

Planning Year 1

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Prejudice and discrimination	<p>Enrichment: Explain what stereotyping means. Demonstrate simple constructive strategies for responding to prejudice and discrimination. Explain what stereotyping means. Demonstrate simple constructive strategies for responding to prejudice and discrimination.</p> <p>Enhancement: Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm (e.g., how they might normalise non-consensual behaviour or encourage prejudice). Explain how we should show respect to others and others’ beliefs, including people in the wider community.</p>
Autumn 2a	Self-Care, Support and Safety	Keeping safe online	<p>Enrichment: Explain rules for keeping safe when using different social media platforms. Identify sources of advice and support, and ways to report online concerns. Identify how to make safe, reliable choices from search results.</p> <p>Enhancement: Explain how some behaviours on social media might damage friendships and relationships. Explain some steps we can take to take care of our own and other people’s safety and wellbeing when using social media. Recognise that data about us can be collected online, and used, for example, to determine what information and advertising we are shown. Identify some ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond. Describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button).</p>
Autumn 2b		Emergency Situations	<p>Enrichment: Describe how to call 999 in the case of an emergency. Demonstrate some simple first aid procedures (e.g., putting someone in the recovery position; when not to move someone; responding to nose bleeds or cuts).</p> <p>Enhancement: Describe how adults might communicate to us that something is an emergency (e.g. vocabulary that adults might use). Explain why it is essential to follow instructions in an emergency in and outside school. Recognise what a defibrillator is and when one might be needed. Explain what you might do, including whom to tell and what to say, in the event of an emergency when we are out without an adult.</p>
Spring 1	Managing Feelings	Romantic feelings and sexual attraction part 1	<p>Enrichment: Explain that people can ‘like’ or ‘fancy’ someone of the same or different gender, race, ability or religion. Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.</p> <p>Enhancement: Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect. Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these.</p>

<p>Spring 2</p>	<p>Changing and Growing</p>	<p>Intimate relationships, consent and contraception</p>	<p>Enrichment: Identify different levels of intimacy (physical/sexual) within relationships and their associated risks. Describe ways to manage others' expectations in relationships and our right not to be pressurised to do anything we do not want to do. Explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime. Demonstrate different strategies to deal with manipulation/persuasion in relationships. Recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex. Describe some forms of contraception, their correct use and where and how they can be accessed. Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated. Explain how and when to access sexual health services.</p> <p>Enhancement: 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. Identify how saying 'yes' under pressure is not consent, and is not the same as freely given, CG4 enthusiastic consent. Describe how alcohol/ drugs may influence choices we or others make in relationships, including sexual activity. Evaluate the advantages and disadvantages of different forms of contraception for different individuals. Recognise that viewing pornography can have ongoing harms and where and how to access help if concerned. Describe different reliable sources of support regarding relationships, sex and sexual health and how to access them.</p>
<p>Summer 1a</p>	<p>Healthy Lifestyles</p>	<p>Healthy eating Body image</p>	<p>Enrichment: Describe some of the long-term benefits of a healthy diet. Explain some of the risks of consuming food and drinks with high sugar or caffeine content. Identify some influences on young people to look a particular way, and the impact of these on emotional wellbeing. Explain what is meant by self-esteem. Describe some ways we can maintain self-esteem in relation to body image.</p> <p>Enhancement: Explain some of the influences on our food choices and strategies for managing these influences. Identify some of the risks associated with cosmetic/ aesthetic procedures (e.g. piercings, tattoos, tanning). Explain why advertisers might use manipulated images and how recognising this might influence our responses.</p>
<p>Summer 1b</p>	<p>The World We Live In</p>	<p>Preparing for adulthood</p>	<p>Enrichment: Demonstrate skills for independent living (e.g., safe travel, shopping and meal preparation). 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 (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).</p> <p>Enhancement: Describe some of the choices available at the end of Key Stage 4, 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). Describe how to manage our feelings in relation to living independently, and whom we can talk to if</p>

			we are worried. Identify people and organisations that can provide advice and support for our future employment.
Summer 2	Talentino Careers coaching	Module 4 I am ready for work	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.

PSHE RSE Key Stage 4 Long-Term Plan – Formal

Planning Year 2

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Managing pressure	<p>Enrichment: Describe strategies that can be used if someone is using pressure to persuade us to do something, including online. Recognise the responsibilities of bystanders to report bullying and hurtful behaviour. Identify trusted adults/ services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online.</p> <p>Enhancement: Describe how we can sometimes put ourselves under pressure to do what others are doing, or what we think others want us to do. Explain ways of safely responding if we experience or witness unacceptable behaviours. Identify reasons why we might put ourselves under pressure, and how others may apply pressure or encourage us to join a group or a gang; exit strategies and how to access appropriate support. Describe the risks and law relating to carrying a weapon.</p>
Autumn 2a	Self-Care, Support and Safety	Public and private	<p>Enrichment: Describe specific ways of keeping ourselves safe online (e.g., secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computer’s camera when not in use). Recognise that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law. Explain what could happen next (e.g., police involvement, parent/carer involvement, prosecution) and the impact on self and others.</p> <p>Enhancement: Explain 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). Explain and demonstrate how to ask for help and whom to go to if we have seen something upsetting or done something online that we are now worried about or regret.</p>
Autumn 2b		Gambling	<p>Enrichment: Describe some influences or pressures on people to gamble (e.g., advertising, friends). Identify where and from whom to get help with gambling if we are worried about ourselves or others.</p> <p>Enhancement: Identify some strategies game apps or advertising might use to encourage online gambling and chance-based purchases (e.g., loot boxes). Explain some strategies for managing influences related to gambling.</p>
Spring 1	Managing Feelings	Romantic feelings and sexual attraction part 2	<p>Enrichment: Explain that people can ‘like’ or ‘fancy’ someone of the same or different gender, race, ability or religion. Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.</p> <p>Enhancement: Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect. Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these.</p>
Spring 2	Changing and Growing	Long-term relationships/ parenthood	<p>Enrichment: Identify possible reasons for assisted conception, donor conception and surrogacy. Describe choices people have in the event of an unintended pregnancy. Explain what abortion or termination of a pregnancy means. Identify reliable, unbiased sources of support and explain how to</p>

			<p>access them. Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement). Describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship. Explain that the breakdown of a relationship between parents is not the fault of their children. Explain the importance of talking to someone if worried about the ending of a relationship.</p> <p>Enhancement: Identify some of the range of beliefs and opinions about pregnancy, adoption and termination. Recognise that long-term relationships experience challenges but that these can often be overcome. Identify some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement. Explain strategies that people who are experiencing the end of a relationship might use to manage their feelings. Explain how and where people who are experiencing relationship difficulties or the end of a relationship might get help and support.</p>
Summer 1a	Healthy Lifestyles	Medicinal drugs Drug, alcohol and tobacco	<p>Enrichment: Recognise the importance of taking over the counter and prescribed medicines correctly.</p> <p>Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents. Describe how pressure to use substances can come from a variety of sources, including people we know. Explain why we might put ourselves under pressure to try substances such as smoking and drinking (e.g., to fit in or not to feel left out). Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.</p> <p>Enhancement: Explain that all drugs can have risks to health, even if they are legal or have been prescribed.</p> <p>Explain long term personal and social risks of substance misuse. Describe what is meant by someone having a 'habit', or 'addiction' in terms of substance misuse. Identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse.</p>
Summer 1b	The World We Live In	Managing finances	<p>Enrichment: Explain what is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money). Explain the difference between essential and luxury purchases. Demonstrate skills for budgeting and managing potential income (salary, personal independence payments) as we become more independent.</p> <p>Enhancement: Explain what is meant by 'debt' and 'credit'. Describe some simple examples of what is meant by 'value for money'. 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).</p>
Summer 2	Talentino Careers coaching	Module 5 How do I get a job?	<p>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.</p>

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 eating	PY1 Summer 1a

Healthy Lifestyles	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