

PSHE RSE Key Stage 4 Long-Term Plan – Bridge

Planning Year 1

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Prejudice and discrimination	<p>Core: Recognise what prejudice means. Explain what it means to discriminate against someone. Recognise that prejudice and discrimination in any form are unacceptable.</p> <p>Development: 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). Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others.</p>
Autumn 2a	Self-Care, Support and Safety	Keeping safe online	<p>Core: Explain what is meant by social media and how people use social media. Recognise that not all information seen online is true. Explain how other people’s identity online can be different from what it actually is in real life.</p> <p>Development: Describe some ways in which social media can be used in a safe and positive way. Identify what we should do before we ‘like’, ‘forward’ or ‘share’ on social media and how this helps to keep us safe online. Identify some possible risks of using social media. Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content.</p>
Autumn 2b		Emergency Situations	<p>Core: Identify some examples of school procedures that help us keep safe (e.g., fire or emergency evacuation drills, corridor rules, playground rules). Explain how to report an accident in school. Identify examples of what is meant by an emergency. Identify sources of immediate help in an emergency (e.g., adults in school, and demonstrate how we would attract their attention).</p> <p>Development: Explain actions that we all have to undertake in school to keep safe (e.g., lining up, keeping quiet, and why these are essential). Identify examples of what would and would not be an emergency situation and suggest some ways to respond. Identify emergency services that could help us.</p>
Spring 1	Managing Feelings	Romantic feelings and sexual attraction part 1	<p>Core: Describe the difference between ‘liking’ someone and ‘fancying’ someone.</p> <p>Development: Explain how part of growing up might be to experience strong feelings about people we like or fancy.</p>
Spring 2	Changing and Growing	Intimate relationships, consent and contraception	<p>Core: Identify different types of intimate relationships including same-sex relationships. Describe how strong emotions (including sexual attraction) might make people feel.</p> <p>Development: Define what intimacy means. Identify readiness (emotional, physical and social) for a relationship that may include sex. Identify expectations we may have of being in a romantic/intimate/physical relationship, which may include sex.</p>

<p>Summer 1a</p>	<p>Healthy Lifestyles</p>	<p>Healthy eating Body image</p>	<p>Core: Describe our favourite foods and drinks and give reasons for our choices. Identify foods we can eat all the time which are good for us. Identify foods that should only be eaten occasionally. Describe our thoughts and feelings about how different bodies are portrayed in the media. Development: Explain what we mean by a healthy, balanced diet. Explain what makes some foods better for our health than others. Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality. Explain why some people might want to change the way they look. Recognise what is meant by body image.</p>
<p>Summer 1b</p>	<p>The World We Live In</p>	<p>Preparing for adulthood</p>	<p>Core: Recognise that there are different ways of financing adult life and independent living (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. Development: 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.</p>
<p>Summer 2</p>	<p>Talentino Careers coaching</p>	<p>Module 4 I am ready for work</p>	<p>To understand that career development continues even after you get a job. To understand what people can see about you on the internet and that employers look at it. To learn what to put on a CV that makes you stand out from other candidates. To learn an important range of work-related skills employers, find very important. To understand the importance of networks and to learn how to use your own network and a wider range of people.</p>

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Planning Year 2

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Managing pressure	<p>Core: Explain what is meant by teasing, hurtful and bullying behaviour. Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us. Recognise what is meant by peer pressure and peer influence.</p> <p>Development: Identify some of the ways in which pressure might be put on us by other people, including online. Describe ways we might challenge peer pressure. Identify different types of bullying (including online) and what the impact of bullying might be. Identify strategies to help us if we are being bullied, including online. Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.</p>
Autumn 2a	Self-Care, Support and Safety	Public and private	<p>Core: Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online. Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do. Explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information.</p> <p>Development: Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves. Identify what is appropriate and inappropriate to share online. Identify trusted adults who can help us if someone tries to pressurise us online. Explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.</p>
Autumn 2b		Gambling	<p>Core: Explain what is meant by the term ‘gambling’ and identify places and ways this might take place. Identify what it means to ‘win’ or ‘lose’ in relation to gambling.</p> <p>Development: Give some reasons why people might choose to gamble. Identify the risks associated with chance based transactions (including in-game purchases) and gambling, including online.</p>
Spring 1	Managing Feelings	Romantic feelings and sexual attraction part 2	<p>Core: Explain what seeking and giving/not giving consent means in relationships, that we have the right to say ‘no’ or ‘please stop’ to anything we feel uncomfortable about and demonstrate how we might do this. Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs). Recognise that contraception, including condoms, can help prevent pregnancy and some STIs. Explain the difference between appropriate and inappropriate relationship behaviours in public places.</p> <p>Development: Recognise that although it may seem (in the media etc.) that everyone is having a sexual relationship, in reality this is not the case. Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent. Explain that there are laws about the legal age of consent for sexual activity. Identify how others may manipulate/persuade us</p>

			to do things we do not want to do or do not like. Describe ways we can take care of our own sexual health and that of others (e.g., using condoms to help prevent STIs). Identify where and how to obtain condoms and describe how to use them safely. Identify sources of support with relationships and sex.
Spring 2	Changing and Growing	Long-term relationships/ parenthood	<p>Core: Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other. Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families. Recognise that some relationships will end— meaning that a couple don't go out together, or live together any more. Identify whom we can talk to if we're worried about relationships changing/ ending.</p> <p>Development: 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. Identify some of the responsibilities of being a parent. Recognise different ways a person can become pregnant, including assisted conception, donor conception. Identify possible reasons why people might choose to adopt or foster children or young people. Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say. Identify what we can do and whom we could tell if we think someone is being forced to marry someone.</p>
Summer 1a	Healthy Lifestyles	Medicinal drugs Drug, alcohol and tobacco	<p>Core: Identify the difference between over the counter medicines and those prescribed by a doctor. Identify some common legal drugs (e.g., nicotine and alcohol). Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist. Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use. Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs.</p> <p>Development: Identify some examples of over the counter medicines. Describe how medicines, when used responsibly can help us to take care of our health (e.g., painkillers when we have a headache).</p> <p>Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist. Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body. Identify how misusing substances/alcohol might impact on relationships. Identify when, why and how to ask for help in relation to drugs and alcohol.</p>
Summer 1b	The World We Live In	Managing finances	<p>Core: Describe different ways in which people might acquire money. Identify some ways that money can be kept 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.</p> <p>Development: Explain what is meant by earning, spending, and saving money. Identify some ways in which we are encouraged to spend money, including online. Describe the consequences of losing money or spending more than we have.</p>
Summer 2	Talentino Careers coaching	Module 5 How do I get a job?	To understand each step along the job application process. To learn and practice the skills required for an effective job application process. To understand the interview process. To learn and practice the skills required for an effective interview procedure.

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

The Planning Framework is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

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

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

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

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

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

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