

PSHE RSE Key Stage 3 Long-Term Plan – Bridge

Planning Year 1

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Personal Strengths	<p>Core: Identify some of our own personal strengths and skills (things we are really good at or can do really well).</p> <p>Development: Demonstrate how to recognise and appreciate personal strengths in other people.</p>
Autumn 2	Self-Care, Support and Safety	Feeling unwell	<p>Core: Identify how we can tell if we are unwell (including possible symptoms). Describe in simple terms how germs can be spread to others. Identify whom to tell if we feel unwell. Identify useful phrases or vocabulary to use in order to let someone know that we feel unwell. Explain why it is a good idea to ask for help quickly if we feel unwell.</p> <p>Development: Identify some things we can do to take care of our physical wellbeing and our mental wellbeing. Describe simple things we can do if we are not feeling well. Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses). Recognise some situations where we might need to ask someone for help with our mental wellbeing (e.g., feeling unhappy or depressed, disrupted sleep pattern, not wanting to eat/over-eating). Identify some of the terms that are used to describe when someone is emotionally/mentally unwell.</p>
Spring 1	Managing Feelings	Self-esteem and unkind comments part 1	<p>Core: Identify things we can do which help us to feel good about ourselves.</p> <p>Development: Identify things that we may say or do that could affect how we or others feel about us. Identify things that others may say or do that could affect how we feel about ourselves.</p>
Spring 2	Changing and Growing	Puberty	<p>Core: Describe some of the new opportunities and responsibilities we have experienced as we have grown older. Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). Explain why puberty happens.</p> <p>Development: Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.</p>
Summer 1a	Healthy Lifestyles	Elements of healthy lifestyles	<p>Core: Identify different ways that people can live a healthy lifestyle. Describe 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).</p> <p>Development: Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing. Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns. Identify some simple strategies to help make positive choices about our health and wellbeing.</p>

Summer 1b	The World We Live In	Diversity/ rights and responsibilities	<p>Core: Describe some of the similarities, differences and diversity among people of different race, faith and culture. Describe what is meant by rights and responsibilities.</p> <p>Development: Recognise what we all have in common, despite differences (e.g., in age, ability, sex, sexual orientation and gender identity). Identify some of the different kinds of rights and responsibilities we have in and outside school.</p>
Summer 2	Talentino Careers coaching	Module 1 What is work?	<p>To understand a range of extrinsic and intrinsic benefits that result from having a job. To understand the distinction between work, jobs and careers. To explore and understand how they might feel in pursuing and maintaining employment. To understand some of the challenges faced in pursuing and maintaining employment. To learn some strategies for overcoming some initial challenges in pursuing and maintaining employment.</p>

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Planning Year 2

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Skills for learning Part 1	<p>Core: Describe the particular ways we like to learn.</p> <p>Development: Describe simple strategies we can use to help us be organised in our learning.</p>
Autumn 2	Self-Care, Support and Safety	Feeling frightened/ worried	<p>Core: Demonstrate some simple strategies we can use if we are feeling frightened or worried. Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe. Explain what unwanted physical contact means. Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. Demonstrate simple ways of communicating to others that we need help.</p> <p>Development: Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online. Explain what is meant by 'personal space'. Describe ways we can safely challenge unwanted physical contact and ask for help. Explain or demonstrate strategies for communicating that we need help in different situations. Give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed.</p>
Spring 1	Managing Feelings	Self-esteem and unkind comments part 2	<p>Core: Identify things we can do which help us to feel good about ourselves.</p> <p>Development: Identify things that we may say or do that could affect how we or others feel about us. Identify things that others may say or do that could affect how we feel about ourselves.</p>
Spring 2	Changing and Growing	Friendship	<p>Core: Identify occasions when we might need the support of friends. Give examples of how we can show support to our friends. Describe how we can let friends know that we need their help and support.</p> <p>Development: Identify occasions when our friends might need our support. Explain that we might disagree with someone and still be friends. Demonstrate ways to manage friendship disagreements restoratively. Recognise that friends do not always know what is best for each other.</p>
Summer 1a	Healthy Lifestyles	Mental well-being	<p>Core: Recognise what mental health and emotional wellbeing are. Suggest some simple ways to maintain our emotional wellbeing (e.g., relaxing, being with friends/family, listening to music).</p> <p>Development: Explain the link between physical health and mental wellbeing. Recognise when we need help with mental health or emotional wellbeing and whom we can speak to. Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g., self-harm or disordered eating).</p>
Summer 1b	The World We Live In	Managing online information	<p>Core: Recognise that advertising online is targeted at individuals. Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'.</p> <p>Development: Describe simple steps to take to check if something we see online is trustworthy. 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.</p>

Summer 2	Talentino Careers coaching	Module 2 There is a job for me?	To understand some means of support in the workplace and to learn how to access them. To learn about a range of careers and that are or could be available. To understand and practice different ways to find out more about the different jobs available. To learn about some of the support and challenges of working for yourself. To display an awareness of how your knowledge can help you and others in finding employment.
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PSHE RSE Key Stage 3 Long-Term Plan – Bridge

Planning Year 3

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Skills for learning Part 2	Core: Identify the difference between a short-term target and an aspirational, long-term goal. Development: Explain how we might achieve our targets and goals (e.g., breaking longerterm goals down into several short-term targets).
Autumn 2	Self-Care, Support and Safety	Accidents and Risk	Core: 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). Identify some behaviours that might be risky. Development: Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk. Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves.
Spring 1	Managing Feelings	Strong feelings	Core: Recognise when others may be feeling happy or unhappy from their facial expression and body language. Describe strong emotions (e.g., anger, fear, frustration, excitement, anxiety, jealousy). Development: Give examples of when we might feel strong emotions. Describe some simple strategies we can use to feel and stay happy. Identify how we can help others who may be feeling unhappy. Identify whom to ask or tell if we are feeling unhappy and/or need help.
Spring 2	Changing and Growing	Healthy and unhealthy relationship behaviour	Core: Identify our expectations of friendships/ relationships (e.g., spending time together, sharing interests). Describe the positive qualities people bring to relationships (e.g., kindness, support, being able to compromise, listening, sharing feelings or worries).

			Development: Explain how we expect people to behave towards us in friendships and relationships. Identify the differences between positive/healthy and negative/unhealthy relationships. Identify people we can talk to about relationships.
Summer 1a	Healthy Lifestyles	Physical activity	Core: Identify our favourite forms of physical activity and exercise. Identify some of the benefits of being physically active, and possible consequences of inactivity. Development: Describe some of the physical and mental health benefits of regular exercise.
Summer 1b	The World We Live In	Taking care of the environment	Core: Recognise different ways of showing compassion to other living things (e.g., wildlife, pets). Development: Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.
Summer 2	Talentino Careers coaching	Module 3 What should I choose?	To understand the importance of looking at careers in relation to their interests and abilities. To learn how to choose a career that is best suited to their skills and motivations. To understand the importance of planning and setting targets for careers. To learn how to set targets and plan for their own career. To learn how to develop a portfolio that shows off their work-related skills and abilities.

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

The Planning Framework is organised into six sections:

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

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

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

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

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

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