

# Long Term Curriculum Plan

## Subject – PSHE KS3

<p>At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.</p>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 7	<p><b>Health and Wellbeing</b> <b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <p>H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47</p>	<p><b>Living in the Wider World</b> <b>Setting goals</b> Learning strengths, career options and goal setting</p> <p>L2, L3, L6, L7, L8, L9, L11, L12, L13, L14</p>	<p><b>Relationships</b> <b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> <p>H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</p>	<p><b>Living in the Wider World</b> <b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks</p> <p>H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p>	<p><b>Relationships</b> <b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>R39, R40, R41, R3, R4, R42, R4</p>	<p><b>Health and Wellbeing</b> <b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies</p> <p>H3, H4, H6, H7, H8, H9, H10, H11, H12, L24</p>
<p><b>By the end of year 7 pupils should be able to:</b>  <b>Identify strategies for managing influences relating to substance misuse and gangs</b>  <b>Identify strategies for promoting emotional wellbeing</b>  <b>Identify personal strengths and possible future careers and pathways</b>  <b>Assess what is trustworthy online</b>  <b>Identify features of a healthy and unhealthy relationship and know how to use contraception</b>  <b>Know how to challenge discrimination in all its forms</b></p>						
Year 8	<p><b>Health and Wellbeing</b> <b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use</p> <p>H23, H24, H25, H26, H27, H29, H31, H5, R42, R44</p>	<p><b>Living in the Wider World</b> <b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work</p> <p>R39, R41, L3, L8, L9, L10, L11, L12</p>	<p><b>Relationships</b> <b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>H1, R2, R9, R11, R13, R14, R16, R24</p>	<p><b>Health and Wellbeing</b> <b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM</p> <p>H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<p><b>Relationships</b> <b>Diversity</b> Diversity, prejudice, and bullying</p> <p>R3, R38, R39, R40, R41</p>	<p><b>Living in the Wider World</b> <b>Financial decision making</b> Saving, borrowing, budgeting and making financial choice</p> <p>H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p>
<p><b>By the end of year 8 pupils should be able to:</b>  <b>Identify strategies for managing influences relating to drugs and alcohol</b>  <b>Have awareness of the challenges of puberty and how to manage them</b>  <b>Celebrate diversity and explain the importance of equality of opportunity in work</b>  <b>Explore positive methods of financial management</b>  <b>Identify strategies for building and maintaining healthy relationships and where someone can seek support in cases of abuse</b>  <b>Identify forms of prejudice and how to recognise and challenge bullying</b></p>						

<b>Year 9</b>	<b>Health and Wellbeing</b> <b><u>Gambling and gaming</u></b> Gambling related behaviours, managing risk, blurred lines, lifestyle choices  H6, H7, H9, H10, H12, H13, H14, H15, H16	<b>Living in the Wider World</b> <b><u>Developing skills and aspirations</u></b> Careers, teamwork and enterprise skills, and raising aspirations  R15, R39, L1, L4, L5, L9, L10, L12	<b>Relationships</b> <b><u>Respectful relationships</u></b> Families and parenting, healthy relationships, conflict resolution, and relationship changes  H2, R1, R6, R19, R21, R22, R23, R35, R36	<b>Health and Wellbeing</b> <b><u>Healthy lifestyle</u></b> Diet, exercise, lifestyle balance and healthy choices, and first aid  H3, H14, H15, H16, H17, H18, H19, H21	<b>Relationships</b> <b><u>Intimate relationships</u></b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography  R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	<b>Living in the Wider World</b> <b><u>Employability skills</u></b> Employability and online presence  R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L2
<p><b>By the end of year 9 pupils should be able to:</b></p> <p><b>Identify strategies for managing influences in relation to gambling and gaming</b></p> <p><b>Describe the consequences of an unhealthy lifestyle and identify healthy lifestyle choices</b></p> <p><b>Identify and develop transferrable skills</b></p> <p><b>Explain why a positive online profile is important and how to build one</b></p> <p><b>Identify strategies for building and maintaining respectful relationships including conflict resolution</b></p> <p><b>Identify the features of healthy intimate relationships including attitudes to pornography</b></p>						

## Subject – PSHE KS4

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year10	<p><b>Health and Wellbeing</b> <b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>H2, H5, H6, H7, H8, H9, H10</p>	<p><b>Living in the Wider World</b> <b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>H25, R38, L16, L17, L18, L19, L20, L25</p>	<p><b>Relationships</b> <b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p> <p>R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31</p>	<p><b>Living in the Wider World</b> <b>Next steps</b> Application processes, and skills for further education, employment and career progression</p> <p>L1, L2, L3, L4, L6, L7, L8, L11, L12, L21</p>	<p><b>Relationships</b> <b>Addressing extremism and radicalisation</b> Community cohesion and challenging extremism</p> <p>R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29</p>	<p><b>Health and Wellbeing</b> <b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media</p> <p>H19, H20, H21, R20, R35, R36, R37</p>
<p><b>By the end of year 10 pupils should be able to:</b>  <b>Identify strategies for promoting positive mental health</b>  <b>Identify strategies for managing a range of influences on lifestyle choices</b>  <b>Assess the consequences of financial decision-making including debt and explain how to be financially secure</b>  <b>Identify possible post-16 options and begin building a CV</b>  <b>Further explain healthy relationship expectations including around sex and considering the role of pornography</b>  <b>Identify factors that drive people toward extremism, how to challenge these and ways of supporting those affected</b></p>						
Year 11	<p><b>Health and Wellbeing</b> <b>Building for the future</b> Self-efficacy, stress management, and future opportunities</p> <p>H2, H3, H4, H8, H12, L22</p>	<p><b>Health and Wellbeing</b> <b>Independence</b> Responsible health choices, and safety in independent contexts</p>	<p><b>Relationships</b> <b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> <p>H26, H27, H28, H29, R16, R17, R21, R23, R32</p>	<p><b>Living in the Wider World</b> <b>Next steps</b> Application processes, and skills for further education, employment and career progression</p> <p>L1, L2, L3, L4, L6, L7, L8, L11, L12, L21</p> <p>H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24</p>	<p><b>Relationships</b> <b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p>H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33</p>	
<p><b>By the end of year 11 pupils should be able to:</b>  <b>Identify strategies for managing the demands of adult life</b>  <b>Discuss growing independence and how to manage this in a safe and healthy way</b>  <b>Apply for jobs, college and apprenticeships and prepare for interviews</b>  <b>Explain what effective communication is in a relationship and where someone can seek support in cases of abuse</b>  <b>Respectfully describe circumstantial and cultural differences in types of families</b></p>						