

## PSHE Overview- Key Stage 3 & Key Stages 4 & 5

**Aspirational Pathways – RED, ORANGE, YELLOW, GREEN, BLUE** – students following these pathways will follow the curriculum topics and objectives set as below. Activities will be differentiated to enable student learning and engagement.

**Aspirational Pathways – Blue, Indigo, Violet** – students on these pathways will follow the Engagement Profile and explore curriculum topics in a sensory way. They will gain knowledge and understanding of the wider world through a practical approach. The focus of the lessons will be for individuals to experience the curriculum at their own pace. Concepts will be explored to meet student need.

PSHE Overview Key Stage 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>All About Me: My family Relationships/HRSE</b>	<b>Caring For Others: Pet Care Needs of a baby</b>	<b>Bullying 4 types of bullying and the impact</b>	<b>Economic Wellbeing: Jobs Skills and Qualities Aspirations</b>	<b>Safety in the Home: Recognising danger Treating basic injuries Following rules</b>	<b>Safety in the Community: Stranger Danger Road Safety</b>
<b>Year 8</b>	<b>Healthy Lifestyles: Exercise Diet Hygiene</b>	<b>Economic Wellbeing: Skills &amp; Qualities Aspirations Careers</b>	<b>Emotional Wellbeing: Bullying Mental Wellbeing Emotional resilience</b>	<b>RSE: Puberty Emotional and physical changes Positive and negative relationships</b>	<b>Safety in the Home: Recognising dangers First Aid Following rules</b>	<b>Helpful &amp; Harmful Drugs: Medicines – introduction to drugs education Safe and Unsafe Who can give me medicines?</b>
<b>Year 9</b>	<b>Rules, Rights, Responsibilities: Class/School Rules Need for rules The law</b>	<b>Careers &amp; Economic Wellbeing: Preparation for Adulthood World of Work Employability Aspirations Skills and Qualities</b>	<b>Relationships/ Health &amp; Wellbeing: Family Friends Positive and Negative relationships Hygiene</b>	<b>RSE/ Puberty: Emotional and physical changes/personal hygiene Positive and negative relationships</b>	<b>Drugs, Alcohol, Tobacco: Dangers of smoking Dangers of drinking Legal &amp; Illegal drugs</b>	<b>Bullying, Racism, Prejudice: Types of bullying Racism Prejudice meaning Discrimination meaning</b>

PSHE Overview Key Stages 4 & 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<b>Personal Identity:</b> Self-awareness Recognising external factors that affect your behaviour Developing strategies to cope in situations	<b>Careers &amp; Economic Wellbeing:</b> World of Work Employability Aspirations Skills and Qualities	<b>Drugs, Alcohol, Tobacco:</b> Legal & Illegal drugs Energy Drinks The Law Keeping Safe	<b>RSE:</b> Intercourse/Pregnancy Consent/The law Appropriate touch Contraception Sex and Sexuality Understanding gender	<b>Choice &amp; Risk:</b> Recognising risks to safety Online safety Relationships/ abusive The Law Ranking risks Making informed choices Prejudice & Discrimination	<b>The Emergency Services:</b> Fire Police Ambulance Equipment
<b>Year 11</b>	<b>Prejudice &amp; Discrimination:</b> What are the differences? Racism Bullying Harassment The Law/Hate Crime	<b>Choice &amp; Risk:</b> Making good choices Recognising risk Online safety Alcohol, drugs Peer pressure Financial risk	<b>Drugs, Alcohol, Tobacco:</b> Legal & Illegal drugs Energy Drinks The Law Keeping Safe	<b>RSE:</b> Intercourse/ Pregnancy Consent/The law Appropriate touch Contraception Sex and Sexuality Understanding gender	<b>Careers &amp; Capabilities:</b> Choices after school Employability World of work Expectations and limitations Discussion of wants and needs	<b>Heart Start:</b> First Aid Emergency responses Treating common injuries Recognising risk
<b>6<sup>th</sup> Form</b>	<b>Prejudice &amp; Discrimination:</b> What do they mean? What are the differences? The Law Developing opinions	<b>Choice &amp; Risk:</b> Making informed choices Recognising personal risk Peer pressure Financial Online safety	<b>Personal Hygiene:</b> Keeping clean Using products Germs, bacteria Sun safety	<b>RSE:</b> Recap on body parts Appropriate touch Consent Intercourse (if applicable) Positive/loving relationships	<b>Drugs, Alcohol, Tobacco:</b> Smoking Drinking The Law Effects on the body Legal and illegal drugs Medicines that help	<b>The Emergency Services:</b> Fire Police Ambulance Equipment

KEY STAGE 3 LONG TERM OVERVIEW

		Autumn A	Autumn B
Year 7	<b>Vocab</b>  family friends school care love respect pets need	<b>Unit: Developing Self – All About Me</b>  This topic is an introduction to PSHE. Over the course of the topic, students will develop skills of speaking in discussions, offering their opinions and sharing their own stories. They will begin to explore their new environment, find out where things are around school, identify places they like/dislike and give reasons. Students will learn how to describe themselves, recognise personal skills and qualities in themselves. They will play games to develop social skills and recognise other people’s skills and qualities. Students will learn about the family unit, the different types of family there are. What makes a family, the extended family and how it works together. They will learn about the different roles within a family unit and the names of different relations. This is linked to the new statutory HRSE curriculum to develop and understand positive relationships. Students will engage in talking about things they enjoy doing outside of school and produce pieces of work which reflect who they are.	<b>Unit: Caring for Others</b>  This topic is a continuation of Family life which extends to the needs of living things. In particular, the needs of pets. Students will explore what type of pets they have at home or which they would love to have. Students to recognise and make choices of the types of equipment/resources/care that are needed to look after a pet. Students will research a particular animal and find out how to look after them properly. A visit to a local pet store is possible. Moving on from pet care, students will then explore the needs of a child and how they differ/are the same as a pet. Students will take part in a range of childcare activities and think about how a baby should be looked after and that all living things deserve and need essential things of food, warmth, home and love.
Year 8	<b>Vocab</b>  diet exercise active healthy hygiene jobs money skills qualities aspire	<b>Unit: Healthy Lifestyles</b>  This unit will look to support students learn and understand what makes a healthy lifestyle. It will help develop students’ knowledge and understanding of the elements of having a healthy lifestyle, from eating a well-balanced diet to engaging in a range of physical activities which promote exercise and wellbeing. The unit will look at mental wellbeing and ways and strategies to support good mental health. A range of activities will explore what it means to be a healthy person physically and mentally. Students will explore and learn about food packaging and the traffic light system on packets to help them make informed decisions about the foods they eat and snacks they should have.	<b>Unit: Economic Wellbeing/ Preparation for Adulthood</b>  This topic will allow students to think about future plans. It will seek to encourage and support students to think about what aspirations they have and what they would like to do as they get older. This topic will encourage students to recognise their skills and qualities as individuals. They will have the opportunity to learn about different jobs (possibly have a careers day) with guest speakers talking about the types of jobs they do. Students will have some practical experiences and show what is involved in different jobs and the skills and qualities needed to do these jobs. Students will be encouraged to think rationally about their own personal goals and how they see themselves achieving them. They will develop their personal identity skills and recognise what they are good at and where their areas for development are.

			Students will have the opportunity throughout the activities to think about and make informed decisions about what they want to do as they grow up.
<b>Year 9</b>	<b>Vocab</b>  <b>family</b> <b>friends</b> <b>need</b> <b>behaviour</b> <b>marriage</b> <b>respect</b> <b>trust</b> <b>rules</b> <b>safe</b> <b>expectation</b> <b>responsibility</b> <b>consequences</b>	<b>Unit: Rules, Rights, Responsibilities</b>  This unit will seek to develop an awareness of the difference between rules, rights and responsibility. Students will be encouraged to think about what a responsible person may do.  They will take part in a range of activities based on rules, rights and recognising their responsibilities. They will use real life situations to identify these to help develop an understanding that they have rights and responsibilities and they have a voice to be heard. Students will also recognise and identify the importance of rules, why we have them and consequences if they are broken.  The students will: <ul style="list-style-type: none"> <li>• Discuss class rules, the need for them and rules in different situations.</li> <li>• Think about responsibilities at home, school and in the community.</li> <li>• What are your rights?</li> </ul> Describe some laws.	<b>Unit: Economic Wellbeing/ Preparation for Adulthood</b>  This unit will support the Skills for Life curriculum.  This unit builds on knowledge from previous years and begins to develop interpersonal skills and knowledge of the wider world. It will begin to develop the awareness of our young people as seeing themselves as employable and what that means.  This topic will encourage students to recognise their skills and qualities as individuals. They will have the opportunity to learn about different jobs (possibly have a careers day) with guest speakers talking about the types of jobs they do.  Students will have some practical experiences and show what is involved in different jobs and the skills and qualities needed to do these jobs. Students will be encouraged to think rationally about their own personal goals and how they see themselves achieving them. They will develop their personal identity skills and recognise what they are good at and where their areas for development are.  Students will have the opportunity throughout the activities to think about and make informed decisions about what they want to do as they grow up.

		Spring A	Spring B
Year 7	<b>Vocab</b>  <b>bully</b> <b>unkind</b> <b>hurt</b> <b>feelings</b> <b>help</b> <b>support</b> <b>repetitive</b> <b>risk</b> <b>jobs</b> <b>skills</b> <b>qualities</b> <b>work</b> <b>dreams</b>	<b>Unit: Bullying</b>  This topic will explore the different types of bullying which go on. Students will share personal experiences and learn to recognise what a bully is and the varying degrees of bullying. Students will take part in role play activities to show how bullying affects people. They will explore a range of bullying techniques to determine whether it is a good idea or not. They will learn to develop their skills of empathy and recognise that what someone thinks of as a joke can also hurt another's feelings. Students will explore the school rules and give examples of types of bullying they might see or experience. They will be supported to understand that they have people who will listen to them in school and who to seek out at home. Students will learn about different types of bullying which will include: Teasing and name calling Physical bullying Verbal bullying Cyber bullying	<b>Unit: Economic Wellbeing</b>  This topic will encourage students to recognise their skills and qualities as individuals and to start them looking at and exploring future plans. They will have the opportunity to learn about different jobs (possibly have a careers day) with guest speakers talking about the types of jobs they do. Students to have some practical experiences and show what is involved in different jobs and the skills and qualities needed to do these jobs. Students will be encouraged to think rationally about their own personal goals and how they see themselves achieving them. They will develop their personal identity skills and recognise what they are good at and where their areas for development are. Students will have the opportunity throughout the activities to think about and make informed decisions about what they want to do as they grow up.
Year 8	<b>Vocab</b>  <b>bullying</b> <b>help</b> <b>support</b> <b>behaviour</b> <b>mood</b> <b>emotions</b> <b>feelings</b> <b>puberty</b> <b>growing</b> <b>develop</b> <b>safe</b> <b>unsafe</b>	<b>Unit: Emotional Wellbeing</b>  This topic will explore a range of issues which surround students as they grow from children to young adults. Students will take part in activities which promote positive mental health and emotional wellbeing. Students will work on activities based on problem solving situations and learn strategies to support developing confidence and maturity when faced with difficult issues. Students will explore the following issues. <ul style="list-style-type: none"> <li>• Bullying, teasing</li> <li>• Avoiding and dealing with confrontation</li> <li>• Anger management and coping strategies</li> </ul> Take part in games which promote and support empathy and positive relationships.	<b>Unit: Relationships and Sex Education</b>  Students will learn about how the body changes as they grow up. They will gain knowledge and understanding of parts of the body, and the physical and emotional changes which occur during puberty. Students will explore the technical names for different parts of the body and what happens during puberty. Explore different relationships and the feelings attached to them. Look at feelings and emotions and how they affect and effect who we are. Name parts of the body, in particular the reproductive organs- their purpose and the changes which occur to them. The changes the body goes through during puberty and the importance of personal hygiene. Periods and the menstrual cycle. Good touch / Bad touch.

<p><b>Year 9</b></p>	<p><b>Vocab</b></p> <p>hygiene bacteria germs virus clean health wash spread puberty develop relationships emotions hormones mood grow</p>	<p><b>Unit: Relationships, Health and Emotional Wellbeing</b></p> <p>This unit will explore the different types of relationships we have. Students will take part in a range of activities, including group discussions, based on the people we interact with, our relationships and behaviours towards others.</p> <p>Students will look at and develop further understanding of emotional attachments, who we favour most, how we behave, what is expected of us with different people.</p> <p>Students will explore the importance of stable relationships and also marriage. What these mean in modern society and the expectations of having special and permanent relationships. Students to explore what makes a good relationship and the qualities needed to be successful within different relationships. Key vocabulary will be introduced and explained to support this topic.</p> <p>This unit will also look to support students learn and understand what makes a healthy lifestyle. It will help develop students' knowledge and understanding of the elements of having a healthy lifestyle, from eating a well-balanced diet to engaging in a range of physical activities which promote exercise and wellbeing.</p> <p>Students will explore the importance of personal hygiene, bacteria and viruses and the need to stay clean to have a healthy lifestyle.</p> <p>Students will take part in activities which promote good mental health, things that make them happy and develop strategies to help if they feel overwhelmed or stressed out.</p>	<p><b>Unit: Relationships and Sex Education / Health and Emotional Wellbeing</b></p> <p>Students will recap on what they learned in Year 8. They will learn about how the body changes as they grow up. They will gain knowledge and understanding of parts of the body, and the physical and emotional changes which occur during puberty.</p> <p>Students will explore the technical names for different parts of the body and what happens during puberty.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Establish a set of ground rules they agree to.</li> <li>Explore different relationships and the feelings attached to them.</li> <li>Look at feelings and emotions and how they affect and effect who we are.</li> <li>Name parts of the body, in particular the reproductive organs- their purpose and the changes which occur to them.</li> <li>The changes the body goes through during puberty and the importance of personal hygiene.</li> <li>Periods and the menstrual cycle.</li> <li>Good touch / Bad touch.</li> </ul>
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		Summer A	Summer B
Year 7	<b>Vocab</b>  <b>safety</b> <b>danger</b> <b>risk</b> <b>hurt</b> <b>injury</b> <b>stranger</b> <b>safe</b> <b>choice</b> <b>crossing</b> <b>look</b> <b>listen</b> <b>stop</b>	<b>Unit: Safety in the Home</b>  This topic aims to make students aware of the risks and dangers within the house and to ensure they have a basic knowledge of how to treat typical household injuries. Students will take part in activities which raise awareness of typical dangers in the house, in particular, the kitchen, bathroom, garden. They will show knowledge and understanding of the risks and recognise them when they see them. Students will gain experience in the practical treatments of household injuries and follow how to treat injuries such as bleeding, scalds, choking and CPR. Students will watch videos and carry out practical tasks. Students will explore how to keep and store medicines safely in the home, when and by whom to take medicines from. They will share their own experiences of needing first aid and explain why staying safe is important.	<b>Unit: Safety in the Community</b>  This topic aims to make students aware of the risks and dangers within the community and to ensure they have a basic knowledge of how to behave in a safe way when not in the home. Students will take part in activities which raise awareness of road crossing safely in different places. They will practice the green cross code in a variety of settings and crossings and identify the risks involved in unsafe road crossing. Students will explore and gain knowledge on the importance of Stranger Danger; how to recognise it and who is a safe stranger. They will take part in activities surrounding situations when being approached by a stranger, arranging to meet someone online and what they should do if they are stopped by someone. Students will continue to practice their names and addresses and think about people who are safe to trust.
Year 8	<b>Vocab</b>  <b>safety</b> <b>danger</b> <b>risk</b> <b>hurt</b> <b>injury</b> <b>choice</b> <b>medicine</b> <b>smoking</b> <b>cigarette</b> <b>drug</b> <b>harmful</b>	<b>Unit: Safety in the Home</b>  This topic is a continuation and recap of work covered in Year 7. Students will recall key skills and knowledge based on risks and safety at home. Students will take part in activities which raise awareness of typical dangers in the house, in particular, the kitchen, bathroom, garden. They will show knowledge and understanding of the risks and recognise them when they see them. Students will gain experience in the practical treatments of household injuries and follow how to treat injuries such as bleeding, scalds, choking and CPR. Students will watch videos and carry out practical tasks. Students will explore how to keep and store medicines safely in the home, when and by whom to take medicines from. They will share their own experiences of needing first aid and explain why staying safe is important.	<b>Unit: Helpful and Harmful Drugs</b>  This topic is an introduction to the drugs, alcohol and smoking topic covered in Year 9. Students will begin to explore and learn about the dangers to their health through smoking. As well as learning about medicines they take which help. They will learn about safe storage and reading the directions on labels.  They will learn the difference between prescribed drugs – the benefits, who can take them and give them, when and why. They will also briefly look at harmful drugs and why they are dangerous. They will take part in scenarios which explore peer pressure. They will learn about the effects of smoking and the names of common helpful drugs and what you can take from whom.



<p><b>Year 9</b></p>	<p><b>Vocab</b></p> <p>drugs alcohol smoking nicotine legal illegal racism different prejudice hate crime consequence equality</p>	<p><b>Unit: Drugs, Alcohol, Tobacco</b></p> <p>This unit will continue from the introduction last year to support students in their knowledge and understanding of drugs, alcohol and tobacco.</p> <p>Students will learn, in greater detail, what effects drugs and alcohol have on the body. They will take part in activities to develop their awareness of what these substances do to the body.</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Take part in an activity listing what are drugs.</li> <li>• Learn what is legal and illegal.</li> <li>• Look at the effects of smoking and misuse of alcohol.</li> <li>• Effects of some illegal drugs( simple)</li> <li>• The law.</li> </ul> <p>Experience activities around how to make simple choices and resist peer pressure.</p>	<p><b>Unit: Bullying, Racism, Prejudice</b></p> <p>This topic will develop students' knowledge and understanding of what bullying is, the different types of bullying there are and the ways to stop it and help if they are ever in that situation.</p> <p>This topic will also cover aspects of racism; what it means and the ways people can be racist. Students will look at high profile cases of racism in the news and discuss what the effects are of this.</p> <p>Students will explore and gain knowledge and understanding of the terms prejudice and discrimination. The topic will seek to support student's awareness and understanding of the differences we all have and how we are perceived in society. Students will explore the types of discrimination there are and ways to stand up to it or recognise it happening.</p>
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