-term and ongoing support available for people who need help to manage emotions. GW10 GW9

Managing feelings

KS1 KS2

MF4 Mental health

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about how feelings can be experienced in our bodies. GW10 GW5	• Explore resources and stimuli related to mental health. GW10	• Recognise what mental health means. GW10 • Explain the difference between mental health and physical health. GW1 GW2	• Explain how mental health and physical health are connected and support each other. GW1 GW2 • Recognise that people can experience mental health difficulties as well as physical health difficulties. GW10	• Identify some early symptoms of mental health difficulties (e.g. regularly feeling sad, not enjoying daily activities, not spending time with friends or family). GW10 GW9 • Explain there are ways someone's mental health can get better, just as someone's physical health can get better. GW10 • Describe who, or what, can help someone's mental health. GW10 GW9	• Identify some behaviours that can positively or negatively impact on mental health. GW10 WO3 GW1 • Explain why it is important to seek early help for mental health difficulties. GW10 GW9	• Describe how mental health difficulties can affect daily life. GW10 • Explain when, how and why they should seek help for themselves or others if concerned about mental health. GW10 GW9

Changing and growing

KS1 KS2

CG1 Baby to adult

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Encounter a range of resources linked to babies; how they look, the items they need and how they behave. DB1 • Respond with curiosity to stimuli about how we have changed since we were a baby. DB1	• Engage with a range of items that babies, children and adults need. DB1 • Begin to show awareness of how we grow and change from baby to child. DB1	• Identify some of the differences between a baby, child and adult. DB1 • Identify how we grow from baby, to child, to adult and how our needs change as we grow. DB1	• Describe how our needs have changed since we were a baby. DB1 • Identify what about us has stayed the same as we have grown older. DB1	• Describe some of the things we can do now that we couldn't do when we were younger. DB1 • Suggest how our needs might be different when we are an adult. DB1	• Identify stages of the human life cycle. DB1	• Explain how the needs of babies, children, adults and older people differ. DB1

Changing and growing

KS1 KS2

CG2 Changes at puberty

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with curiosity to adult prompting of the names for body parts. DB2 • Begin to engage with activities to explore basic bodily changes at puberty. DB3 • Respond to activities which promote personal hygiene skills (including period products). HPP5 DB3	• Name and identify body parts. DB2 • Explore basic bodily and emotional changes at puberty. DB3 • Be introduced to personal hygiene skills through a range of practical activities. HPP5	• Recognise correct vocabulary for some of the main body parts, including genitalia. DB2 • Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate). DB3 • Begin to recognise that some people enjoy self-stimulation/sensory seeking, and this should be done in private (when appropriate). DB3 BS2	• Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate). DB2 DB3 • Identify who we can talk to about growing and changing. BS7	• Describe some of the emotional and physical changes that occur as we grow up (e.g. body shape, height, menstruation). DB3 • Identify some steps people can take to manage or prepare for the changes of puberty. DB3 DB1 • Rehearse how we can communicate questions, concerns or worries about changing and growing. BS7	• Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes. DB3 • Use correct vocabulary to name male and female reproductive organs. DB1 • Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private. DB3 BS2	• Recognise that people experience the physical and emotional changes of puberty in different ways and at different times. DB3 • Identify reliable sources of advice on growing and changing. BS7

Changing and growing

KS1 KS2

CG3 Dealing with touch

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Begin to respond differently to different touch exercises. RKR1 BS3 • Show an awareness of touch to different parts of the body and use a consistent sign to indicate touch we do or don't want. BS4	• Recognise that we have the right to refuse touch. RKR2 • Consistently communicate preferences and refusals (consent) during touch activities. RKR3 BS4 • Explore further the ways in which we may experience touch. BS3	• Identify some of the ways trusted adults/ family members may physically touch us as part of our daily care, during play or to show affection. BS1 • Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched. RKR3 BS4 • Begin to show an awareness of appropriate touch in relation to others. BS1 RKR1	• Explain that our bodies belong to us and that we have a right to feel safe. BS3 • Recognise the need to respect other people's bodies and to ask for permission before we touch them. BS1 BS3 • Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it). BS3 • Identify occasions when it might be okay for someone to make us feel uncomfortable (e.g. injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment. BFA2	• Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable, necessary and unnecessary physical contact. BS3 • Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it. RKR3	• Explain that we have the right to protect our bodies from inappropriate or unwanted touching. BS3 • Explain how we can respect other people's right to protect their bodies from inappropriate/ unwanted touching. RKR2 • Explain when and who to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe. BS7	• Explain that our bodies should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia for nonmedical reasons) is wrong and illegal, even if some adults think it is necessary. BS3 • Identify someone we could safely go to for help if we are worried about FGM or unwanted touch, for ourselves or someone else. BS6 BS7

Changing and growing

KS1 KS2

CG4 Different types of relationships

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Show differing responses to stimuli which represent people in their lives. RKR5 • Engage in interactions with a variety of people. RKR6 • Show an early awareness of building relationships by participating in shared experiences. BS1	• Begin to show consistent responses to interactions with familiar people. RKR6 • Explore with interest stimuli or resources that represent different relationships. F1 CF1 • Begin to explore relationships we have with others (e.g. friend, sibling, son/daughter, pupil). F2	• Give examples of different types of relationships. CF1 F1 • Describe the different relationships they have in their own life. RKR6	• Identify different expectations and ways to behave in different types of relationships (e.g. parent/child, friends, parent/teacher). RKR7 RKR6 • Recognise that other people's families, friendships or relationships with others may be different from their own. RKR6 CF1 F3	• Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us. F1 F2 • Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship. RKR2	• Recognise that two people in a long-term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together. F5 • Recognise that two people who love and care for one another may or may not have children. F4 • Identify some of the roles and responsibilities of parents and carers. F1 F4 F2	• Explain the features of a healthy and positive friendship or family relationship. F2 CF4 • Identify who to tell if something in our family life makes us unhappy or worried. F6 • Recognise that relationships, including marriage and civil partnership, can be between people of any gender. F3 F5

Healthy lifestyles

KS1 KS2

HL1 Healthy eating

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Encounter and respond to different food and drinks, flavours, textures. HE2 • Respond to different stimuli about what it means to be 'healthy'. HE1 • Demonstrate a range of responses to food or drink preferences. HE2	• Explore with curiosity different food and drinks, flavours and textures. HE2 • Explore what it means to be healthy. HE1 • Sample some healthy foods and indicate preferences. HE3	• Identify foods and drinks that we like and dislike. HE2 • Identify some examples of healthy foods and drinks. HE1 • Describe what healthy eating means. HE1 • Observe adults preparing food and drinks, or support adults with simple tasks to prepare food. HE3	• Identify some examples of foods that should only be eaten occasionally (and foods which cannot be eaten by some people, e.g. due to allergies, or religious beliefs). HE4 • With adult support, participate in some simple food or drink preparation activities (e.g. making smoothies, salads, sandwiches). HE3	• Explain why some foods and drinks are healthier than others. HE1 HE4 • Explain why we might need to eat foods we might not like very much. HE2 HE4 • Describe steps in food preparation and demonstrate these skills (e.g. chopping, spreading, measuring). HE3	• Explain what it means to eat a healthy, balanced diet. HE1 • Give examples of occasions when we can make choices about the foods and drinks that we have. HE3 • Explain what can help us choose what to eat. HE3 • Explain reasons why some people may not be able to eat certain foods (e.g. medical reasons, allergies, and beliefs/religion). HE2 • Demonstrate rules related to safe food preparation. HE3	• Explain which foods and drinks we should only have occasionally and explain why eating/ drinking too much of them could harm our health. HE4 • Identify some influences on our food choices, and when these might be helpful or less helpful. HE2 • Follow a recipe or instructions to prepare a healthy meal. HE3

Healthy lifestyles

KS1 KS2

HL2 Taking care of physical health

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies. HPP5 • Interact with self-care resources. HPP1 HPP5 • Show recognition of, or familiarity with, those who care for us. PHF4	• Identify the purposes of some self-care resources. • Participate in simple hygiene routines, with adult support. HPP5	• Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth). HPP4 • Recognise the importance of sun safety. HPP2 • Recognise how we might feel if we have not had enough sleep. HPP3	• Describe or demonstrate simple hygiene routines. HPP5 • Describe or demonstrate toothbrushing techniques. HPP4 • Describe some simple ways of staying safe in the sun. HPP2 • Recognise that sleeping well is one way we can stay healthy. HPP3	• Give reasons why it is important to take care of personal hygiene. HPP5 • Describe simple routines for going to bed/going to sleep. HPP3 • Explain the importance of good dental hygiene and regular visits to the dentist. HPP4	• Describe what might happen if we don't take care of our personal hygiene. HPP5 • Identify what might happen to our bodies if we don't protect them from overexposure to the sun. HPP2 • Describe how different food and drinks can affect dental health. HPP4	• Confidently demonstrate a range of techniques to independently take care of physical health. HPP2 HPP3 HPP4 • Explain some things that can stop us sleeping well, and suggest ways to manage these. HPP3 • Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing. WO3 HPP3 • Explain what might happen if we don't take good care of our teeth. HPP4

Healthy lifestyles

KS1 KS2

HL3 Being active

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about different ways to be physically active. PHF1 • Participate in accessible ways to keep active. PHF2	• Begin to explore the link between how we feel and our physical health. PHF1 GW1	• Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally). PHF1 PHF2	• Describe some different ways to be physically active and healthy. PHF2 • Identify some benefits of being physically active. PHF1	• Explain how the physical activities we enjoy doing help to keep us healthy. PHF1 PHF2 • Explore some new ways to be physically active. PHF2	• Explain some of the benefits of balancing exercise and rest. PHF2 • Explain that there are lots of ways to be physically active, and what can happen if people are not physically active. PHF3	• Explain why it is important to take care of our bodies both now and in the future. PHF3 • Describe some barriers to being physically active and suggest some ways to overcome these. PHF3 PHF4

Healthy lifestyles

KS1 KS2

HL4 Keeping well

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Engage in activities or experiences focused on physical health and keeping well. PHF1 • Respond with curiosity to stimuli about the people who help us when we are feeling unwell or hurt. HPP1 BFA2 • Explore medical-related resources with interest. HPP1	• Communicate a consistent response towards what makes us feel comfortable and uncomfortable. BS3 • Begin to express physical needs consistently. PHF4 BFA2 • Recognise signs of feeling unwell or being hurt. HPP1 BFA2	• Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain. HPP1 PHF4 BFA2 • Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital. HPP1 BFA2 • Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor, or by people who care for us. DATV1 • Identify who we can talk to if we are hurt or worried about our health. BFA2 PHF4	• Explain what it means to be hurt, unwell, uncomfortable or in pain. HPP1 BFA2 • Identify medication that can help people to keep well; give examples of when this might be used. HPP6 • Identify the difference between things that go on our body (plasters, creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine). DATV1 BFA2 • Identify some substances or chemicals around the home that are not safe for children and can only be used by adults (e.g. cleaning products, laundry tablets). PS1	• Identify some symptoms we may experience when feeling unwell. HPP1 • Explain the decisions we (or an adult who takes care of us) might make about how to keep us well. GW2 • Recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers. HPP6 • Explain why it is important not to touch, taste or take medicines without a trusted adult being with us, or to take medication intended for someone else. DATV1	• Give examples of people who can give us medicines/drugs (e.g. adults who look after us, doctors, nurses, pharmacists) and people who cannot (e.g. our friends). DATV1 HPP1 • Explain that sometimes we may be given an injection by a doctor or nurse to help prevent us from catching a disease (vaccination). HPP6 • Give reasons why there are rules about what we can and should not put inside our bodies; and explain what these rules are. DATV1 • Describe how smoking and drinking alcohol can affect people's health. DATV1	• Identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol). DATV1 • Explain that no one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no. DATV1 • Identify simple strategies we can use if we are offered a vape, cigarette, alcohol or other type of substance. DATV1

The world I live in

KS1 KS2

WILI1 Respecting differences between people

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with awareness of the different characteristics people can have. RKR8 • Participate in activities focused on exploring other cultures and communities. RKR6	• Explore examples of different people and cultures (e.g. through story, or images). RKR5 RKR10 • Begin to communicate an awareness of the similarities and differences between people and cultures. RKR5 RKR6	• Identify simple differences and similarities between people. RKR1 • Identify the similarities that we share with our peers. CF4 RKR1	• Describe things that all people have in common. RKR6 • Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010). RKR5	• Recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique. RKR10 • Explain that we should never make assumptions about people because they belong to a particular group or share a particular characteristic (stereotypes). RKR5 RKR10	• Identify possible reasons why some people might be rude or unkind towards others because they are different (prejudice) and treat them unfairly because of it (discriminate). RKR10 • Give reasons why it is always unacceptable to be rude or unkind towards other people; identify who we could talk to if we experience or observe this. WO8 GW7	• Recognise that we may sometimes hear or read something (including online) that is rude or unkind about other people and explain ways we can safely respond, including how to report it. WO8 RKR9 W10 • Explain why we should not 'like' or 'forward' such comments online; identify who we could talk to about them. WO4 OSA6

The world I live in

KS1 KS2

WILI2 Belonging to a community

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith). RKR5 • Engage in activities focused on community involvement. RKR6 • Participate, with adult support, in features of the wider school community. RKR6	• Actively explore stimuli representative of the wider community. RKR5 • Explore our value within the class community through active involvement. CF2 RKR8 • Develop our awareness of the different groups we belong to. RKR5 RKR6	• Identify some different groups that we may belong to (e.g. family, school, clubs, faith). RKR5 • Identify the different groups that others may belong to. RKR5	• Describe things we do in the groups we belong to. RKR5 • Recognise that people can belong to different groups and communities. RKR5 RKR10	• Describe how being part of a group makes us feel. CF2 GW1 • Identify specific things we take part in, as a member of these groups. RKR8 • Explain why the groups we belong to are important to us. RKR6	• Describe what it means to be part of a community. RKR6 • Identify different groups that make up our community. RKR5	• Explain how it feels to be part of a community. CF1 RKR5 RKR6 • Suggest ways we can help people to feel welcome in the different groups and communities we belong to. CF2 • Explain the benefits of living in a diverse community. RKR6 RKR5 RKR10

WILI3 Jobs people do

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about the different jobs adults in school do. • Explore a range of different stimuli related to jobs and workplaces.	• Begin to engage in activities that explore different jobs that adults do.	• Identify some different jobs that people we know do. • Identify some different workplaces or industries.	• Describe some of the ways different adults who work in school contribute to school life. • Identify a job we might like to do in the future.	• Give some reasons why people have jobs. • Describe a range of jobs that people might have and the qualities they might need to do them.	• Identify jobs people do in the wider community; explain how the community is helped through the work they do. • Describe some of the skills and qualities needed for a job we are interested in.	• Explain how strengths, qualities and things we learn in school might link to possible future jobs. • Demonstrate work-based skills and understanding by meeting with employers and employees or visiting different workplaces.

The world I live in

KS1 KS2

WILI4 Rules and laws

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Encounter a range of rules and routines that supports us within the classroom and wider school. RKR7	• Explore the things we are allowed to do in school with an adult modelling. RKR5 RKR7	• Give some simple examples of things we are allowed/ not allowed to do in school (rules). RKR2 RKR5	• Give some examples of rules outside school (e.g. in the home, in public or online). OSA3 • Explain how rules help us; rules we have in school, in public and at home. RKR5 BS4	• Identify rules in school that help to keep us safe and how they do this. RKR5 PS1	• Explain how rules and laws help us to live and work with other people outside of school. OSA3 WO5 RKR7 BS4	• Identify what might happen if we did not have rules and laws or if people ignored them. OSA3 WO5 RKR7

WILI5 Taking care of the environment

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults. • Respond to stimuli about the different pets people have and ways of caring for them.	• Explore the basic needs of people and pets. • Begin to explore how to take care of our local environment.	• Identify simple things we can do to take care of people or animals. • Describe our own home and explain how we and family members may take care of it.	• Give reasons why it is important to take care of people, animals and all living things. • Recognise what we mean by the 'environment'.	• Explain the importance of routines in taking care of people or pets. • Describe how we can take care of our school environment.	• Explain why we should take care of nature and the environment. • Distinguish between activities that help or harm the environment.	• Explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution). • Explain how we can work together and encourage others to take care of the environment.

The world I live in

KS1 KS2

WIL16 Money

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Interact with stimuli about what money looks like. • Interact with stimuli about different items that shops sell. • Respond with curiosity to stimuli about some of the uses of money.	• Explore ways that money is used through a range of stimuli. • Explore items we buy and where we buy them from.	• Recognise money (e.g. coins and notes) and what it is used for. • Identify items in shops that are sold for money (including online). • Identify ways to keep money safe.	• Identify places or situations where money is used to pay for things (e.g. shops, cafés, on public transport, online or gaming). • Recognise some different ways to pay for things (e.g. notes, bankcards, online, phone payment). • Describe some different ways of keeping money safe.	• Identify where we may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member, for helping with chores). • Identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us live. • Explain why some ways of keeping money safe might be better than others.	• Recognise that adults can be paid money for doing jobs. • Identify what is meant by a 'need' and a 'want' in relation to spending money. • Give some simple examples of what a 'need' might be and a 'want'. • Explain what it means to save money and why we might do it.	• Explain what is meant by the term 'afford' (in the context of money). • Describe different ways that adults can earn/get money. • Identify possible consequences of losing money for ourselves or others; who to go to or how to seek help if this happens to us. WO6

The world I live in

KS1 KS2

WILI7 Online habits

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with curiosity to stimuli relating to online content. WO1 WO2 WO7	• Explore how we communicate with others online. WO2 • With adult support, experience some forms of online communication or games. WO1 WO2 WO6	• Give some reasons or examples of why and how people communicate online. WO2 • Recognise that information can be found online. WO7 • Identify online games we know of or have played. WO6 • Identify some benefits and drawbacks of playing games online. WO6	• Identify some differences in communicating on and offline. WO2 • Recognise that some online content, including games and films, have age restrictions. WO5 • Describe the steps someone can take to find something out online. WO9 • Describe why it is important to balance time online with other activities. WO6	• Describe how online communication can support offline relationships. WO2 • Explain that some things online are not always true or accurate. WO7 • Explain why video games, some apps, websites and media content (film and TV) are restricted. WO5 • Give some examples of what personal information means (in online contexts). WO10	• Describe how online friendships are not the same as offline friendships. WO2 • Suggest ways we can check if information online is true or reliable. WO7 WO9 • Recognise age restrictions and describe how we can use these to make choices about what we see, play or experience online. WO5 • Explain some risks of playing online games, and steps to manage these (e.g. communicating with others and game monetisation). WO6	• Explain the benefits of offline friendships compared to those online. WO2 • Describe how to use search engines and make choices about which search results to click on. WO9 • Describe what to do if we think information we have found is not true, reliable or appropriate. WO7 • Identify what personal information websites might ask for, and why we can choose not to give it. WO10



Key Stage 3-5

KS3 KS4 KS5

We have provided a suggested secondary long-term plan to help you organise content across age groups for each half term. This follows a thematic approach, with each suggested age group learning the same theme at the same time. Content is organised sequentially, building on prior understanding and supporting pupils to overlearn, revisit and embed messages across their time learning PSHE at school. However, we recognise that all special schools vary greatly and will want to organise their curriculum differently, responding to the needs of their individual pupils and specific cohorts. We offer this long-term overview as a possible starting point rather than to be followed rigidly. If it is useful to you, please feel free to adapt and implement as best suits the needs of your pupils.

Age range

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self-awareness	Self-care, support and safety	Managing feelings	Changing and growing	Healthy lifestyles	The world I live in
Age 10-11	**How do we learn?** Introduce pupils to skills for learning and how to get help from adults in school. SA2 SA5	**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	**What is mental wellbeing?** Pupils learn about strong feelings and how they can affect wellbeing. MF1 MF5	**Who are our friends?** Pupils explore what makes a healthy friendship and how to make friends. CG2	**How can we keep healthy?** Pupils learn how to stay healthy, including safe use of medicines. HL1 HL5	**How can we care for our environment ?** Pupils explore why and how to protect the planet. WILI5
	What makes us special? Pupils celebrate everyone's uniqueness and identify their personal strengths. SA1 SA3	**What is safe online contact?** Pupils learn ways to safely communicate with others online, including what information to keep private. SSS4 SSS6	**How do I feel about myself?** Pupils learn skills to maintain self-esteem and respond to unkind comments. MF2	**What is puberty?** Pupils learn how to help manage the changes of puberty. CG1	**What is body image?** Pupils explore what affects body image as people grow older. HL4	**How can we buy things online?** Pupils explore money and safe ways to spend online. WILI4 WILI2
	What is pressure? Pupils explore when people might be under pressure and how to respond or get support. SA4 SA5	**What is gambling?** Pupils explore the risks related to gambling money. SSS7	**How do I feel about others?** Pupils explore what romantic feelings are and situations involving attraction. MF3	**What is a healthy relationship?** Pupils learn about healthy and unhealthy relationship behaviours. CG3	**What is a healthy lifestyle?** Pupils rehearse skills for staying active and preparing healthy meals. HL2 HL3	**What is equality?** Pupils learn about people's rights and responsibilities in an equal, diverse society. WILI1
	What is prejudice? Pupils consider the protected characteristics and how to treat others fairly. SA3	**What is personal space?** Pupils learn how to assert their own and respect others' personal space and privacy. SSS8 SSS2 SSS6	**How can I keep mentally well?** Pupils revisit skills for emotional regulation and learn about mental health concerns. MF5 MF6	**What is sexual intimacy?** Pupils learn about sexually intimate relationships, including consent and contraception. CG4	**What can harm our bodies?** Pupils recap the use of medicines and learn about harmful and illegal drugs. HL5 HL6	**What risks are there online?** Pupils learn how to manage online harms, including AI and sharing images. WILI3
	How can we respond to pressure? Pupils revisit peer pressure, rehearsing skills to respond. SA4 SA5	**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 SSS1	**What are romantic relationships like?** Pupils explore what might shape our expectations of romantic relationships. MF4	**What makes a parent?** Pupils learn about committed relationships, including marriage and parenthood. CG5 CG3	**Is it hard to stay healthy?** Pupils consider challenges and build skills to maintain a healthy lifestyle with more independence. HL1 HL2 HL3 HL4	**What is it adulthood like?** Pupils practise skills for managing money and for participating in work. WILI6 WILI4
Age 16-19	**What are we proud of?** Pupils reflect on what they are proud of in school and rehearse skills for learning. SA1 SA2	**What does power mean?** Pupils learn about power in relationships, including harmful behaviours. SSS8 SSS2	**How can I manage my feelings towards others?** Pupils explore strong feelings they may have in relationships and how to manage these. MF1 MF3	**How can we look after our sexual health?** Pupils learn about what can affect fertility and how to look after sexual health. CG4 CG6	**What are the laws about drugs?** Pupils revisit illegal drugs, the harms they can cause and laws related to them. HL6	**How can I live independently?** Pupils learn about adult life, independent living and the online world. WILI3 WILI7

Self-awareness

KS3 KS4 KS5

SA1 Personal strengths

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about what we are good at and/or enjoy. RR3 • Respond to stimuli about what interests us. RR3	• Explore familiar preferred items or activities with recognition. RR3 • Engage in celebration activities for our own or others' achievements. RR3	• Make choices about resources and activities to engage with independently. RR3 • Identify what we are good at and/or enjoy. RR3 • Reflect on things we have done that make us feel proud. RR3	• Describe some of our own personal strengths and skills (things we are good at or can do well). RR3 • Identify the skills required to showcase our personal strengths/things we enjoy. RR3	• Identify other people's interests and personal strengths. RR3 • Demonstrate how to recognise and appreciate personal strengths in other people. RR3 • Describe different ways people celebrate achievements. RR3	• Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves. MW3 • Identify some simple strategies to help manage negative opinions/comments. RR3 • Describe how we can keep a record of our achievements and successes. RR3	• Describe what other people might perceive our personal strengths, talents and skills to be. RR3 • Explain that how we feel about ourselves (self-esteem) can be affected by what is happening in our lives. RR3 • Give reasons why media, including social media, can affect how people feel about themselves. WO1 WO2

Self-awareness

KS3 KS4 KS5

SA2 Skills for learning

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about what we enjoy learning about in school. • Begin to show an awareness of familiar activities and routines within school. PS3 • Begin to demonstrate an awareness of transition between activities (as part of the daily routine). MW6	• Show consistent responses towards stimuli/activities that indicate preference or refusal. RR5 • Begin to notice what makes us special and unique. RR3 • Demonstrate an understanding of routines at school. RR5	• Identify some things that make us special and unique as learners. RR3 • Describe what we like and dislike doing as learners. RR3 • Describe our own learning targets or goals.	• Describe the particular ways we like to learn. • Identify the difference between a short-term target and an aspirational, long-term goal.	• Describe simple strategies we can use to help us be organised in our learning. • Explain how we might achieve our targets and goals (e.g. breaking longer term goals down into several short-term targets).	• Describe how it feels to achieve a target. MW6 • Demonstrate ways we can develop our strengths and skills through practice. RR3 • Identify some ways in which our current learning will help us in the future. • Reflect on and give feedback on our learning.	• Give examples of how our personal strengths, interests and skills may help us in our future lives, choices or employment. RR3 MW6 • Identify ways of managing emotions in relation to future employment aspirations. MW6 • Evaluate the different ways we like to learn.

Self-awareness

KS3 KS4 KS5

SA3 Prejudice and discrimination

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about people who are different to us in different ways. RR9 RR2 • Engage in group activities or experiences to develop an awareness of others. RR1	• Explore with interest treating people with kindness and fairness. RR1 • Show an awareness of the difference between fair and unfair. RR1 • Begin to contribute to group activities. RR1	• Describe what it means to treat others in a kind and fair way. RR1 RR2 • Identify the difference between fair and unfair behaviour towards others. RR1 • Recognise that everyone is unique and special and no one should be treated unfairly. RR2	• Recognise what 'prejudice' means. RR9 • Begin to explore what is meant by the term 'protected characteristics'. RR9 RR10 • Explain what it means to discriminate against someone. RR9 • Recognise that prejudice and discrimination in any form are unacceptable. RR9	• Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation). RR9 • Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others. RR9	• Explain what 'stereotyping' means. RR9 • Demonstrate simple constructive strategies for responding to prejudice and discrimination. RR9 • Give reasons why we should expect to be treated with respect by others. RR2	• Recognise that stereotypes based on any protected characteristic, can cause harm (e.g. how they might normalise non-consensual behaviour or encourage prejudice). RR9 • Explain how we should show respect to others and others' beliefs, including people in the wider community. RR2

Self-awareness

KS3 KS4 KS5

SA4 Managing pressure

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli which depict kindness and unkindness. RR1 • Participate in activities and experiences with others. RR1	• Show an awareness of the difference between kind and unkind behaviour. RR1 • Begin to explore through shared activities how to respond to unkind behaviour. RR1	• Describe, and give examples of, what it means to be kind and unkind. RR1 • Identify what we can do if others are excluding us or being unkind. • Identify some of the ways of telling a trusted adult if someone is being unkind to us. PS4 • Explain that we do not need to accept someone being unkind, hurtful, abusive to, or bullying, us. RR6	• Explain what is meant by teasing, hurtful and bullying behaviour. RR6 • Recognise what is meant by peer pressure and peer influence. BS2 • Identify some of the ways in which pressure might be put on us by other people. BS2	• Describe ways we might challenge peer pressure. BS2 • Identify different types of bullying and what the impact of bullying might be. RR6 OSA10 • Identify strategies to help us if we are being bullied, including online. RR6 • Describe some of the risks associated with gang culture and behaviours. PS6	• Describe strategies that can be used if someone is using pressure to persuade us to do something, including online (including county lines/gangs). BS2 PS6 • Recognise the responsibilities of bystanders to report bullying and hurtful behaviour. RR6 • Explain ways of safely responding if we experience or witness unacceptable behaviours. RR6	• Identify the difference between internal and external pressures and describe how we can sometimes put ourselves under pressure to do what others are doing, or what we think others want us to do. BS2 • Explain how others may apply pressure or encourage us to carry out risky behaviours, including behaviours associated with gang culture; exit strategies for these situations and how to access appropriate support. BS2 PS6 • Describe the risks and law relating to carrying a weapon. PS5

Self-awareness

KS3 KS4 KS5

SA5 Getting help

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with familiarity to our key worker or another consistent adult. RR1 • Demonstrate recognition of our safe adults (e.g. parent, carer, teacher). F8 • Begin to use an agreed symbol to signify distress or a need. PS4	• Indicate adults who can help us at school and at home. F8 • Consistently use an agreed symbol to ask for help when needed. PS4	• Name our trusted people, including knowing who to go to in school if we have a concern. F8 • Identify some examples of when someone might need help or advice from an adult. BS3 • Suggest some simple phrases to ask for help. BS3 PS4 • Recognise some symbols for blocking or reporting issues online. WO3	• Identify trusted adults or peers we might speak to if we need help or advice. BS3 • Recognise that some support organisations can be accessed by phone or online, and that these can be contacted independently and anonymously (e.g. Childline). WO3 • Describe how and when it is important to get support or advice, including for online issues. WO3	• Describe the services and help offered by different support organisations and individuals, including some specialist support services. F8 PS4 BS16 • Explain how, why and when someone might seek support from these services or individuals, recognising the importance of getting help early. BS16 • Identify different ways to address concerns online, for example using blocking or reporting tools. WO3 OSA6 • Build confidence in asking for help in different contexts, including when worried about our own behaviour. BS16	• Identify different sources of support for different situations and individuals, based on their appropriateness. F8 PS4 BS3 • Demonstrate help-seeking strategies, including what someone might say or how they might alert someone else to a concern. BS3 • Explain how online blocking and reporting tools work, and other methods for managing issues online. WO3 OSA6	• Assess a wide range of support services, both on and offline, considering the pros and cons of accessing each service. F8 PS4 BS16 • Confidently demonstrate a range of help seeking strategies, including noticing warning signs and seeking help on someone else's behalf, or encouraging others to report concerns. BS16 BS3 • Demonstrate how to act as a peer mentor, buddy or role model by offering supportive advice to others. RR5 RR2

Self-care, support and safety

KS3 KS4 KS5

SSS1 Feeling well and staying well

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Demonstrate a range of responses when exploring emotions linked to feeling well/ unwell. HPP3 • Explore how to indicate to someone that we are feeling unwell. • Engage in activities that promote personal hygiene. HPP1	• Identify emotions and feelings linked to being well/unwell. HPP3 • 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. HPP4	• Describe the difference between feeling well and feeling unwell. HPP3 • Demonstrate how to indicate to someone that we are unwell. • Explore ways that hygiene routines help us to feel well and good about ourselves. HPP1	• Identify how we can tell if we are unwell (including possible symptoms). HPP3 • Describe in simple terms how germs can be spread to others. HPP1 • Identify useful phrases or vocabulary to use to let someone know that we feel unwell. HPP9 • Explain why it is a good idea to ask for help quickly if we feel unwell. • Recognise the importance of telling someone if we notice something unusual in our testicles or breasts. HPP4	• Identify some things we can do to take care of our physical wellbeing. MW2 • Describe simple things we can do if we are not feeling well. HPP3 • Recognise when we can take care of our own health and when we need adult support. HPP9 • Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses). HPP1 • Recognise there are more serious health conditions and how we can notice symptoms of some of these. PHF2	• Describe how following simple routines can reduce the spread of germs (bacteria and viruses) and why this is important. HPP1 • 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. HPP8 HPP4 • Describe why sometimes adults need to make medical decisions on our behalf. HPP9	• Identify some of the people and organisations that can provide reliable support and advice if we are physically or mentally unwell. HPP8 • 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). HPP8 • Explain why 'self-diagnosis' from websites can be inaccurate or potentially harmful. ISR12 WO5 • Explain what is meant by immunisation and vaccination and why people might be immunised or vaccinated. HPP5

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Self-care, support and safety

KS3 KS4 KS5

SSS1 Feeling well and staying well

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
					• Describe what to do if anyone notices symptoms of more common serious health issues, and how people with chronic health conditions can be supported. PHF2	• Explain how and why to carry out self-examination as a way of checking for specific conditions (cancer), including breast and testicular self-examination. HPP4 • Explain what Gillick competence means and when we can and can't make decisions about our medical care. HPP9

Self-care, support and safety

KS3 KS4 KS5

SSS2 Personal space and unwanted touch

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about how to keep our bodies safe. BS4 • Respond to adult modelling about ways to indicate to others that we need help. BS16	• Identify emotions such as fear, worry, uncertainty, unease and examples of when we might feel these. MW1 MW4 • Identify ways of taking care of our bodies and keeping them safe. BS4	• Demonstrate simple ways to communicate that we are frightened, worried, uncertain or uncomfortable. MW1 • Describe in simple terms what it means to take care of our bodies and keep them safe. BS4 • Describe what 'unwanted physical contact' means. BS4 BS6	• Demonstrate some simple strategies we can use if we are feeling frightened, worried, uncertain or uncomfortable. MW4 MW1 • Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe. BS3 • Explain what is meant by 'personal space', unwanted contact and harassment. BS1 BS4 BS6 • Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. BS3 F8	• Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment. BS5 WO3 • Give examples of when it is or is not appropriate to be in someone else's 'personal space'. BS1 BS4 • Describe ways we can safely challenge unwanted physical contact and ask for help. BS4 BS6 • Explain or demonstrate strategies for communicating that we need help in different situations, and why it is necessary to keep telling trusted adults until we or someone in trouble gets the help needed. BS3 BS4 BS16	• Describe how it might feel when someone encroaches on our personal space. BS4 • Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong. BS4 • Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police. BS5 BS6 BS8 BS16 • Explain that removing or injuring female genitalia (Female Genital Mutilation/ FGM) is wrong and illegal, even if adults think it is necessary. BS13	• Explain that someone we like may not always be trustworthy. BS3 F8 • Demonstrate what we can say or do and who we can tell if we are concerned about our own or someone else's personal safety. F8 BS16 • Explain what we should say, do and who to tell if we, or someone we know, fears that they will experience, or have already experienced FGM, and that it is never that person's fault. BS13

Self-care, support and safety

KS3 KS4 KS5

SSS3 Accidents and risk

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with curiosity to activities which explore things that can cause us harm (hazards), in a range of relevant/familiar environments. PS1	• Begin to identify hazards in our environment. PS1 • Identify signage used to communicate hazards. PS1	• Describe what is meant by personal safety. PS1 • Identify hazards in a range of environments. PS1 • Explain what is meant by something being an accident. PS1	• Explain what is meant by the terms risky (something that could go wrong/ have harmful consequences) and dangerous (something that will always hurt us, e.g. fire). PS1 • Identify some behaviours that might be risky. PS1 PS2 • Describe how we might know that something is dangerous (e.g. through signs, warnings). PS1	• Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk. OSA2 PS2 • Identify who can help us in risky situations and strategies we can use to help ourselves. PS2 PS4 • Suggest some simple strategies to minimise or reduce risks in familiar contexts. PS1 PS2	• Explain ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own or in new and unfamiliar environments. PS1 • Explain how the use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road). PS1	• Explain why, although we cannot prevent all accidents from happening, it is important to still take steps to reduce and manage risk. PS1 PS2 • Explain when and why taking a risk can be positive (e.g. trying something new). PS1 • Explain why being with our friends can increase risk-taking behaviour and ways to manage this. PS2

Self-care, support and safety

KS3 KS4 KS5

SSS4 Safe communication online

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Explore the online world safely with adult support. OSA1 • Respond with curiosity to stimuli about different ways of keeping safe online (including potential risks). OSA1 OSA2	• Explore the ways in which we are kept safe online. WO3 • Identify some risks of communicating online. OSA2 • Recognise some consequences of inappropriate online conduct. OSA2	• Identify simple ways of keeping safe online, such as using passwords, or having adult help. OSA1 • Give examples of risks online. OSA2 OSA8	• Explain what is meant by social media and how people use social media. OSA3 • Identify some possible risks of using social media. OSA3 OSA9 OSA2 • Recognise that not all information seen online is true. OSA7 • Explain how other people's identity online can be different from what it actually is offline. OSA3	• Describe some ways in which social media can be used in a safe and positive way. OSA1 • Identify what we should do before we 'like', 'forward' or 'share' online content, and how this helps to keep us safe online. OSA1 OSA2 • Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content. OSA8	• Explain rules for keeping safe when using different social media or gaming platforms. OSA1 • Identify sources of advice and support, and ways to report online concerns. OSA8 • Identify how to make safe, reliable choices from search results. OSA5 • Explain how some behaviours on social media might damage friendships and relationships. OSA9 OSA10	• Explain some steps we can take to take care of our own and other people's safety and wellbeing when using social media. OSA1 OSA2 • Recognise that data about us can be collected online, and used, for example, to determine what information and advertising we are shown. OSA12 OSA13 • Identify some ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond. OSA13 WO5

Self-care, support and safety

KS3 KS4 KS5

SSS5 Emergency situations

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with curiosity to stimuli about people who keep us safe at school and at home. PS1 • Respond to stimuli about the emergency services (police, ambulance, fire). PS4	• Identify rules and procedures in school that help keep us safe. PS1 • Identify emergency services that could help us in different situations (including police, ambulance, fire and coast guard). PS1	• Identify examples of what is meant by an emergency, and how to contact the emergency services. PS1 • Describe some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground rules, reporting accidents). PS1	• Identify examples of what would and would not be an emergency situation. PS1 • Identify sources of immediate help in an emergency (e.g. adults in school) and demonstrate how we would attract their attention. BS3 • With adult support, participate in, or observe, some basic first aid skills (e.g. for minor injuries). BFA1	• Explain actions that we all have to undertake in school to keep safe (e.g. lining up, keeping quiet, and why these are essential). PS1 • Be able to describe appropriate ways to respond to emergency situations. BFA2 • Describe how adults might communicate to us that something is an emergency (e.g. vocabulary that adults might use) and the importance of following instructions. BFA2	• Demonstrate with scenarios how to call 999 in the case of an emergency. BFA2 • Demonstrate some simple first aid procedures (e.g. putting someone in the recovery position; when not to move someone; responding to nosebleeds or cuts). BFA1 • Recognise what a defibrillator is and when one might be needed. BFA3	• Explain why it is essential to follow instructions in an emergency, in and outside school. PS1 • Explain what we might do, including who to tell and what to say, in the event of an emergency when we are out without an adult. BFA2 • Demonstrate lifesaving first aid skills (e.g. CPR or use of defibrillators). BFA2 BFA3

Self-care, support and safety

KS3 KS4 KS5

SSS6 Public and private

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about public and private spaces. OSA2 • Recognise through a range of activities that our body is private to us. BS1	• Begin to identify things we might do with other people and things that we might do on our own (e.g. masturbation). DB1 ISR1 • Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone. OSA1 OSA2	• Recognise that some private activities can still be unsafe (e.g. sharing photos). OSA4 OSA5 • Begin to identify what is safe to share online and how we keep ourselves safe online. OSA2 • Recognise trusted adults and support available when worried about privacy. OSA2 OSA6	• Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online. OSA5 • Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do. OSA5 • Explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information. OSA4 OSA5	• Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves. OSA2 OSA4 • Identify what is appropriate and inappropriate to share online. OSA1 • Explain how to manage requests to share a photo, or information about ourselves or others online, including how to report and which trusted adults we can tell. OSA4 WO3	• Describe specific ways of keeping ourselves safe online (e.g. secure passwords, never giving out personal details or passwords, covering our computer's camera when not in use). OSA2 • Recognise that sharing and/or viewing sexual images of anyone under 18 (including those created by someone under 18) is against the law. OSA5 • Explain what could happen next if images are shared (e.g. police involvement, parent/carer involvement, prosecution) and the impact on self and others. OSA5 OSA6	• Explain and demonstrate how to ask for help and who to go to if we have seen something upsetting or done something online that we are now worried about or regret. OSA8 • Explain that everyone has a right to privacy, and how to respect that right for others or advocate that right for ourselves. OSA1 OSA5 OSA4

Self-care, support and safety

KS3 KS4 KS5

SSS7 Gambling

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to activities focused on anticipation games (e.g. skittles, lucky dip, rolling dice). WO4	• Explore with interest, examples of activities related to chance and risk. WO4	• Recognise simple examples of 'taking a chance'. WO4 • Identify risks involved in games (e.g. loss, affected feelings). WO4 MW8	• Explain what is meant by the term 'gambling' and give examples of places and ways this might take place. WO4 • Identify what it means to 'win' or 'lose' in relation to gambling. WO4	• Give some reasons why people might choose to gamble. WO4 • Identify the risks associated with chance-based transactions, including in-game purchases and gambling. WO4 MW8	• Describe some influences or pressures on people to gamble (e.g. advertising, friends). WO4 • Identify where and from whom to get help with gambling if we are worried about ourselves or others. WO4 MW8	• Identify some techniques game apps or advertising might use to encourage online gambling and chance-based purchases (e.g. loot boxes). WO4 WO5 • Explain some strategies for managing influences related to gambling. WO4

Self-care, support and safety

KS3 KS4 KS5

SSS8 Power imbalances

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli related to being safe around other people/ in public spaces. BS4 • Respond to stimuli about people we know and people we don't know. BS3 BS4	• Distinguish between people we know and people we don't know. BS3 • Using stimuli, explore how relationships differ between different people (e.g. child/adult, friends, teacher/pupil). RR10 • Demonstrate ways to alert others that we need help, including who we can ask when we feel unsafe in public. BS5 BS7 BS10	• Recognise, in simple terms, what 'power' means i.e. one person has more control over what happens than another person. RR10 • Identify some people who have power or authority i.e. police officers, teacher, prime minister. BS3 • Recognise that no one has the right to harm someone else, and that there are laws to protect us from harm. BS5 BS7 BS11 PS6	• Recognise that in some situations, one person can have more power than another person. RR10 • Describe how loving or sexual relationships should make people feel safe and happy, and never threatened or unsafe. BS10 BS7 ISR5 • Recognise that some sexual behaviours can be harmful; to the body or to a person's wellbeing. ISR5 BS14	• Give reasons why someone might have more power in a relationship (e.g. age, wealth, gender). RR10 BS9 • Describe how people with more power might try to persuade others to do something harmful, and this is never okay. BS5 BS7 BS11 PS6 • Identify what is meant by sexual harassment and that this is against the law. BS5 • How to respond if someone asks us to do something we don't want to do or that makes us feel unsafe or uncomfortable. ISR5 BS5 BS14	• Explain how power imbalances might make people feel or behave differently. RR10 RR12 BS9 • Identify warning signs that someone is exerting power, persuading or manipulating us. PS6 BS11 ISR5 • Describe the process for reporting a crime or behaviour that has threatened us. BS11 PS6 BS11 BS7 • Explain why some sexual behaviours might harm us or someone else, and how to respond if someone asks us to do something harmful. ISR5 BS14	• Describe when or how a power imbalance might make a relationship unsafe. RR10 BS9 • Identify ways to respond to power imbalances in relationships. RR10 • Identify different forms of exploitation (e.g. sexual, financial, criminal) and recognise that the person targeted is never at fault. BS11 PS6 • Give examples of what might influence someone to carry out a harmful sexual behaviour, how they can resist these influences and get support. RR12 ISR5 BS14

Managing feelings

KS3 KS4 KS5

MF1 Self-esteem and unkind comments

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with curiosity to stimuli about all the different ways in which we are special. RR3 RR2 • Demonstrate an awareness of celebration, responding positively to a variety of indicators (e.g. cheering, praise, clapping). RR3 MW3	• Begin to describe or categorise different ways we are special; what we like about ourselves and others. RR2 RR3 • Explore things that make us feel happy/sad, with a focus on praise/kindness and unkindness/unhelpfulness. MW1 MW6	• Identify emotions associated with feeling good about ourselves. RR3 MW1 • Identify feelings and emotions associated with a negative experience. BS3 MW1	• Identify things we can do which help us to feel good about ourselves. RR3 • Demonstrate ways to give praise or positive feedback to others. RR1	• Identify things that we may say or do that could affect how we or others feel about us. RR1 RR2 RR5 • Identify things that others may say or do that could affect how we feel about ourselves. RR1 RR2 RR5 • Describe what 'self-esteem' means and why it is important. RR3	• Explain the difference between helpful/kind and unhelpful/unkind comments. RR1 RR2 RR5 • Demonstrate simple strategies to help manage our feelings and emotions about unhelpful/unkind comments. RR1 RR2 RR5 • Describe how activities we participate in, especially online, can help us to either feel good or feel bad about ourselves. OSA3 WO2	• Demonstrate polite and assertive ways of challenging unkind comments directed at us or others. PS3 • Evaluate how comparing ourselves to others, especially on social media, can negatively affect our self-esteem, and suggest some strategies to manage this. OSA3 WO2

Managing feelings

KS3 KS4 KS5

MF2 Strong feelings

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about different feelings and emotions we might experience (e.g. using story/ music/drama/ images/sounds). MW1 MW6 • Respond to stimuli about how different feelings and emotions may be expressed, focusing on facial expressions/sounds/ gestures. MW1	• Explore how we show our feelings and emotions through facial expressions, body language and actions. MW1 • Begin to interpret the feelings of others, including in response to strong emotions (e.g. sadness – tears, happiness - smile). MW1 RR5 • Recognise named feelings and emotions. MW1	• Describe how we might feel, look and sound when we are happy or unhappy. MW1 • Identify a range of emotions, where we might feel them in our body, and how they might make us behave. MW1 • Describe strong feelings and emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy). MW1	• Name and notice a range of feelings and emotions. MW1 • Recognise when others may be feeling happy or unhappy from their facial expression and body language. RR5 • Give examples of when we might feel strong feelings or emotions. MW1 MW6	• Describe some simple strategies we can use to feel and stay happy. MW4 MW7 • Describe how to manage strong feelings and emotions by using simple strategies to help ourselves and others. MW1 RR5 • Identify how we can help others who may be feeling unhappy or get help for ourselves if feeling unhappy. RR5	• Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful. MW4 • Describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people. RR7	• Explain or demonstrate things we can do to help and support others when they are experiencing strong feelings or emotions. MW1 RR5 RR7 • Recognise signs that we or someone we know might need help to cope with strong feelings and emotions and who to speak to. MW4 MW5 MW7 • Identify reliable and trustworthy sources of support for our feelings, and recognise when advice, including advice we see online, might be inappropriate, biased, or even dangerous. WO7

Managing feelings

KS3 KS4 KS5

MF3 Romantic feelings and sexual attraction

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with interest to stimuli about people we like or know, demonstrating consistent responses. RR1 • Demonstrate preference to key people in our lives; begin to make choices linked to people. RR1	• Explore feelings and emotions associated with liking someone or something. RR1 MW1 • Explore what a friend is, what we like about our friends and things we enjoy together. RR1	• Identify what it means to like someone. RR1 • Identify the different reasons for liking someone and how these help us choose our friends or other people who are special to us. RR1	• Describe the difference between 'liking' someone and 'fancying' someone. RR1 DB2 • Recognise that everyone is unique, special and worthy of respect. RR2 RR4	• Explain how part of growing up might be to experience strong feelings and emotions about people we 'like' or 'fancy'. RR1 BS1 DB2 • Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion. RR1 • Describe appropriate ways to express that we have romantic feelings for someone. BS1 BS10	• Explain the feelings and emotions associated with telling someone we 'like' or 'fancy' them; if they feel the same way about us, or if they don't feel that way. RR8 RR7 • Evaluate appropriate and less appropriate ways to express our feelings for someone. BS1 BS10 • Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, and sexual orientation. ISR1	• Describe ways to manage strong feelings and emotions about someone who doesn't feel the same way about us. RR8 BS10 • Identify reliable sources of advice and explain how to seek advice and help regarding sexuality and intimate relationships, including managing feelings and emotions about these. ISR11

Managing feelings

KS3 KS4 KS5

MF4 Expectations of relationships

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with interest to media representation of romantic relationships (e.g. images, TV, film). F1 RR1	• Begin to explore the differences between friendships and romantic/intimate relationships. F1 RR1 • Explore media resources depicting different relationships. F1 WO2	• Identify the similarities and differences between friendships and romantic/intimate relationships. ISR1 F1 RR1 • Identify different types of intimate relationships including same-sex relationships. ISR1 F1 • State what we think romantic relationships should be like. RR1	• Identify expectations we may have of being in a romantic, intimate relationship, which may include sex. ISR1 F1 RR1 • Recognise that although it may seem (in the media etc.) that everyone is having a sexual relationship, in reality this is not the case. BS2 • Compare positive and negative influences on relationships (e.g. from peers, family, media, online). BS2 WO2 RR11 RR12	• Describe some values or expectations we or others might have about romantic relationships. ISR1 BS2 RR11 • Explain how media or social media may not reflect relationships in a realistic way, and how this can affect our expectations. OSA3 WO2 RR11 • Recognise that the portrayal of sex in the media (including pornography) is an unrealistic representation of sexual behaviour. BS15 OSA11 RR11 • Explain how some views we are exposed to online might negatively impact our understanding of relationships. RR9 RR12	• Recognise that everyone deserves a happy, loving safe relationship and rehearse skills to communicate our values and expectations to others. ISR1 BS1 BS2 • Explain how to respond to harmful expectations about relationships and sex, for example behaviours shown in the media or pornography. BS15 BS14 OSA11 RR11 ISR5 • Describe how and why pornography websites are age restricted by law. RR11 BS15 OSA11 OSA12 • Describe what 'sexism' and 'misogyny' mean. RR9 RR12	• Explain how our views about relationships can affect our own behaviour and/or that of others. RR8 BS1 BS2 • Explain that viewing pornography can cause issues for someone and their relationship, and where and how to access help if concerned. BS15 OSA11 RR11 • Explain why people might say misogynistic things online, and how we can avoid or challenge this. RR9 RR12

Managing feelings

KS3 KS4 KS5

MF5 Mental wellbeing

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Explore a range of feelings and emotions. MW1 • Participate in a range of experiences that make us feel calm and relaxed (e.g. sensory experiences, being outdoors, participating in arts). MW6 • Participate in physical education and therapeutic activities to explore emotions and ways to regulate or manage them. MW1 MW6	• Recognise that there are ways to manage feelings and emotions, with support or through one's own actions. MW6 MW7 • Explore key people who could support us (e.g. when upset, worried or stressed). MW3	• Identify things we can do to help ourselves when we feel lonely, worried or stressed. MW7 MW4 MW3 • Identify sources of emotional wellbeing support available for young people. MW7 • Describe common changes people might experience in their lives (e.g. changing class, school, friends, leaving home, getting a job). MW6	• Recognise what mental health and emotional wellbeing are. MW1 • Suggest some simple ways to maintain our wellbeing (e.g. relaxing, being with friends/family, listening to music). MW6 MW2 MW3 • Identify emotions associated with change, recognising these can have both positive and negative effects on wellbeing. MW4 MW6 • Recognise the link between physical health and mental wellbeing. MW2 PHF3 • Describe some self-regulation strategies that can help if we are experiencing strong or uncomfortable emotions. MW2	• Describe how being lonely can affect mental health and ways to build connections with others. MW3 • Explain what grief means and circumstances when we might feel 'grief' (e.g. experiencing a change, loss or bereavement). MW6 • Recognise some situations where we might need to ask someone for help with our mental wellbeing (e.g. feeling unhappy or low (depressed), disrupted sleep pattern, not wanting to eat/over-eating). MW4 • Identify when we need help with mental health or wellbeing and who we can speak to. MW4 MW5	• Identify some of the terms that are used to describe when someone is experiencing emotional or mental health difficulties. MW5 • Describe some healthy coping strategies that can help if we are struggling to maintain our wellbeing, or if we are experiencing grief. MW7 MW2 • Describe how we can help friends or family who might be feeling stressed or unhappy. MW3 • Explain why it is as important to tell someone we trust if we are experiencing emotional or mental health difficulties, as it is when we experience physical health difficulties. MW1	• Assess which strategies we find most helpful for managing our wellbeing, including during difficult or challenging times. MW2 MW6 • Identify reliable sources of advice and support for mental health and wellbeing. MW1 • Identify some strategies for challenging stereotypes and stigma relating to mental health. MW7

Managing feelings

KS3 KS4 KS5

MF6 Mental health concerns

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with curiosity to resources related to mental health and mental health support. MW5	• Recognise some examples of physical and mental health. MW5 MW6 • Identify similarities and differences between mental health and physical health difficulties. MW5 MW6	• Describe what is meant by mental wellbeing and mental health difficulties. MW5 • Identify some symptoms of an ongoing mental health difficulty (e.g. depression, anxiety). MW5	• Recognise when behaviours might be contributing to our wellbeing either positively or negatively. MW6 MW9 • Identify that whilst there are healthy coping strategies that promote wellbeing, some behaviours constitute unhealthy coping strategies that can be harmful or have a negative impact on our wellbeing. MW6 MW9 • Describe some feelings or behaviours that are commonly associated with anxiety or depression and who to talk to if experiencing these. MW5 MW7	• Explain why it is important to speak to a trusted adult/ ask for help, for ourselves or others, if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating). WO7 • Recognise that it is common for people to experience mental health difficulties and that there is support available. MW5	• Describe how we might notice if other people are struggling with their mental health or wellbeing, and how we can help them. MW5 MW7 • Assess if websites or online spaces are providing safe, reliable mental health advice, or if they might be providing unhelpful or dangerous information. WO7 • Identify things that can prevent people from seeking help with mental health issues (e.g. stigma). MW4 • Explain a range of strategies and services available to support people with mental health difficulties. MW5 MW7 MW6	• Explain how some harmful behaviours can have long-term effects on mental health (e.g. drug or alcohol use, gambling). MW9 MW8 • Explain how many mental health difficulties can be managed in daily life, and that some can be made better over time, with the right support (e.g. counselling, therapy). MW5 MW7 MW6

Changing and growing

KS3 KS4 KS5

CG1 Puberty

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Engage with health and hygiene stimuli/ activities, including period products. DB3 HPP1 • Engage in activities focused on naming body parts. DB2 • Begin to explore basic bodily and emotional changes at puberty. DB1	• Identify the names for main body parts, genitalia and reproductive organs. DB1 • Explore different emotional changes people experience as they grow. DB2 MW1 • Begin to recognise changes the body goes through as we grow (including hygiene needs, menstruation, wet dreams etc.). DB1 DB2	• Identify some of the different ways we have changed as we have grown older. DB1 • Recognise and use the scientific terminology for main body parts including genitalia/ reproductive organs. DB4 • Begin to identify the different changes the male and female bodies go through as we grow. DB1 DB2 • Begin to recognise what masturbation is, why some people do it, and why it is private. DB1	• Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). DB1 DB2 • Explore what is meant by the term 'puberty' (including some examples such as menstruation, genital changes, masturbation). DB1 DB3	• Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. DB1 DB3 • Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty. DB1 HPP1	• Explain why puberty happens. DB1 DB2 • 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. DB3	• Evaluate how emotions may change as we get older and are no longer children. DB1 MW1 • Explain how healthcare professionals can provide support to manage period problems. DB3

Changing and growing

KS3 KS4 KS5

CG2 Friendship

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about different kinds of friendship. RR1 • Participate in paired or small group experiences to develop an awareness of building relationships with others. RR5 • Demonstrate different responses to interactions with different people. RR5 BS1	• Begin to show consistent responses to interactions with peers and familiar people. RR1 • Communicate a preference for who we would like to interact with during an activity. RR5 BS1	• Explain the reasons we have for choosing our friends. RR1 • Describe what having or being a friend means. RR1 • Identify different kinds of friendship and ways in which friendship is important. RR1 RR5 MW3	• Identify occasions when we might need the support of friends. RR1 • Give examples of how we can show support to our friends. RR1 • Describe how we can let friends know that we need their help and support. RR1	• Identify occasions when our friends might need our support. RR1 • Explain that we might disagree with someone and still be friends. PS3 OSA9 • Demonstrate ways to manage friendship disagreements restoratively. RR5 RR7 PS3 OSA9 • Recognise that friends do not always know what is best for each other. BS2 RR1	• Describe ways in which friendships might change over time. RR1 • Explain that sometimes friendships may end, through choice or circumstances. RR7 • Demonstrate strategies for managing feelings about friendships as they change and develop. RR7 MW3	• Demonstrate how we might end a friendship positively. RR7 • Assess how communicating with friends online and on social media can escalate or extend arguments and evaluate ways these can be resolved. OSA9 • Explain how to make new friends or include others, in new contexts. RR1

Changing and growing

KS3 KS4 KS5

CG3 Healthy/unhealthy relationship behaviours

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Engage with and respond to stimuli about different positive relationships we have in our lives. F1 • Show an awareness of a positive interaction with another person. RR1 BS1	• Explore stimuli representing different emotions/feelings we may experience when sharing time with others. F2 MW3 • Begin to recognise the difference between positive and negative interactions with others. F2 F8 BS3	• Identify some key features of positive friendships/ relationships, and how they can make us feel. RR1 F1 • Identify times when we might feel angry or sad because of someone's behaviour towards us. BS3	• Identify our expectations offriendships/ relationships (e.g. spending time together, sharing interests). BS1 RR8 • Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries). RR1 BS1 • Identify what constitutes negative relationship behaviours (e.g. name calling, hitting, hurting someone, controlling behaviour). BS16	• Explain how we expect people to behave towards us in friendships and relationships. BS1 RR8 • Identify the differences between positive/healthy and negative/unhealthy relationships. RR2 RR10 BS3 • Describe positive strategies to manage inappropriate/ abusive behaviour towards us. BS4 BS2 • Identify what we can do if we are worried or concerned about an unhealthy relationship. F8 BS16	• Identify the aspects of relationships that we are responsible for (e.g. being respectful, honest and kind). RR2 • Explain what is meant by compromise and times when it might not be appropriate to compromise; demonstrate some ways to compromise with someone. PS3 BS2 RR8 • Recognise that some types of behaviour within relationships are abusive and against the law (e.g. hitting/hurting someone, telling someone what to do all the time, not allowing someone to make choices). BS5 BS9 F8	• Demonstrate strategies to help us negotiate and assert our rights in a relationship. BS1 RR8 • Identify sources of support for us or someone we know who is experiencing an unhealthy relationship or abusive behaviour. BS16 BS9

Changing and growing

KS3 KS4 KS5

CG4 Intimate relationships, consent and contraception

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about romantic relationships (including contraception, if appropriate). F1 ISR6 • To rehearse giving or not giving consent in appropriate contexts. RR8	• Explore scenarios when we, or others, need to obtain consent (e.g. physical touch, borrowing something). RR8 ISR3 • Rehearse different ways of communicating that we don't consent to something. BS1 RR8 • Engage in activities that explore intimate relationships and their need for contraception. ISR1 ISR4 ISR6	• Identify instances in or out of school when we might need to seek permission or receive consent. RR8 • Demonstrate how to ask for permission (get consent) before we borrow or take something from someone. RR8 BS1 • Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/consent e.g. saying 'no', 'stop' or seeking support). RR8 ISR3	• Describe how strong emotions in relationships (including sexual attraction) might make people feel or behave. MW1 ISR1 • Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'stop' to anything we feel uncomfortable about, and demonstrate how we might do this. ISR3 RR8 • Recognise what 'sex' means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs). ISR1 ISR4 ISR9 ISR7	• Define what 'intimacy' means. ISR1 • Identify readiness (emotional, physical and social) for a relationship that may include sex. ISR1 • Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent. ISR3 RR8 • Identify how others may manipulate/persuade us to do things we do not want to do or do not like. ISR4 ISR3 BS2 ISR5 • Describe ways we can take care of our own sexual health and that of others (e.g. using condoms to help prevent STIs). ISR6 ISR9	• Identify different levels of intimacy (physical/sexual) within relationships and their associated risks. ISR4 • Describe ways to manage others' expectations in relationships and our right not to be pressured to do anything we do not want to do. ISR3 BS2 • Explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime. ISR2	• Explain that consent must be sought and freely given before any sexual activity and how to tell if someone is giving or not giving their consent. ISR3 • Identify how saying 'yes' under pressure is not consent, and is not the same as freely given, enthusiastic consent. ISR3 BS2 RR8 • Describe how alcohol/drugs may influence choices we or others make in relationships, including sexual activity. ISR10 • Evaluate the advantages and disadvantages of different forms of contraception for different individuals. ISR6

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Changing and growing

KS3 KS4 KS5

CG4 Intimate relationships, consent and contraception

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
		• Begin to recognise how sex is involved in intimate relationships- and how we may use contraception. ISR1 ISR6 • Identify who we can talk to about relationships. ISR11	• Explain that there are laws about the legal age of consent for sexual activity. ISR2 • Recognise that contraception, including condoms, can help prevent pregnancy and some STIs. ISR6 • Identify steps to using condoms safely. ISR6 • Explain the difference between appropriate and inappropriate relationship behaviours in public places. ISR5	• Identify where and how to obtain condoms and describe or demonstrate how to use them safely. ISR12 ISR6 • Identify sources of support with relationships and sex. ISR11	• Recognise that no one has the right to pressure us; describe or demonstrate different strategies to respond to manipulation/ persuasion in relationships. BS2 ISR3 • Describe some forms of contraception, their correct use and where and how they can be accessed. ISR6 • Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated. ISR8 ISR9 • Explain how and when to access sexual health services. ISR12 ISR6 ISR8	• Describe different reliable sources of support regarding relationships, sex and sexual health and how to access them. ISR12

Changing and growing

KS3 KS4 KS5

CG5 Long term relationships and parenthood

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about different kinds of families and different kinds of relationships in families. F1 F3 • Respond to stimuli about parenthood. F8 • Interact with stimuli representative of different relationships, with increasing interest. F1 F2	• Explore the people who make up our family and other close positive relationships we have. F1 • Recognise what different families may look like (e.g. fostered/adopted, same sex, divorced, single parents). F1 • Explore what a long-term relationship is. F3 • Explore the different positive qualities of a parent. F7	• Give examples of different types and features of committed long-term relationships. F1 • Identify what being in a family means and what different families may look like. F1 F2 • Explore the role of a parent. F7	• Explain that marriage, civil partnerships and living together are choices that couples might make as part of their commitment to each other. F3 F4 • Identify that it is against the law to marry before the age of 18*. F5 • Recognise what 'adopted', 'fostered', or 'looked after' mean in relation to families. F1 • Recognise that some relationships will end— meaning that a couple don't 'go out' together or live together anymore. F6 RR7	• Identify what the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent. ISR1 F7 • Describe some of the responsibilities of being a parent. F7 • Identify possible reasons why people might choose to adopt or foster children or young people. F1 ISR7	• Describe choices people have in the event of an unintended pregnancy. ISR7 • Explain what 'abortion' or 'termination of a pregnancy' means. ISR7 • Identify reliable, unbiased sources of support in relation to unintended pregnancy, and explain how to access them. ISR7 • Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement). RR7 F6	• Identify a range of beliefs and opinions about pregnancy, adoption and termination. ISR7 • Recognise that long-term relationships experience challenges but that these can often be overcome. F2 F8 • Identify some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement, and some strategies to help manage these changes. F6 • Explain strategies that people who are experiencing the end of a relationship might use to manage their feelings. F6 RR7

**Please note: The legal age for marriage in England, Wales and Northern Ireland is 18. In Scotland, it currently remains at age 16, however there are plans to raise the age to 18.*

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Changing and growing

KS3 KS4 KS5

CG5 Long term relationships and parenthood

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
			• Identify who we can talk to if we're worried about relationships changing/ending. F6 F8 RR7	• Explain that no one has the right to force or pressure anyone to marry someone else, and they are committing a very serious crime no matter who they are or what they say. F5 F8 BS12 • Identify where and how to obtain condoms and describe or demonstrate how to use them safely. ISR12 ISR6 • Identify sources of support with relationships and sex. ISR11	• Describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship. RR7 F6 • Explain that the breakdown of a relationship between parents is not the fault of their children. F6 • Explain the importance of talking to someone if worried about the ending of a relationship. F8 F6 RR7 • Identify what forced marriage is, that it is against the law, and how to get help if worried for themselves or someone else. F5 F8 BS12	• Explain how and where people who are experiencing relationship difficulties or the end of a relationship might get help and support. F8

Changing and growing

KS3 KS4 KS5

CG6 Reproductive health

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with curiosity to stimuli related to conception, pregnancy and birth. HPP7	• Recognise that from puberty, females can become pregnant and give birth to babies. HPP7	• Identify and name the reproductive organs in males and females. DB4 • Describe changes to the body that occur during pregnancy. HPP7	• Identify the different stages of reproduction: conception, pregnancy and birth. DB4 • Describe some behaviours that support a healthy pregnancy. HPP7 • Recognise the importance of testicular health and when to tell someone about concerns. DB4	• Recognise what is meant by fertility in both males and females. DB4 • Recognise different ways a person can become pregnant, including sexual intercourse, assisted conception or donor conception. HPP7 DB4 • Distinguish between healthy and unhealthy behaviours during pregnancy. HPP7	• Identify possible reasons for assisted conception, donor conception and surrogacy. DB4 HPP7 • Explain how someone can prepare their body for pregnancy and conception. HPP7 • Recognise that for both males and females, fertility changes over time and in response to some behaviours and lifestyle factors. DB4	• Explain what is meant by menopause, and how this impacts menstruation and fertility. DB4 • Explain the importance of maintaining pelvic floor health and gynaecological health, including the role of cervical screening. DB3 HPP4 HPP7

Healthy lifestyles

KS3 KS4 KS5

HL1 Elements of a healthy lifestyle

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about different healthy lifestyle choices. PHF1 • With adult support, engage in activities which involve healthy habits (e.g. washing hands, brushing teeth, eating fruit). HPP2 HPP6	• Identify healthier and less healthy lifestyle choices. PHF1 HE1 HE3 • Identify healthy habits (e.g. dental care, hand washing, getting enough sleep). HPP2 HPP6	• Recognise what is meant by a healthy lifestyle. HE1 PHF1 HPP6 • Demonstrate or describe healthy habits (e.g. dental care, hand washing, maintaining routines to balance sleep, work, rest and play). HPP2 HPP6	• Identify different ways that people can live a healthy lifestyle. HE1 PHF1 HPP6 • 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). HPP2	• Explain what a healthy lifestyle means, including the importance of healthier eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing. HPP6 HPP2 HPP1 MW2 • Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns. HPP6 • Identify some simple strategies to help make positive choices about our health and wellbeing. MW6	• Describe strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep. WO1 • Explain why it is important to have enough sleep. HPP6	• 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). WO1 MW6 HPP4 • Describe strategies for managing pressures and influences on healthy lifestyle choices. PS2 ISR12

Healthy lifestyles

KS3 KS4 KS5

HL2 Physical activity

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about different kinds of physical activity and exercise. PHF1 • With support, participate in a range of appropriate physical activities and exercises. MW2 MW6	• Participate in a range of appropriate physical activities and exercises (single, paired and group) and reflect on feelings related to physical activity. MW2 PHF3 MW6	• Identify different kinds of physical activity and exercise. PHF1 • Participate in a physical activity or exercise and identify own likes and dislikes related to the experience. PHF3 MW6	• Identify our favourite forms of physical activity and exercise. MW6 PHF3 • Identify some of the benefits of being physically active, and possible consequences of inactivity. PHF1	• Describe some of the physical and mental health benefits of regular exercise. PHF3 MW2	• Explain some of the long-term benefits of regular physical activity and exercise. PHF1 MW2 PHF3 • Identify and challenge common stereotypes relating to physical activity. PHF1	• Describe the challenges that can prevent us from exercising and suggest ways to overcome them. PHF1 • Identify ways of motivating ourselves to take exercise. PHF3 MW2

HL3 Healthy eating

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to different kinds of food and drinks. (e.g. textures, flavours, aromas). HE1 • Demonstrate a range of responses to food preferences. HE1	• Explore with curiosity healthy and less healthy food and drinks. HE1 • Respond to adult modelling of how to prepare simple meals. HE1	• Identify our favourite foods and drinks. HE1 • Recognise food and drinks that are healthy or less healthy. HE1 • Begin to explore the reasons why we choose certain foods and drink (e.g. allergies, religion, preferences, lifestyle). HE1	• Identify foods we can eat all the time which are healthy and good for us. HE1 • Identify foods that are less healthy and should only be eaten occasionally. HE2 • With adult support, participate in food preparation activities. HE1	• Explain what we mean by a healthy, balanced diet. HE1 • Explain what makes some foods better for our health than others. HE1 • Build confidence in independently preparing simple meals. HE1	• Describe some of the long-term benefits of a healthy diet. HE1 • Explain some of the risks of consuming food and drinks with high sugar or caffeine content. HE2 • Follow a recipe to create a healthy balanced meal. HE1	• Explain some of the influences on our food choices and strategies for managing these influences. HE1 • Explain rules for healthy and safe food preparation and demonstrate these skills in creating more complex meals. HE1

Healthy lifestyles

KS3 KS4 KS5

HL4 Body image

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli showing different portrayals of people (images, models). WO2 • Engage in activities related to body image or body changes – exploring differences in shapes and sizes. WO2 HE2 DB2	• Explore the different ways people are portrayed in pictures, magazines, TV/ film/cartoon and social media. WO2 OSA3 • Begin to communicate an awareness of the differences in the way people look in the media. WO2	• Identify and describe some different images of people in pictures, magazines, TV, cartoon and social media. WO2 OSA3 • Recognise what is meant by the term 'body image'. WO2	• Describe our thoughts and feelings about how different bodies are portrayed in the media (including cultural representation, reference to body size/weight, aesthetic procedures). WO2 HE2 • Explain what is meant by body image and how it relates to self-esteem. WO2 MW6	• Identify some ways in which images of people may be manipulated in the media/social media and using AI, and therefore not reflect reality. WO2 OSA3 • Explain why some people might want to change the way they look. WO2	• Identify some influences on young people to look a particular way, and the impact of these on emotional wellbeing. WO2 OSA3 • Explain why advertisers might use manipulated images and recognise how this might influence our responses. WO2 WO5 ISR12 • Describe some ways we can maintain self-esteem in relation to body image. MW6	• Identify some of the risks associated with cosmetic/aesthetic procedures (e.g. piercings, tattoos, tanning). • Explain strategies and resources to utilise to support our self-esteem/ wellbeing in relation to body image. MW6 WO1

Healthy lifestyles

KS3 KS4 KS5

HL5 Medicinal drugs

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about different health professionals (doctors, dentists, nurses) and how they take care of us. HPP8 • Participate in activities related to medicines and medical situations. DATV5 HPP3	• Recognise what a medicine is and different forms of medicines. DATV5 • Identify what medications should be used for. HPP3 • Begin to recognise that we need to use medicine safely. DATV5	• Identify different forms of medications and what they may be used for (e.g. vaccinations and injections, tablets, inhalers, liquid, creams). DATV5 HPP5 • Explore situations in which someone may need to seek medical support for medicinal drugs. HPP8	• Identify the difference between over-the-counter medicines and those prescribed by a doctor. HPP3 DATV5 • Explore situations in which we should and shouldn't accept medication/drugs from another person. HPP8 DATV5	• Identify some examples of over-the-counter medicines and medications available in store and the difference between these. HPP3 • Describe how medicines, when used responsibly, can help us to take care of our health (e.g. painkillers when we have a headache). HPP3 HPP8	• Recognise the importance of taking over the counter and prescribed medicines correctly. DATV5 • Explain why we should only accept medicines/drugs from a qualified person or having sought medical advice beforehand. DATV5 • Explain why some people choose to donate blood, organs or stem cells. PHF4	• Explain that all drugs can have risks to health and side effects, even if they are legal or have been prescribed. DATV5 • Recognise the health implications related to medicinal drug misuse. DATV5 • Identify services we can contact for additional medical advice and support (including 111, trusted adults, 999). HPP8 • Describe how doctors can use blood, organs or stem cell donations to help others. PHF4

Healthy lifestyles

KS3 KS4 KS5

HL6 Drugs, alcohol and tobacco

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli about taking care of our body. PHF1 • Explore what different medicines and substances look like and their use (legal and illegal). DATV1 DATV6 • Recognise (with visual aids) products which are not for consumption. DATV1 DATV3 DATV6	• Identify what substances are medication and recreational. DATV1 • Identify the legal ages for smoking, vaping and alcohol. DATV2 • Engage with activities to recognise warning labels and symbols on products. DATV2 DATV6	• Identify some substances people might swallow, drink or inhale that could be harmful to their health. DATV1 HE3 • Describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks. DATV3 • Identify some common legal drugs (e.g. caffeine, nicotine and alcohol). DATV1	• Recognise that there are special rules (laws) around the selling and consumption of caffeine (e.g. labelling high-caffeine drinks), nicotine and alcohol, and why they exist. DATV2 • Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use. DATV6 DATV7 • Recognise that most young people choose not to smoke/vape, drink alcohol or use illegal drugs. DATV7	• Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist. DATV2 • Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body. HE3 DATV3 DATV1 • Identify how misusing substances/alcohol might impact on relationships. ISR10 • Identify when, why and how to ask for help in relation to drugs and alcohol. DATV4	• Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents. DATV3 DATV1 • Describe how pressure to use substances can come from a variety of sources, including people we know. PS2 • Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs. PS2 • Describe the services available to help people stop smoking, vaping or drinking. DATV6 DATV7 DATV4	• Explain long-term personal and social risks of substance misuse. DATV1 • Explain why we might put ourselves under pressure to try substances such as smoking and drinking. DATV1 • Describe what is meant by someone having a 'habit', or 'problematic use' in terms of substance misuse. DATV4 • Demonstrate or explain a range of strategies for resisting pressure to use, sell or transport substances. PS2 • Identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse. DATV6

The world I live in

KS3 KS4 KS5

WILI1 Diversity, rights and responsibilities

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. RR5 RR4 • Respond with interest to stimuli about rules in school. RR2	• Begin to communicate an awareness of the ways in which we are the same/different to others. RR2 RR4 • Communicate an awareness of what school rules mean. RR2	• Identify some of the similarities and differences amongst young people of our age. RR5 RR4 • Identify what is meant by having rules in school, at home and in the wider world; demonstrate how we follow these rules. RR2	• Describe some of the similarities, differences and diversity among people of different race, faith and culture. RR2 RR5 RR4 • Describe what is meant by 'rights and responsibilities'. RR2	• Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender reassignment). RR5 RR4 • Identify some of the different kinds of rights and responsibilities we have in and outside school. RR2	• Explain the benefits of diversity for our friendships and our community. RR1 RR5 RR4 • Explain why stereotyping is unfair. RR9 • Recognise that everyone has 'human rights' and that the law protects these rights. RR2 • Identify some of our rights to different opportunities in education and work.	• Explain that British law protects people's right to practice any religion. RR2 RR4 • Explain how stereotypes (e.g. based on sex, gender reassignment, race, religion, age, sexual orientation or disability) can lead to discrimination. RR9 • Describe how to safely challenge stereotyping or discrimination when we witness or experience it. RR9 • Identify who we can talk to if we are worried about our rights or those of other people. RR5

The world I live in

KS3 KS4 KS5

WILI2 Managing online information

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with curiosity to stimuli linked to online advertising. WO5 OSA13	• Recognise the link between advertising and real-life objects/ experiences. WO5 OSA13	• Begin to relate advertising to our own lives and experiences (what do we have/experience versus what does not relate to our lives). WO5 • Recognise that not everything we see online is real or true. WO5 OSA3	• Recognise that advertising online is targeted at individuals. WO5 • Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are fake, edited, or are exaggerated. WO5 OSA3 • Identify some things online that might seem 'too good to be true' (e.g. competitions, offers, fake websites or adverts). OSA14	• Describe simple steps to take to check if something we see online is trustworthy. OSA3 • Identify some of the techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be. WO5 OSA13 • Recognise that there are online scams (ways that people may try to trick us online); identify what some of these ways of deceiving people might be (e.g. phishing, fake email addresses). OSA14	• Explain that information from our internet use is gathered, stored and used by external organisations. OSA12 OSA13 • Identify organisations/ websites that can help us or other people with concerns about something seen or experienced online. OSA6 WO3 • Describe some ways that we might be able to spot that something is a scam, and how we could report a scam if experienced. OSA14	• Explain the influence that mis- or disinformation can have on people's opinions, attitudes to others and understanding of the world. WO5 • Explain what the effects of online scams might be for individuals, and how we could protect ourselves from scams (e.g. through our online behaviours and privacy settings). OSA14

The world I live in

KS3 KS4 KS5

WILI3 Online harms

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to a range of online tools and devices that support learning.	• With adult support, begin to explore safe and responsible ways to engage with AI tools (e.g. voice activated assistants). OSA15	• Identify what artificial intelligence (AI) is and where it might be experienced in daily life. OSA7 OSA15 • Suggest why some people might use AI tools. OSA15 • Identify that some content online is harmful and illegal, and how to respond if encountered. WO6 OSA7 OSA8 OSA11	• Recognise what is meant by a 'deepfake' image, and that some deepfake images are harmful. OSA7 • Identify examples of how AI is used in daily life, and some of the risks associated with AI chatbots. OSA15	• Explain why nude deepfake images/ videos are illegal, and how to respond to requests to create or share these. OSA7 • Describe some harms associated with AI chatbots and other tools. OSA15 • Explain how to manage settings and online habits to minimise exposure to harmful content. WO6 OSA8 OSA11	• Describe the harms caused by nude deepfake, and how to support peers if we encounter a deepfake image of someone else. OSA7 • Explain how AI chatbots can create false impressions of friendship, advice or information. OSA15 • Identify that behaviours offline that are illegal (e.g. harming someone, buying drugs or weapons) are also illegal online. WO6 BS14	• Explain a range of harms caused by nude deepfakes, the laws in place to protect people and what everyone can do to challenge the creation or sharing of deepfakes. OSA7 • Assess some of the ethical reasons for and against using AI (e.g. privacy, safety, environment). OSA15 OSA12

The world I live in

KS3 KS4 KS5

WILI4 Managing finances

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with curiosity to adult modelling of the uses of money. • Interact with stimuli about the use of money, such as witnessing or making an exchange in return for a desired item.	• Experience the use of money in exchange for something through role play/ real-life examples. • Explore when we need money (e.g. different items we buy and places we spend money). • Experience money in all forms (e.g. coins/ notes/cards/online).	• Describe in simple terms what money is and how it is used. • Recognise that money we get from cash machines or through 'cashback' (e.g. in the supermarket) is our money. • Identify some ways that money can be kept safe.	• Describe different ways in which people might acquire money. • Compare different ways of keeping money safe. • Explain how other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves.	• Explain what is meant by earning, spending, and saving money. • Explain the difference between essential and luxury purchases. • Describe the consequences of losing money or spending more than we have. WO4 MW8 OSA14 • Describe some simple examples of what is meant by 'value for money'.	• Explain what is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money). • Identify some ways in which we are encouraged to spend money, including online. WO5 OSA13 • Demonstrate skills for budgeting and managing potential income (salary, personal independence payments) as we become more independent.	• Explain what is meant by 'debt' and 'credit'. • Explain the benefits and identify different methods of saving for the future. • Identify what we can do if something we buy is faulty or we want to return it (our legal rights). • Demonstrate enterprise skills (e.g. participation in a mini enterprise project).

The world I live in

KS3 KS4 KS5

WILI5 Taking care of the environment

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with curiosity to a range of stimuli about the natural environment. • Experience a range of living things in different settings (e.g. plants in green house, indoors, garden, field).	• Explore a range of living things and how we interact with them (e.g. plants -gardening, insects - bug hotel). • Find out about the different pets we can own/care for.	• Identify living things that people can care for (e.g. house plants, pets, gardens). • Begin to identify our role (and the role of others) in taking care of different living things and the planet (e.g. recycling, litter picking).	• Recognise different ways of showing compassion to other living things (e.g. wildlife, pets). MW3	• Describe responsibilities we all share for taking care of other people, living things and the environment we live in. MW2	• Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution).	• Identify our feelings and values in relation to climate change and the environment. MW1

The world I live in

KS3 KS4 KS5

WILI6 Preparing for adulthood and work

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond to stimuli linked to themes of adult life (in the home/in the community). • Respond to stimuli about the different jobs adults do around our school.	• Explore where we live and who helps us/who we help at home. • Find out about the world of work and explore a range of jobs that people we know do. • Begin to explore what jobs interest us.	• Recognise different types of living arrangements, including adult care, residential care and living independently. • Explain what is meant by having a 'job'.	• Recognise that there are different ways of financing adult life (e.g. paid work, personal independence payments). • Recognise that there are different types of employment (e.g. paid/unpaid (voluntary), full time/ part time, work placements). • Describe different jobs that family members, friends and people in the community may do.	• Identify our aspirations for adult life (which may or may not include employment and independent living). • Describe the kind of job we might like to do when we are older and what we expect it to be like. • Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice.	• Explain what strengths, skills and qualifications someone might need to do the jobs that interest us. • Describe some of the things that help to keep people healthy and safe at work (and that there are laws to protect people). • Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview).	• Describe some of the choices available after leaving full-time education, including employment, further study, apprenticeships, work placements. • Demonstrate some of the skills that can help someone to get a job (e.g. interview techniques, communication and teamworking skills). • Identify people and organisations that can provide advice and support for our future employment.

The world I live in

KS3 KS4 KS5

WILI7 Independent living

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with interest to stimuli about independent living or household tasks.	• Observe with curiosity adults modelling independent living and household tasks. • Explore different living situations, (e.g. with family, friends, carers, supported accommodation).	• Rehearse skills for independent living by repeating tasks modelled by an adult, completing tasks with adult support, or directing an adult to complete a task by explaining the relevant steps. • Identify different living situations and our own aspirations for accommodation in the future.	• Identify feelings related to living independently, and who we can talk to if we are worried. MW6 MW3 • Describe our aspirations for future living situations. • Begin to develop skills for independent living, which may include: ◦ making our own hot drink or simple meal ◦ washing up or using a dishwasher ◦ taking responsibility for our belongings (e.g. putting things away) ◦ dressing ourselves in clothes appropriate for the weather or circumstances.	• Explain how to manage our feelings in relation to living independently, and where to seek advice to support us. MW6 MW3 • Recognise different considerations around choosing living accommodation, (e.g. cost, location, suitability). • Further develop and demonstrate skills for independent living, which may include: ◦ using a washing machine or laundrette ◦ making purchases in a shop or online ◦ practising safety and hygiene routines (e.g. locking doors and windows, putting out bins.)	• Explain the benefits or drawbacks of specific accommodation types. • Build confidence in demonstrating skills for independent living, which may include: ◦ making our own healthy, balanced meals ◦ creating and following household cleaning routines (e.g. dusting, hoovering) ◦ opening a bank account ◦ testing safety devices (e.g. smoke alarms) ◦ travelling independently on public transport.	• Assess the suitability of different accommodation types or living situations. • Extend our skills for independent living, which may include: ◦ planning a list of items needed, and buying them in a shop or online ◦ identifying people who can help us fix things around the home (e.g. plumbers, electricians) and when we might need them ◦ making travel plans for local travel or longer journeys.

Appendix | Lesson plans and resources designed for pupils with SEND

Listed below are quality assured materials that can support you to deliver key aspects of learning across the SEND planning framework. There is a growing number of teaching resources on our website for pupils with SEND, so always visit the website before teaching a new topic to make sure you are using the most up to date materials available: PSHE education for pupils with SEND.

Self-awareness	Gathering pupils' views for pupils with SEND	This lesson helps pupils explore their learning preferences, strengths and interests, while providing feedback on the PSHE curriculum and relevant topics.
Self-care, support and safety	NSPCC: Talk PANTS	This specially designed SEND lesson provides essential learning about body parts, privacy, trust and boundaries.
Managing feelings	NSPCC: Talk Relationships	A series of six lessons to support pupils with SEND to manage a wide range of aspects relating to relationships and feelings; including healthy relationships, personal space, consent, public and private, and managing pressure to share nudes.
Changing and growing	Friendship and bullying lesson packs	A series of seven lessons supporting pupils to build and maintain friendships, manage relationship changes and identify bullying behaviours.
Healthy lifestyles	Dental health for pupils with SEND Drug education for pupils with SEND	This lesson teaches how to care for teeth, the steps for effective toothbrushing, the effect of sugar on enamel, and how adults can support good dental hygiene. This series of six lessons explores the facts, laws, risks and consequences associated with drug and alcohol use, as well as the dangers of household products and prescribed medications.
The world I live in	NCA: Exploring Cybercrime for pupils with SEND Online financial harms Digital deception CIFAS: Anti-Fraud Education	Lessons to raise awareness of the risks associated with cybercrime — including the reasons why young people may engage in criminal activity online and its impact on both individuals and the wider community. A series of four lessons helping pupils evaluate online spending scenarios, including ways they might be encouraged to spend, or could lose, money online. Two lessons for secondary aged SEND pupils to explore the risks of sexually explicit deepfake images. A lesson for KS3/4 SEND pupils exploring how to recognise different online scams and ways to report or seek support for these.
All sections	Enhancing PSHE for pupils with SEND	This guide provides a range of practical and sensory-based activity ideas for pupils working at the Encountering, Exploring, Foundation and Core stages of the Planning Framework, and provides suggested learning activities for all six themes.

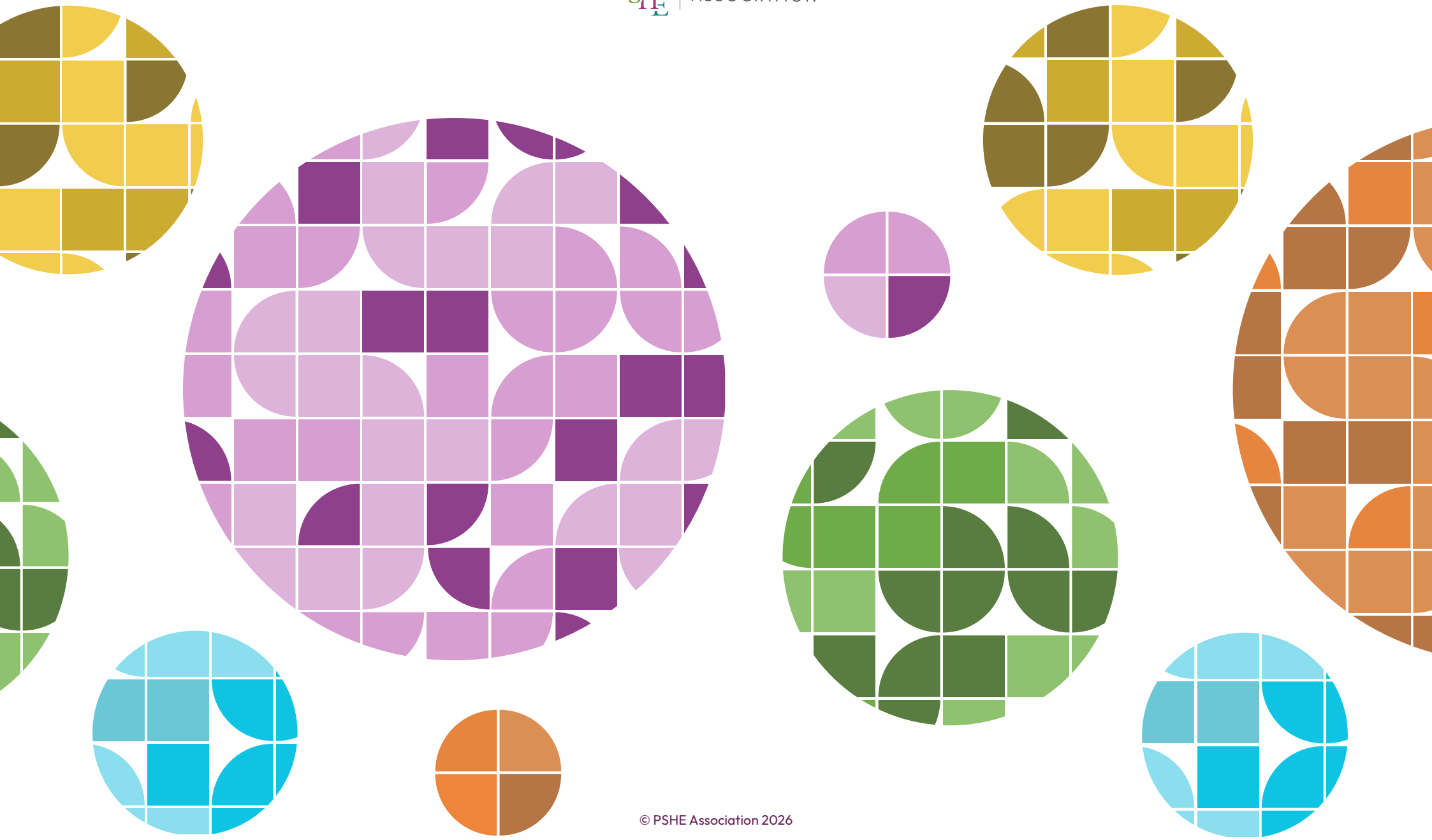
Additional or alternative lessons are also available from other organisations whose resources we have quality assured.

NCA CEOP education lessons, although designed for mainstream schools, provide four adaptations to their lesson activities, based on different pupil needs:

- NCA-CEOP Education: Connect – focusing on online communication and friendship
- NCA-CEOP: Send me a pic? – focusing on pressures and interactions around sharing nude images

The Rez have also designed lessons on kindness using a comic, which provide recommendations for tailoring to different learning needs.

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