

## Long Term Plan for (PSHE) Personal Development 2022-23

<b>INTENT</b>	To give pupils knowledge about how to keep them safe, healthy, happy and learning outside of school and into their future.		
<b>IMPLEMENTATION</b>	By covering all areas of the planning framework in class at KS3 and in form time at KS4 so that all pupils have the knowledge to equip themselves with the necessary life skills.		
<b>Duration</b>	<b>Section</b>	<b>Key stage 3 and 4 Topic areas</b>	<b>Topics within the Planning framework</b>
Autumn 1	<b>Self-Awareness</b>	<ol style="list-style-type: none"> <li>1. <i>Personal strengths</i></li> <li>2. <i>Skills for learning</i></li> <li>3. <i>Prejudice and discrimination</i></li> <li>4. <i>Managing pressure</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Respectful relationships including friendships.</i></li> </ol>
Autumn 2	<b>Self-Care, Support and Safety</b>	<ol style="list-style-type: none"> <li>1. <i>Feeling unwell</i></li> <li>2. <i>Feeling frightened/worried</i></li> <li>3. <i>Accidents and risk</i></li> <li>4. <i>Keeping safe online</i></li> <li>5. <i>Emergency situations</i></li> <li>6. <i>Public and private</i></li> <li>7. <i>Gambling</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Basic 1<sup>st</sup> aid</i></li> <li>2. <i>Online and media</i></li> <li>3. <i>Being safe</i></li> <li>4. <i>Internet safe and harms</i></li> </ol>
Spring 1	<b>Managing Feelings</b>	<ol style="list-style-type: none"> <li>1. <i>Self-esteem and unkind comments</i></li> <li>2. <i>Strong feelings</i></li> <li>3. <i>Romantic feelings and sexual attraction</i></li> <li>4. <i>Expectations of relationships/abuse</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Mental well being</i></li> </ol>

Spring 2	<b>Changing and Growing</b>	<ol style="list-style-type: none"> <li>1. <i>Puberty</i></li> <li>2. <i>Friendship</i></li> <li>3. <i>Healthy and unhealthy relationship behaviour</i></li> <li>4. <i>Intimate relationships, consent and contraception</i></li> <li>5. <i>Long-term relationships/parenthood</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Families</i></li> <li>2. <i>Intimate and sexual relationships including sex health</i></li> <li>3. <i>Changing adolescent body</i></li> </ol>
Summer 1	<b>Healthy Lifestyles</b>	<ol style="list-style-type: none"> <li>1. <i>Elements of a healthy lifestyles</i></li> <li>2. <i>Mental wellbeing</i></li> <li>3. <i>Physical activity</i></li> <li>4. <i>Healthy eating</i></li> <li>5. <i>Body image</i></li> <li>6. <i>Medicinal drugs</i></li> <li>7. <i>Drugs, alcohol &amp; tobacco</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Physical health and fitness</i></li> <li>2. <i>Healthy eating</i></li> <li>3. <i>Drugs, alcohol and tobacco</i></li> </ol>
Summer 2	<b>The World I Live In</b>	<ol style="list-style-type: none"> <li>1. <i>Diversity/rights and responsibilities</i></li> <li>2. <i>Managing online information</i></li> <li>3. <i>Taking care of the environment</i></li> <li>4. <i>Preparing for adulthood</i></li> <li>5. <i>Managing Finances</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How equal rights have changed</i></li> <li>2. <i>The world we live in and climate change</i></li> <li>3. <i>Managing money and tax.</i></li> </ol>

# RELATIONSHIPS AND SEX EDUCATION SECONDARY

Topic	Content grids from the DfE statutory guidance: Relationships and Sex Education (Secondary)  By the end of secondary school <u>pupils should know</u> :	PSHE education Planning Framework for Pupils with SENDKEY STAGES 3 AND 4  Section and row references:
Families	<ul style="list-style-type: none"> <li>that there are different types of committed, stable relationships.</li> </ul>	Changing and Growing: CG4, CG5
	<ul style="list-style-type: none"> <li>how these relationships might contribute to human happiness and their importance for bringing up children.</li> </ul>	Changing and Growing: CG3
	<ul style="list-style-type: none"> <li>what marriage is, including their legal status (e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony).</li> </ul>	Changing and Growing: CG5
	<ul style="list-style-type: none"> <li>why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> </ul>	Changing and Growing: CG5
	<ul style="list-style-type: none"> <li>the characteristics and legal status of other types of long-term relationships.</li> </ul>	Changing and Growing: CG3, CG5
	<ul style="list-style-type: none"> <li>the roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting.</li> </ul>	Changing and Growing: CG5
	<ul style="list-style-type: none"> <li>how to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>	Managing Feelings: MF2 Changing and Growing: CG2, CG5 Self-Care, Support and Safety: SSS2, SSS6
Respectful relationships including friendships	<ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> </ul>	Self-Awareness: SA4, SA6 Changing and Growing: CG2, CG3 Managing Feelings: MF1
	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul>	Self-Awareness: SA3, SA5 Changing and Growing: CG3
	<ul style="list-style-type: none"> <li>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> </ul>	Self-Awareness: SA3

	<ul style="list-style-type: none"> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs.</li> </ul>	Self-Awareness: SA3
	<ul style="list-style-type: none"> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> </ul>	Self-Awareness: SA4
	<ul style="list-style-type: none"> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul>	Managing Feelings: MF3 Self-Awareness: SA4 Changing and Growing: CG3
	<ul style="list-style-type: none"> <li>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul>	Changing and Growing: CG3
	<ul style="list-style-type: none"> <li>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>	The world in which I live: WILI 1
Online and media	<ul style="list-style-type: none"> <li>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online.</li> </ul>	Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> <li>about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> </ul>	Self-Care, Support and Safety: SSS3, SSS6
	<ul style="list-style-type: none"> <li>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> </ul>	Self-Care, Support and Safety: SSS6
	<ul style="list-style-type: none"> <li>what to do and where to get support to report material or manage issues online.</li> </ul>	Self-Care, Support and Safety: SSS2, SSS4, SSS6
	<ul style="list-style-type: none"> <li>the impact of viewing harmful content.</li> </ul>	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4
	<ul style="list-style-type: none"> <li>that specifically sexually explicit material (e.g. pornography) often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> </ul>	Changing and Growing: CG4 Self-Care, Support and Safety: SSS6
	<ul style="list-style-type: none"> <li>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> </ul>	Self-Care, Support and Safety: SSS6
	<ul style="list-style-type: none"> <li>how information and data is generated, collected, shared and used online (partly).</li> </ul>	Self-Care, Support and Safety: SSS2
Being safe	<ul style="list-style-type: none"> <li>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM, and how these can affect current and future relationships.</li> </ul>	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4

<p>...</p>	<ul style="list-style-type: none"> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online).</li> </ul>	<p>Changing and Growing: CG4</p>
<p>Intimate and sexual relationships including sexual health</p>	<ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> </ul>	<p>Changing and Growing: CG3, CG4</p>
	<ul style="list-style-type: none"> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing).</li> </ul>	<p>Healthy Lifestyles: HL1</p>
	<ul style="list-style-type: none"> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> </ul>	<p>Changing and Growing: CG4</p>
	<ul style="list-style-type: none"> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> </ul>	<p>Changing and Growing: CG4 Self-Care, Support and Safety: SSS1</p>
	<ul style="list-style-type: none"> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul>	<p>Changing and Growing: CG4, CG5</p>
	<ul style="list-style-type: none"> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> </ul>	<p>Changing and Growing: CG4</p>
	<ul style="list-style-type: none"> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> </ul>	<p>Changing and Growing: CG5</p>
	<ul style="list-style-type: none"> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> </ul>	<p>Changing and Growing: CG4</p>
	<ul style="list-style-type: none"> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> </ul>	<p>Changing and Growing: CG4</p>
	<ul style="list-style-type: none"> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>	<p>Changing and Growing: CG4</p>
	<ul style="list-style-type: none"> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>	<p>Changing and Growing: CG4</p>

# HEALTH EDUCATION SECONDARY

Topic	Content grids from the DfE statutory guidance: Health Education (Secondary)  By the end of secondary school <u>pupils should know</u> :	PSHE education Planning Framework for Pupils with SENDKEY STAGES 3 AND 4  Section and row references:
Mental wellbeing	<ul style="list-style-type: none"> <li>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> </ul>	Self-Awareness: SA1, SA2 Managing Feelings: MF2
	<ul style="list-style-type: none"> <li>that happiness is linked to being connected to others.</li> </ul>	Managing Feelings: MF2
	<ul style="list-style-type: none"> <li>how to recognise the early signs of mental wellbeing concerns</li> </ul>	Self-care, support and Safety: SSS1 Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> <li>common types of mental ill health (e.g. anxiety and depression).</li> </ul>	Self-care, support and Safety: SSS1
	<ul style="list-style-type: none"> <li>how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> </ul>	Self-Awareness: SA1
	<ul style="list-style-type: none"> <li>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>	Healthy Lifestyles: HL2, HL3
Internet safety and harms	<ul style="list-style-type: none"> <li>the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> </ul>	Healthy Lifestyles: HL5 Self-care, support and Safety: SSS7
	<ul style="list-style-type: none"> <li>how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>	Self-care, support and Safety: SSS4, SSS6
Physical health and fitness	<ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> </ul>	Healthy Lifestyles: HL1, HL2
	<ul style="list-style-type: none"> <li>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> </ul>	Healthy Lifestyles: HL1
Healthy eating	<ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>	Healthy Lifestyles: HL4

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>the facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions</li> </ul>	Healthy Lifestyles: HL6, HL7
	<ul style="list-style-type: none"> <li>the law relating to the supply and possession of illegal substances.</li> </ul>	Healthy Lifestyles: HL7
	<ul style="list-style-type: none"> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> </ul>	Healthy Lifestyles: HL7
	<ul style="list-style-type: none"> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> </ul>	Healthy Lifestyles: HL7
	<ul style="list-style-type: none"> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> </ul>	Healthy Lifestyles: HL6
	<ul style="list-style-type: none"> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>	Healthy Lifestyles: HL7
Health and prevention	<ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> </ul>	Self-care, support and Safety: SSS4
	<ul style="list-style-type: none"> <li>about dental health and the benefits of good oral hygiene and flossing, including healthy eating and regular check-ups at the dentist.</li> </ul>	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> <li>(late secondary) the benefits of regular self-examination and screening.</li> </ul>	Self-care, support and Safety: SSS1
	<ul style="list-style-type: none"> <li>the facts and science relating to immunisation and vaccination.</li> </ul>	Self-care, support and Safety: SSS1
	<ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	Healthy Lifestyles: HL1
Basic first aid	<ul style="list-style-type: none"> <li>basic treatment for common injuries (partly).</li> </ul>	Self-care, support and Safety: SSS4
	<ul style="list-style-type: none"> <li>life-saving skills, including how to administer CPR (partly).</li> </ul>	Self-care, support and Safety: SSS4
	<ul style="list-style-type: none"> <li>the purpose of defibrillators and when one might be needed (partly).</li> </ul>	Self-care, support and Safety: SSS4
Changing adolescent	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body and menstrual wellbeing.</li> </ul>	Changing and Growing: CG1
	<ul style="list-style-type: none"> <li>the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>	Changing and Growing: CG1

