

PSHE RSE Key Stage 3 Long-Term Plan – Formal

Planning Year 1

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Personal Strengths	<p>Enrichment: Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves. Identify some simple strategies to help manage negative opinions/ comments.</p> <p>Enhancement: Describe what other people might perceive our personal strengths, talents and skills to be. Explain that how we feel about ourselves (self-esteem) can be affected by what is happening in our lives. Give reasons why media, including social media can affect how people feel about themselves.</p>
Autumn 2	Self-Care, Support and Safety	Feeling unwell	<p>Enrichment: Describe how following simple routines can reduce the spread of germs (bacteria and viruses) and why this is important. Identify some of the items we might use to support personal hygiene (e.g., soap, toothpaste, flannel, sponge, shower gel, antiperspirant). Identify some ways we can take increased responsibility for looking after our physical and mental health. Explain why it is as important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell.</p> <p>Enhancement: Identify some of the people and organisations that can provide reliable support and advice if we are physically or mentally unwell. 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). Explain why ‘self-diagnosis’ from websites can be inaccurate or potentially harmful. Explain what is meant by immunisation and vaccination and why people might be immunized or vaccinated. Explain how and why to carry out self-examination as a way of checking for specific conditions (cancer), including breast and testicular self-examination.</p>
Spring 1	Managing Feelings	Self-esteem and unkind comments part 1	<p>Enrichment: Explain the difference between helpful/kind and unhelpful/unkind comments. Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments.</p> <p>Enhancement: Demonstrate polite and assertive ways of challenging unkind comments directed at us or others.</p>
Spring 2	Changing and Growing	Puberty	<p>Enrichment: Identify the functions of the reproductive organs, including how conception occurs. Describe the different stages of reproduction, pregnancy and birth.</p> <p>Enhancement: Evaluate how emotions may change as we get older and are no longer children. Recognise that fertility changes over time and in response to some lifestyle factors.</p>

Summer 1a	Healthy Lifestyles	Elements of healthy lifestyles	<p>Enrichment: Describe strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep. Explain why it is important to have enough sleep.</p> <p>Enhancement: 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). Describe strategies for managing pressures and influences on healthy lifestyle choices.</p>
Summer 1b	The World We Live In	Diversity/ rights and responsibilities	<p>Enrichment: Explain the benefits of diversity for our friendships and our community. Identify why stereotyping is unfair. Recognise that everyone has 'human rights' and that the law protects these rights. Identify some of our rights to different opportunities in both education and work.</p> <p>Enhancement: Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law. Explain how stereotypes (e.g., based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination. Describe how to safely challenge stereotyping or discrimination when we witness or experience it. Identify whom we can talk to if we are worried about our rights or those of other people.</p>
Summer 2	Talentino Careers coaching	Module 1 What is work?	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.

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Planning Year 2

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Skills for learning Part 1	<p>Enrichment: Describe how it feels to achieve a target. Demonstrate ways we can develop our strengths and skills through practice.</p> <p>Enhancement: Give examples of how our personal strengths, interests and skills may help us in our future lives, choices or employment.</p>
Autumn 2	Self-Care, Support and Safety	Feeling frightened/ worried	<p>Enrichment: Describe how it might feel when someone encroaches on our personal space. Give examples of when it is or is not appropriate to be in someone else's 'personal space'. Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong. Explain that some actions (e.g., assaulting someone and harassment) are crimes, and how to respond, including reporting to police. Explain that removing or injuring female genitalia for non-</p>

			<p>medical reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary.</p> <p>Enhancement: Explain that someone we like may not always be trustworthy. Demonstrate what we can say or do and whom we can tell if we are concerned about our own or someone else's personal safety. Explain what we should say, do and whom 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.</p>
Spring 1	Managing Feelings	Self-esteem and unkind comments part 2	<p>Enrichment: Explain the difference between helpful/kind and unhelpful/unkind comments. Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments.</p> <p>Enhancement: Demonstrate polite and assertive ways of challenging unkind comments directed at us or others.</p>
Spring 2	Changing and Growing	Friendship	<p>Enrichment: Describe ways in which friendships might change over time. Explain that sometimes friendships may end, through choice or circumstances. Demonstrate strategies for managing feelings about friendships as they change and develop.</p> <p>Enhancement: Demonstrate how we might end a friendship positively. Identify reliable and appropriate sources of support for ourselves and our friends.</p>
Summer 1a	Healthy Lifestyles	Mental well-being	<p>Enrichment: Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing. Describe how we can help friends or family who might be feeling stressed or unhappy. Identify things that can prevent people from seeking help with mental health issues (e.g., stigma).</p> <p>Enhancement: Identify reliable sources of advice and support for mental health and emotional wellbeing. Identify some strategies for challenging stereotypes and stigma relating to mental health.</p>
Summer 1b	The World We Live In	Managing online information	<p>Enrichment: Explain that information from our internet use is gathered, stored and used by external organisations. Identify organisations/ websites that can help us or other people with concerns about something seen or experienced online.</p> <p>Enhancement: Explain the influence that fake news can have on people's opinions, attitudes to others and understanding of the world.</p>
Summer 2	Talentino Careers coaching	Module 2 There is a job for me?	<p>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.</p>

PSHE RSE Key Stage 3 Long-Term Plan – Formal and

Planning Year 3

Term	Strand	Component	Outcomes
Autumn1	Self-Awareness	Skills for learning Part 2	<p>Enrichment: Identify some ways in which our current learning will help us in the future.</p> <p>Enhancement: Identify ways of managing emotions in relation to future employment aspirations.</p>
Autumn 2	Self-Care, Support and Safety	Accidents and Risk	<p>Enrichment: Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own. Explain how the inappropriate use of mobile phones can contribute to accidents (e.g., looking at phone while crossing the road).</p> <p>Enhancement: Explain why, although we cannot prevent all accidents from happening, it is still important to still take steps to reduce and manage risk. Explain when and why taking a risk can be positive (e.g., trying something new).</p>
Spring 1	Managing Feelings	Strong feelings	<p>Enrichment: Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful. 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. Describe how to manage strong emotions by using simple strategies to help ourselves and others.</p> <p>Enhancement: Explain or demonstrate things we can do to help and support others when they are experiencing strong emotions. Recognise signs that we or someone we know might need help to cope with strong emotions and whom to speak to. Identify reliable and trustworthy sources of support for a range of relevant issues, including online (e.g., Childline, Thinkuknow.co.uk).</p>
Spring 2	Changing and Growing	Healthy and unhealthy relationship behaviour	<p>Enrichment: Identify the aspects of relationships that we are responsible for (e.g., being respectful, honest and kind). Identify positive strategies to manage inappropriate behaviour towards us. Recognise that some types of behaviour within relationships are against the law (e.g., hitting/hurting someone, telling someone what to do all the time, not allowing someone to make choices). Identify what we can do if we are worried or concerned about an unhealthy relationship.</p> <p>Enhancement: Demonstrate strategies to help us negotiate and assert our rights in a relationship. Explain what is meant by compromise and demonstrate some ways to compromise. Explain how the media portrayal of relationships may not reflect real life but may affect our expectations. Identify sources of support for us or someone we know who is experiencing abusive behaviour.</p>
Summer 1a	Healthy Lifestyles	Physical activity	<p>Enrichment: Explain some of the long-term benefits of regular physical activity and exercise. Identify and challenge common stereotypes relating to physical activity.</p> <p>Enhancement: Describe the challenges that can prevent us from exercising and suggest ways to overcome them. Identify ways of motivating ourselves to take exercise.</p>

Summer 1b	The World We Live In	Taking care of the environment	Enrichment: Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution). Enhancement: Identify our feelings and values in relation to climate change and the environment.
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