

Lansdowne School

PSHE LONG TERM PLAN

- Notes:
1. Years 7-11 curriculum based on PSHE Assoc. years 3-8 cross phase model
 2. Years 12-13 curriculum based on PSHE Assoc. years 9-10 competencies based model
 3. Access pathways based on Autism Education Trust (AET) Progression Framework
 4. Access pathways are taught through a mixture of sorting / matching activities and play / arts and crafts, with teachers addressing objectives from different units within each lesson and across daily routines
 5. RSE must be taught to ALL students term 6 (regardless of whether they are working towards an accreditation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Access pathway (KS3)	<p>Myself:</p> <p>Emotions, staying calm, expressing opinions.</p>	<p>Personal care:</p> <p>Using the toilet, washing hands, getting dressed, brushing teeth, washing hair, cutting nails</p>	<p>Staying Safe:</p> <p>Navigating school, lining up</p> <p>Following rules and asking for help</p>	<p>Keeping healthy:</p> <p>Medical appointments.</p> <p>Making healthy choices in relation to food, exercise, sleep</p>	<p>Belonging to a community:</p> <p>Transitions, greeting others, seeking and sharing attention, making requests, asking questions, shared activities</p>	<p>Relationships and sex education:</p> <p>Identifying personal characteristics, differences</p> <p>Personal space</p> <p>Public and private</p>
Access pathway (KS4)	<p>Myself:</p> <p>Reflect on behaviour, identify triggers, identify emotions in others, use strategies to manage sensory needs</p>	<p>Personal care:</p> <p>Using the toilet, washing hands, getting dressed, brushing teeth, washing hair, cutting nails</p>	<p>Staying Safe:</p> <p>Navigating school, lining up</p> <p>Following rules and asking for help</p>	<p>Keeping healthy:</p> <p>Medical appointments.</p> <p>Making healthy choices in relation to food, exercise, sleep</p>	<p>Belonging to a community:</p> <p>Participates in group activities and discussion, initiates interactions, seeks to sustain positive relationships</p>	<p>Relationships and sex education:</p> <p>Identifying personal characteristics, differences</p> <p>Personal space</p> <p>Public and private</p>
Year 7	<p>Friendships:</p> <p>Making and maintaining healthy friendships; Similarities and differences</p> <p>Emotional wellbeing:</p> <p>Expressing and managing everyday feelings; Seeking support for self or others</p>	<p>Physical health:</p> <p>Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety</p> <p>Healthy eating picnic experience</p>	<p>Staying safe - Community:</p> <p>Trusted people and feeling safe</p> <p>Stranger danger</p> <p>Road safety</p> <p>Privacy and personal boundaries; Acceptable and unacceptable contact;</p> <p>Permission seeking and giving.</p>	<p>Economic wellbeing:</p> <p>Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe</p>	<p>Shared responsibilities:</p> <p>Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability;</p>	<p>Relationships and Sex Education:</p> <p>Body parts including private parts.</p> <p>Private – Public (parts of the body, permission to see eg. Doctor)</p> <p>Acceptable and unacceptable physical contact (introduction to consent)</p> <p>Introduction to Body Changes</p>

						ie. Puberty. Introduction to FGM
Year 8	<p>Friendships: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others</p> <p>Families: Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for</p>	<p>Physical health: Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help</p>	<p>Staying safe:- Personal safety: Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe</p> <p>FGM</p> <p>*Knives and knife crime: Ben Kinsella Trust Knife Workshops (for selected students in other year groups also)</p> <p>Community police officer visits / talks</p>	<p>Economic wellbeing: Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others</p>	<p>Communities: What makes a community; Rights and responsibilities within a community; Volunteering</p> <p>Diversity;</p> <p>Trip to local community</p>	<p>Relationships and Sex Education: Body Parts recap Socially acceptable and unacceptable behaviours (public vs private) Puberty Changes for Girls Puberty Changes for Boys Growing up (Dealing with change)</p>
Year 9	<p>Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination</p>	<p>Mental health: Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others</p> <p>Keeping active: Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing</p>	<p>Staying safe - Online: Cyber bullying Online strangers Appropriate and inappropriate behaviour online eg. Messaging, sending photos, gaming online, group chats.</p>	<p>Careers: Career types; challenging career stereotypes; Enterprise project.</p>	<p>Citizenship: British Values Human Rights Discrimination Identifying and responding to prejudice</p>	<p>Relationships and Sex Education: Puberty and emotions Reproduction Introduction to contraception Consent Sexual orientation Gender Identity</p>
Year 10	<p>Friendships and staying safe: Opportunities to connect online; The nature of online- only friendships; Reporting harmful content and contact; Staying safe online</p>	<p>Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation</p>	<p>Staying safe - the Media: How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Online influences eg. Gambling advertising.</p>	<p>Careers: Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations</p> <p>Personal Identity: What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities</p>	<p>Citizenship: Democracy Voting and elections Rules and Laws Freedom of expression</p> <p>Trip to Parliament and MP visit</p>	<p>Relationships and Sex Education: Reproduction and consent recap Responsibilities of a parent Media influence of body image. Puberty and mental health Asking for help (Extended discussion on seeking appropriate guidance)</p>

Year 11	<p>Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support</p>	<p>Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services</p>	<p>Staying safe - Substances: Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use</p>	<p>Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation Careers: Developing enterprise skills; The world of work and young people's employment rights; Enterprise project.</p>	<p>Citizenship: Addressing extremism and radicalisation Communities, belonging and challenging extremism</p>	<p>Relationships and Sex Education: Consent recap Introduction to contraception (to prevent pregnancy and infection) Sexually transmitted infections (contraception revisited) Responsibilities of a parent revisited Trip to Brooke Advisory Centre</p>
Year 12	<p>Developing goal-setting, analytical skills and decision making: <ul style="list-style-type: none"> GCSE options Sources of careers advice Employability </p>	<p>Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> Friendship challenges Gangs and violent crime Drugs and alcohol Assertive communication </p>	<p>Developing empathy, compassion and strategies to access support: <ul style="list-style-type: none"> Mental health (including self-harm and eating disorders) Change, loss and bereavement Healthy coping strategies </p>	<p>Developing analytical skills and strategies to identify bias and manage influence: <ul style="list-style-type: none"> Financial decisions Saving and borrowing Gambling, financial choices and debt </p>	<p>Developing assertive communication, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> Healthy/unhealthy relationships Consent Relationships and sex in the media </p>	<p>Relationships and Sex Education: Consent recap 'Sexting' Addressing pornography Gender stereotypes in a relationship</p>
Year 13	<p>Developing self-awareness, goal-setting, adaptability and organisation skills: <ul style="list-style-type: none"> Managing transition to key stage 4 including learning skills Managing mental health concerns </p>	<p>Developing empathy and compassion, strategies to manage influence and assertive communication: <ul style="list-style-type: none"> Relationship expectations Impact of pornography Identifying and responding to abuse and harassment </p>	<p>Developing agency and decision making, strategies to manage influence and access support: <ul style="list-style-type: none"> First aid and life-saving Personal safety Online relationships </p>	<p>Developing goal setting, leadership and presentation skills: <ul style="list-style-type: none"> Skills for employment Applying for employment Online presence and reputation </p>	<p>Developing respect for diversity, risk management and support-seeking skills: <ul style="list-style-type: none"> Nature of committed relationships Forced marriage Diversity and discrimination Extremism </p>	<p>Relationships and Sex Education: Teacher judgment based on gap analysis (with student and parent input)</p>
Year 12 Asdan	<p>Career Exploration: Skills and Qualities - recognising my own and those needed for certain careers. What is a career? Identifying a person with a career. Recognising the Pathways After School and the benefits of each.</p>	<p>Career Exploration: Factors to consider when choosing a career.. Careers that suit Skills and Interests. Researching a chosen career. Career Presentation.</p>	<p>Maintaining Work Standards: Timekeeping and attendance. Expectations of safety and behaviour in the workplace. Practical: Safely completing a task (College link). Reflection of tasks. Work Experience Diary (ongoing)</p>	<p>Maintaining Work Standards: Participation in school safety guidelines (fire drill) Practical: Safety standards in the kitchen. Reflection of kitchen tasks. Work Experience Diary (ongoing)</p>	<p>Completing Portfolio. All draft work (marked and annotated by teacher) typed up and printed into their portfolio. Work collated. Students hand the portfolio to the teacher who gives to the moderator.</p>	

Year 13 Asdan	Enterprise Skills: What is an entrepreneur? Enterprising skills and behaviours. Local entrepreneur research task. Video study and reflection: Dragons Den.	Enterprise Skills: Famous Entrepreneur research task sheet. Famous Entrepreneur Google Slides. Present Slides.	Overcoming Barriers to Work: What are barriers? Barriers that may affect others and ourselves. How does education help with employment? Case Study video: What barriers does this person face?	Overcoming Barriers to Work: Barrier scenarios: Recognise barriers and suggest ways to overcome them. Support organisations. Education and training needed for certain jobs. Research famous cases of overcoming barriers (athletes, actors, etc.)	Completing Portfolio. All draft work (marked and annotated by teacher) typed up and printed into their portfolio. Work collated. Students hand the portfolio to the teacher who gives to the moderator.
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Note: Access pathways are taught through a mixture of sorting / matching activities and play / arts and crafts, with teachers addressing objectives from different units within each lesson and across daily routines

Access pathway (KS3) MEDIUM-TERM PLAN

Topic	In this unit of work, pupils will learn to:	Key vocabulary
Myself:	<ul style="list-style-type: none"> Express a range of emotions Identify own emotions Respond to calming strategies of others Recognise and responds to emotions in others Express preferences Express opinions / ideas Show confidence within activities Express sensory likes / dislikes Accept support to manage own behaviour in relation to sensory needs 	
Personal care:	<ul style="list-style-type: none"> Use toilet independently in familiar setting Uses public toilet Maintains good hand hygiene Maintains good bodily hygiene including washing underarms and genitals and using deodorant Knows how to change sanitary products Takes interest in own appearance including brushing hair, wearing clean underwear and socks Identifies and manages sensory needs in relation to hygiene and clothing Dresses self effectively Knows how to brush teeth effectively Knows how to wash and dry hair Knows how to cut and clean nails 	
Staying Safe:	<ul style="list-style-type: none"> Finds way around immediate learning environment and school Copes with queueing / lining up Attracts attention in an appropriate manner Follows agreed strategies for movement within learning area Follows playtime/break time routines Shows increased tolerance in relation to expectations Identifies difficulties and asks for help 	
Keeping healthy:	<ul style="list-style-type: none"> Copes with medical appointments Knows how to limit spread of infection (coughs and colds) Makes healthy choices in relation to food / drink Tolerates an increasing range of foods Makes healthy choices in relation to exercise Makes healthy choices in relation to sleep 	

	<ul style="list-style-type: none"> • Understands the health risks associated with smoking and alcohol 	
Belonging to a community:	<ul style="list-style-type: none"> • Responds to greetings / being addressed • Greets others • Makes successful transitions in 'everyday' situations • Responds positively to familiar adult • Seeks attention from familiar adult • Shares attention focus with adult • Engages in interactive exchange with adult • Makes request for an item • Refuses an item / activity calmly • Makes request for interaction to continue / stop • Requests help • Accepts help from an adult • Requests information / asks a question • Answers a question • Uses special interests to engage positively in activities / exchanges • Comments/draws attention to item/event • Accepts the presence of others in familiar environments • Engages in shared activity • Copes with proximity of others in public space • Accepts presence of adult in play environment • Engages in interactive play with an adult • Engages in object play with adult • Engages positively with supporting adult • Accesses activities / situations with adult support 	
Relationships and sex education:	<ul style="list-style-type: none"> • Identifies personal characteristics eg height, hair colour etc • Recognises differences between people • Understands personal space • Distinguishes between 'public' and 'private' • Understands different types of relationships • Keeps safe within relationships • Knows who to ask for help 	

Access pathway (KS4) MEDIUM-TERM PLAN

Topic	In this unit of work, pupils will learn to:	Key vocabulary
Myself:	<ul style="list-style-type: none"> • Reflect on behaviour with support • Identify cause of emotion • Request others' help to manage sensory needs • Take action to manage own sensory needs • Reflect on sensory needs and behaviour • Identify cause of emotions in others • Identify own characteristics eg height, hair colour etc • Identify interests and strengths • Understand own sensory needs • Show increased tolerance of sensory input • Use own strategies to manage stress 	

	<ul style="list-style-type: none"> ● Use taught strategies to manage emotions and behaviour 	
Personal care:	<ul style="list-style-type: none"> ● Use toilet independently in familiar setting <i>with increasing independence</i> ● Uses public toilet <i>with increasing independence</i> ● Maintains good hand hygiene <i>with increasing independence</i> ● Maintains good bodily hygiene including washing underarms and genitals and using deodorant <i>with increasing independence</i> ● Knows how to change sanitary products <i>with increasing independence</i> ● Takes interest in own appearance including brushing hair, wearing clean underwear and socks <i>with increasing independence</i> ● Identifies and manages sensory needs in relation to hygiene and clothing <i>with increasing independence</i> ● Dresses self effectively <i>with increasing independence</i> ● Knows how to brush teeth effectively <i>with increasing independence</i> ● Knows how to wash and dry hair <i>with increasing independence</i> ● Knows how to cut and clean nails <i>with increasing independence</i> 	
Staying Safe:	<ul style="list-style-type: none"> ● Identifies potential or actual risk within situations <i>with increasing independence</i> ● Finds way around immediate learning environment and school <i>with increasing independence</i> ● Copes with queueing / lining up <i>with increasing independence</i> ● Attracts attention in an appropriate manner <i>with increasing independence</i> ● Follows agreed strategies for movement within learning area <i>with increasing independence</i> ● Follows playtime/break time routines <i>with increasing independence</i> ● Shows increased tolerance in relation to expectations <i>with increasing independence</i> ● Identifies difficulties and asks for help <i>with increasing independence</i> 	
Keeping healthy:	<ul style="list-style-type: none"> ● Copes with medical appointments <i>with increasing independence</i> ● Knows how to limit spread of infection (coughs and colds) <i>with increasing independence</i> ● Makes healthy choices in relation to food / drink <i>with increasing independence</i> ● Tolerates an increasing range of foods <i>with increasing independence</i> ● Makes healthy choices in relation to exercise <i>with increasing independence</i> ● Makes healthy choices in relation to sleep <i>with increasing independence</i> ● Understands the health risks associated with smoking and alcohol <i>with increasing independence</i> 	
Belonging to a community:	<ul style="list-style-type: none"> ● Engages with a range of activities unrelated to special interests ● Gives instructions / explanations ● Participates in group discussion ● Attends to focus of group ● Participates in group activity ● Is aware of self as part of group ● Understands and conforms to expectations of working in a group ● Seeks advice and support from adult ● Initiates interaction with peer/s ● Engages positively in interaction with peer/s ● Takes account of others' interests / needs / feelings within interactions ● Takes action to sustain positive relationship ● Recognises negative or bullying behaviour towards self or others ● Engages in play with peers ● Engages with preparation for transition to new setting 	
Relationships and sex education:	<ul style="list-style-type: none"> ● Identifies personal characteristics eg height, hair colour etc <i>with increasing independence</i> ● Recognises differences between people <i>with increasing independence</i> 	

	<ul style="list-style-type: none"> • Understands changes that occur at puberty <i>with increasing independence</i> • Understands personal space <i>with increasing independence</i> • Distinguishes between 'public' and 'private' <i>with increasing independence</i> • Understands different types of relationships <i>with increasing independence</i> • Keeps safe within relationships <i>with increasing independence</i> • Knows who to ask for help <i>with increasing independence</i> 	
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YEAR 7 MEDIUM-TERM PLAN

Half term	Topic	In this unit of work, pupils learn	Key vocabulary
Autumn 1	<p>Friendships: Making and maintaining healthy relationships and friendships; Similarities and differences</p> <p>Emotional wellbeing: Expressing and managing every day feelings; Seeking support for self or others</p>	<ul style="list-style-type: none"> • about the importance of friendship • about what makes a good friend • how to build positive and healthy friendships • how to solve disagreements and conflicts • to recognise hurtful behaviour and bullying, and how to get help • to respect and accept differences and appreciate similarities between people <ul style="list-style-type: none"> • about different feelings and emotions people experience • how feelings and emotions can change and what helps people to feel good • why expressing feelings and emotions is important • to manage feelings and emotions in different situations • how to get help, advice and support with feelings and emotions 	
Autumn 2	<p>Physical health: Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety</p>	<ul style="list-style-type: none"> • what it means to be healthy • how regular exercise affects physical and mental health • to identify opportunities to be physically active • about balanced diets and making healthy food choices • how habits can have positive and negative effects on a healthy lifestyle • about the benefits of sun exposure about the risks of over exposure to the sun and how to keep safe from sun damage and heat stroke 	
Spring 1	<p>Staying safe: Community: Trusted people and feeling safe Stranger danger Road safety Privacy and personal boundaries; Acceptable and unacceptable contact; Permission seeking and giving.</p>	<ul style="list-style-type: none"> • about trusted people and everyone's right to be treated with respect • how to respond safely to adults they may encounter whom they do not know • Road Safety • about privacy, boundaries and when to keep or share secrets • To give/not give and seek permission in different situations 	
Spring 2	<p>Economic wellbeing: Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe</p>	<ul style="list-style-type: none"> • about different attitudes towards saving, spending and giving • money • to manage influences on decisions about money • how choices have to be prioritised based on wants and needs how to keep money safe 	
Summer 1	<p>Shared responsibilities Rights and responsibilities;</p>	<ul style="list-style-type: none"> • about basic human rights and how they protect everyone and • the relationship between rights and responsibilities • reasons to follow rules and laws 	

	Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home	<ul style="list-style-type: none"> ● about sustainability and how everyday choices can affect the environment ● to recognise and carry out shared responsibilities for protecting the environment ● to take responsible actions in relation to safety at home, at school and outside 	
Summer 2	Relationships and Sex Education: Body parts including private parts. Private – Public (parts of the body, permission to see eg. Doctor) Acceptable and unacceptable physical contact (introduction to consent) Introduction to Body Changes ie. Puberty.	<ul style="list-style-type: none"> ● Identify the exterior parts of the body. ● Be able to identify male and female genitalia. ● Differentiate between private and public body parts. ● Who is able to see private parts and under what circumstances. ● Recognising acceptable and unacceptable physical contact and when it's appropriate to ask for permission. ● Puberty including hair, growth, body odour, voice changing, acne, periods. 	

YEAR 8 MEDIUM-TERM PLAN			
Half term	Topic	In this unit of work, pupils learn	Key vocabulary
Autumn 1	Friendships: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others Families: Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for	<ul style="list-style-type: none"> ● about the qualities of healthy friendships, including online ● friendship skills, including communicating safely online ● that healthy friendships make people feel included ● how to recognise and include others who feel lonely ● how to seek support if feeling lonely or excluded ● how to resolve disputes positively and safely ● to recognise and manage friendships that feel unsafe or uncomfortable ● how to ask for support if necessary <ul style="list-style-type: none"> ● about different types of relationships (e.g. friendships, family relationships, romantic relationships) ● about different types of family structure, including single parents, same-sex parents, blended families, adoption and fostering ● ways that people can care for each other ● the characteristics of healthy family life such as commitment, care, spending time together and being there in times of difficulty ● how to recognise if family relationships feel unhappy or unsafe and how to seek help or support 	

Autumn 2	<p>Physical health: Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help</p>	<ul style="list-style-type: none"> • how to maintain good dental health and oral hygiene • how lifestyle (including food and drink choices) can impact on dental health • how to limit infection from bacteria and viruses through hygiene routines • how to perform basic first aid for common injuries; how and when to contact emergency services • how to communicate how they are feeling and recognise early signs of illness 	
Spring 1	<p>Staying safe: Personal safety: Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe FGM *Knives and knife crime for classes / individuals where the issue has arisen or for those deemed at particular risk</p>	<p>*Knives and knife crime</p> <ul style="list-style-type: none"> • Recognising when it's okay to keep a secret and when to break confidentiality. • about the role of trust, respect and boundaries in healthy relationships (including friendships and family) • how to recognise if a friendship is making them feel uncomfortable or unsafe • how to seek advice or report concerns about their personal safety or that of others in a range of contexts, including FGM* 	
Spring 2	<p>Economic wellbeing: Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others</p>	<ul style="list-style-type: none"> • methods to keep track of money • how people's spending affects others (ie. Fairtrade, single use plastics, giving to charity) • how money can impact people's feelings and emotions • ways money can be won or lost and how this can impact wellbeing 	
Summer 1	<p>Communities What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice</p>	<ul style="list-style-type: none"> • about the different groups that make up their community • what living in a community means • about online communities • about the contributions of different people and groups in a community • that there are benefits to living in a diverse community • to recognise and respond to prejudice 	
Summer 2	<p>Relationships and Sex Education: Body Parts recap Socially acceptable and</p>	<ul style="list-style-type: none"> • Identifying the private body parts. • Socially acceptable and unacceptable behaviours including getting undressed, masturbating, sexual activity, toileting. • The biological processes involved in menstruation including role of the menstrual cycle in getting pregnant. Body changes. • Erections, wet dreams, voice breaking, body changes. 	

	unacceptable behaviours (public vs private) Puberty Changes for Girls Puberty Changes for Boys Growing up (Dealing with change)	<ul style="list-style-type: none"> Strategies to cope with the changes during puberty. 	
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YEAR 9 MEDIUM-TERM PLAN			
Half term	Topic	In this unit of work, pupils learn	Key vocabulary
Autumn 1	Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	<ul style="list-style-type: none"> about mutual respect, being polite and how personal behaviour can affect others how to listen and respond respectfully to people with a range of beliefs, traditions and lifestyles how to behave respectfully online about stereotypes and how they influence behaviour about the impact of bullying and hurtful behaviour, including online strategies for responding to bullying and hurtful behaviour witnessed or experienced how to challenge discrimination, seek help and report concerns 	
Autumn 2	Mental health: Taking care of mental health; Managing challenges; Seeking support for themselves and others Keeping active:	<ul style="list-style-type: none"> about mental health, what it means and how to take care of it how feelings and emotions are affected at changing, challenging or difficult times ways of managing these feelings how to seek support and advice when needed about the benefits of exercise to mental and physical health 	

	Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing	<ul style="list-style-type: none"> ● about risks associated with an inactive lifestyle ● to identify opportunities for physical activity ● about the benefits of the internet and the importance of balancing time online with other activities ● how to stay safe in the sun and reduce the risk of sun burn, heat stroke and skin cancer 	
Spring 1	Staying safe: Online: Cyber bullying Online strangers Appropriate and inappropriate behaviour online eg. Messaging, sending photos, gaming online, group chats.	<ul style="list-style-type: none"> ● The benefits and potential dangers of using the Internet ● Recognising safe and unsafe people to talk to online ● Behaving appropriately and kindly online including group chats, gaming, social media ● Identifying bullying behaviour online and knowing what to do including how to report it ● Appropriate and inappropriate sharing of images and messages 	
Spring 2	Careers: Career types; challenging career stereotypes; enterprise project –	<ul style="list-style-type: none"> ● skills that will help them carry out jobs in the future (i.e. teamwork, communication, negotiation) ● about the range of careers that people can have ● about career paths and changing types of jobs over the course of a lifetime ● about what might influence career decisions (i.e. personal interests and values, family, personal strengths and skills, level of pay) ● to identify the kind of job they may like to do when older ● Project guidance: Pupils design a business around a topic that could be voted on by pupils. Activities could include planning the business, budgeting and costing for products and advertising, considering environmental impacts. Year 5 should identify the skills required in each role. 	
Summer 1	Citizenship: Citizenship: British Values Human Rights Discrimination Identifying and responding to prejudice	<ul style="list-style-type: none"> ● To know the 5 official British values ● To understand basic human rights as set by the UN ● To understand what is meant by discrimination and why it is wrong ● To identify different forms of discrimination ● To understand what is meant by prejudice ● To identify different prejudices and consider appropriate responses ● To consider and challenge some of our own prejudices 	
Summer 2	Relationships and Sex Education: Puberty and emotions Reproduction Introduction to contraception Consent Sexual orientation Gender Identity	<ul style="list-style-type: none"> ● How hormones affect mood and emotions including PMS, mood swings. ● The process of reproduction including conception through to childbirth. ● Why people have sex other than to reproduce. ● Contraception (to prevent pregnancy and brief discussion of STI's.). ● What is consent? Why it is important. ● What is LGBTQIA+? History to present day including discrimination. ● Recognising different gender identities. 	

YEAR 10 MEDIUM-TERM PLAN

Half term	Topic	In this unit of work, pupils learn	Key vocabulary
Autumn 1	Friendships and staying safe: Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online	<ul style="list-style-type: none"> • about opportunities to connect with others, including friends online • about what it means to 'know someone online' and how this differs to knowing someone face to face • about why someone may behave differently online, including pretending to be someone they are not • how to manage the risks of communicating online with others not known face-to-face • strategies to respond to harmful behaviour, including online • how to report concerns and access help or advice 	
Autumn 2	Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	<ul style="list-style-type: none"> • how choices can affect a healthy lifestyle • about what constitutes a healthy diet and how to plan healthy meals • how bacteria and viruses can affect health • hygiene routines to limit the spread of infection • how to take responsibility for personal hygiene during adolescence • how medicines contribute to health, and how to use them responsibly and safely • how to manage allergies including how to respond in an emergency • about how vaccines and immunisations can prevent some diseases 	
Spring 1	Staying safe - the Media: How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	<ul style="list-style-type: none"> • about the role of the internet in everyday life • about the positive and negative uses and effects of the internet and social media • how data is shared and used online, and how information can be targeted • how images and information online can be manipulated or invented • strategies to evaluate reliability of sources and identify misinformation • how and why to choose age-appropriate media including TV, film, games and online content • about risk in relation to gambling, including online • how to manage influences in relation to gambling 	
Spring 2	Careers: Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations Personal Identity: What contributes to who we	<ul style="list-style-type: none"> • What are skills and qualities. • What skills and qualities are required for specific jobs. • skills that will help them carry out jobs in the future (i.e. teamwork, communication, negotiation) • What are your own skills and qualities. • Developing the skill of teamwork. • Team work activities. <ul style="list-style-type: none"> • about what contributes to who we are (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) 	

	are Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities	<ul style="list-style-type: none"> • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • how to recognise positive things about themselves and their achievements • how to set goals to help achieve personal outcomes • how to manage setbacks and perceived failures • how to reframe unhelpful thinking • about new opportunities and responsibilities that come from increasing independence 	
Summer 1	Citizenship: Democracy Voting and elections Rules and Laws Freedom of expression	<ul style="list-style-type: none"> • How to recognise the features of democracy. • Other forms of government including dictatorships. • Different British political parties and their core values. • How the British voting system works. • Local and national elections. • Differentiate between a rule and a law. • Why are there rules and laws? • Consequences of breaking the law. • The right to protest. 	
Summer 2	Relationships and Sex Education: Reproduction and consent Responsibilities of a parent Media influence of body image. Puberty and mental health Asking for help (Extended discussion on seeking appropriate guidance)	<ul style="list-style-type: none"> • Sexual intercourse and importance of consent. • Responsibilities of a parent including to provide the child with food, clothing, a place to live, financial support, safety, supervision, guidance, and medical care. • How media and social media can affect body image including body dysmorphia. • Looking after your own and your friends' mental health during puberty. • Groups available for support. 	

YEAR 11 MEDIUM-TERM PLAN

Half term	Topic	In this unit of work, pupils learn	Key vocabulary
Autumn 1	Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	<ul style="list-style-type: none"> • how positive friendships can support wellbeing • how friendships change (including context such as moving home or schools) • how to manage change in different contexts (including loss and bereavement) • accessing appropriate support during times of change • about empathy and how people can help to support each other in times of difficulty 	
Autumn 2	Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental	<ul style="list-style-type: none"> • how to manage influences on healthy lifestyle choices including diet and physical activity • about the link between sleep and wellbeing • how to maintain healthy sleep habits • how to balance time between school work, leisure, exercise and time spent outdoors and online 	

	health; Managing stress; Accessing health services	<ul style="list-style-type: none"> • how to manage influences on, and maintain, good oral hygiene and dental health • strategies to manage stress, puberty and the physical and mental changes that are a part of growing up • how to access health services 	
Spring 1	Staying Safe (Substances) Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use	<ul style="list-style-type: none"> • about substance use and misuse, including laws relating to this • about the effects of alcohol, tobacco, nicotine and e-cigarettes • about attitudes and social norms regarding substances • about dependence, including the over-consumption of caffeine-based energy drinks • how to safely use over the counter and prescription medications • how to manage peer influence in relation to substance use 	
Spring 2	Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation Careers: Developing enterprise skills; The world of work and young people's employment rights; Enterprise project	<ul style="list-style-type: none"> • about financial choices including saving, spending and budgeting • about attitudes and values in relation to finance, including debt and pay day loans • how to manage influences over financial decisions • how to manage emotions in relation to finance • to recognise risk and financial exploitation and access help and advice • how to be enterprising • about different types of career and work patterns • how to identify abilities and qualities required for different careers • about young people's employment rights • about ethical and unethical business practices and consumerism • Project guidance: Design a business around a topic that could be voted on by pupils. Activities could include planning the business, budgeting and costing for products and advertising, considering environmental impacts. Students take leadership roles and consider how to give fair and appropriate opportunities to everyone in their group. 	
Summer 1	Citizenship: Addressing extremism and radicalisation Communities, belonging and challenging extremism	<ul style="list-style-type: none"> • Understanding the terms extremism and radicalisation. • Identifying different forms of extremism. • Identifying ways people become radicalised. • Developing strategies to stay safe, challenge extremism and avoid manipulative situations. • Identifying communities that are more at risk of being radicalised. 	
Summer 2	Relationships and Sex Education: Consent recap Contraception recap (to prevent pregnancy and infection) Sexually transmitted infections. Responsibilities and challenges of being a parent revisited	<ul style="list-style-type: none"> • Understanding the term consent and why it's important. • Different forms of contraception and what they are best suited for. • STIs: What they are, types of STIs, how they are transmitted, the harm they cause, and how they can be prevented. • Responsibilities and challenges of early parenting including feeding, bathing, changing, nursing, lack of sleep, toileting and financial responsibilities. • The changing role of the parent as the child grows up including discipline, role modelling, schooling, preparing meals, and cleaning. • Legal responsibilities of a parent. 	

Half term	Topic	In this unit of work, pupils learn	Key vocabulary
Autumn 1	Developing goal-setting, analytical skills and decision making: <ul style="list-style-type: none"> • GCSE options • Sources of careers advice • Employability 	<ul style="list-style-type: none"> • to evaluate influences on, and sources of advice for GCSE options and careers • how to make informed decisions about GCSE options in relation to future goals • skills for enterprise and employability • laws and rights relating to young people's employment 	
Autumn 2	Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> • Friendship challenges • Gangs and violent crime • Drugs and alcohol • Assertive communication 	<ul style="list-style-type: none"> • how to manage difficulties and challenges in friendships • how to assertively communicate values and beliefs in challenging situations • strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime • to evaluate attitudes and social norms in relation to substance use • the risks and consequences of substance misuse • exit strategies in risky or dangerous situations and how to access support 	
Spring 1	Developing empathy, compassion and strategies to access support: <ul style="list-style-type: none"> • Mental health (including self-harm and eating disorders) • Change, loss and bereavement • Healthy coping strategies 	<ul style="list-style-type: none"> • to build digital resilience for emotional wellbeing • about maintaining mental health and emotional wellbeing, including healthy coping strategies • to recognise warning signs of unhealthy coping strategies, including self-harm and eating disorders • how to access help and support in relation to mental health and emotional wellbeing • to recognise new opportunities that change can bring • strategies for managing loss and change and how to empathise with, and show compassion for peers 	
Spring 2	Developing analytical skills and strategies to identify bias and manage influence: <ul style="list-style-type: none"> • Financial decisions • Saving and borrowing • Gambling, financial choices and debt 	<ul style="list-style-type: none"> • how to recognise and manage the impact of the media and advertising on decision making, including online • about saving, borrowing and how to manage money • how to make informed financial choices and where and how to seek help, advice and support if needed about the risks related to gambling behaviours and chance based transactions, including online • to identify common forms of fraud and online scams • how to access help in relation to gambling harms or fraud 	
Summer 1	Developing assertive communication, clarifying	<ul style="list-style-type: none"> • about the features of healthy, intimate relationships, including that they should be equitable and pleasurable 	

	<p>values and strategies to manage influence:</p> <ul style="list-style-type: none"> • Healthy/unhealthy relationships • Consent • Relationships and sex in the media 	<ul style="list-style-type: none"> • how to recognise healthy and unhealthy relationship behaviours • about stable, committed relationships and features of family life • about personal values and their influence on relationship expectations • about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations • about the legal and moral responsibilities in relation to seeking consent • how to recognise factors that might affect capacity to consent 	
Summer 2	Relationships and Sex Education		

YEAR 13 MEDIUM-TERM PLAN

Half term	Topic	In this unit of work, pupils learn	Key vocabulary
Autumn 1	<p>Developing self-awareness, goal-setting, adaptability and organisation skills:</p> <ul style="list-style-type: none"> • Managing transition to college including learning skills • Managing mental health concerns 	<ul style="list-style-type: none"> • skills to improve adaptability and resilience during periods of change or transition and strategies to manage change • learning skills for college, e.g. organisation, time management and goal setting • about common mental health concerns, such as anxiety, depression and stress and how to respond to early warning signs of unhealthy coping strategies • strategies for managing common mental health concerns, including stress management techniques • about the impact and consequences of substance use, including addiction, on physical and mental health, life chances and personal safety 	
Autumn 2	<p>Developing empathy and compassion, strategies to manage influence and assertive communication:</p> <ul style="list-style-type: none"> • Relationship expectations • Impact of pornography • Identifying and responding to abuse and harassment 	<ul style="list-style-type: none"> • about relationship expectations and how to identify and evaluate own beliefs and values in relation to these • how to assertively communicate relationship expectations • how to recognise manipulation and coercion, how to seek and assertively give or not give consent • how to evaluate and manage the influence of pornography • how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online • to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online • how to respond to harassment, including online, and violence; where to seek help 	
Spring 1	<p>Developing agency, decision making and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> • First aid and life-saving • Personal safety 	<ul style="list-style-type: none"> • how to identify risky and emergency situations, including online; how and when to seek help • about the importance of seeking help and giving accurate information, even in cases where there may be legal consequences for those involved • to identify and manage the impact of substance use on personal safety, decision making and sexual behaviour 	

	<ul style="list-style-type: none"> Online relationships 	<ul style="list-style-type: none"> to consolidate first aid and life-saving skills to evaluate and manage the opportunities and risks of establishing and conducting relationships online how to behave legally, ethically and responsibly online, including in online aspects of relationships how to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional and social consequences 	
Spring 2	<p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> Skills for employment Applying for employment Online presence and reputation 	<ul style="list-style-type: none"> about options available in education, training and employment post-16 how to prepare for employment, including how to write a CV, apply for a job and prepare for interviews about the importance of skills for employability, e.g. leadership, teamwork and presentation skills how to create and present a positive personal image and a positive online presence how to assess and evaluate strengths to set realistic, aspirational goals 	
Summer 1	<p>Developing respect for diversity, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Nature of committed relationships Forced marriage Diversity and discrimination Extremism 	<ul style="list-style-type: none"> how to make informed decisions about marriage and other long term commitments about the unacceptability of forced marriage and how to safely seek help to respect diversity in gender identity, sexual orientation, faith, race and disability about rights, roles and responsibilities in a diverse society and how to respect and advocate for them strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010) how to manage the influence of gender and sexual norms and stereotyping about the support available to people with protected characteristics and how to access advice and help for self or others how personal data is generated, collected and shared and may be used with the aim of influencing decisions how to recognise when social media disproportionately features inaccurate information or extreme viewpoints; how to evaluate the potential impact of this about extremism, how to reduce the risks and where to seek help 	
Summer 2	Relationships and Sex Education	<ul style="list-style-type: none"> 	