



'Excellence for All'

Long Term Plan PSHE

| Half term | Unit title | Key knowledge/ Content to learn and retain | Essential skills to acquire (subject & generic) Critical content | Link to subject ethos 'Excellence for All' | Anticipated misconceptions | Links to previous KS | Links to future KS | Opportunity for stretch for high prior attainers | SMSC & British Values | Cultural Capital | Career Link |
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| Y10 HT1 | Being Me in My World (Mental Health and Wellbeing Focus - external factors) | Work experience Revenge Porn | What are the benefits of work experience and how can we be professional at all times? Define - Revenge Porn Takedown | To understand that people have bodily autonomy and to take a picture without their consent or to share it without their consent is breaking trust. To understand how drugs | Legal age of culpability being 10 years That prescription drugs can be harmful | That drugs are intrinsically linked with gangs, county lines, antisocial behaviour, and young offending. | Spiral curriculum is built on throughout KS3 and 4 | Understanding the law around drugs. Campaigns against body shaming and nude sharing | Pupils recognise risks to their wellbeing for example drugs, pupils feel ready for the next phase of their lives outside school, pupils are resilient and understand how to keep themselves physically | Speaker opportunity - Prison Me No Way, RE-Fresh, The Warren, UK Feminista. Paul Hannaford - mentor and lecturer - drugs, gangs and prison. Enrichment opportunities. | Emergency services, drug outreach. Public and private sector opportunities. |

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| | | | <p>Policy I know where to find help if you become a victim of revenge porn</p> <p>The Law - private and criminal prosecution is possible.</p> | can ruin lives. | | | | | healthy | | |
| | | Body Shaming | <p>Define - Body shaming Body image I have tools to use to encourage body positivity in myself and others</p> | | | | | | | | |
| | | Online Fraud | <p>Define - Online fraud Name some types of online fraud I understand some of the techniques fraudsters use and where to get help if I become a victim</p> | | | | | | | | |
| | | Drugs - Class C | <p>I can identify what class C drugs are I understand the dangers of</p> | | | | | | | | |

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| | | <p>Drugs - Class B</p> <p>Drugs - Class A</p> | <p>Class C drugs and the possibility of addiction to prescription drugs</p> <p>I can identify some Class B drugs. I understand the harms that Class B drugs can cause</p> <p>I understand the harm that Class A drugs can do I understand the law relating to drug possession, supply and production</p> | | | | | | | | |
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| HT2 | 'British Values' Citizenship focus | The Role of Parliament | How does Parliament hold the government | A high quality citizenship education helps to | The role of parliament in holding government | Parliament and democracy, political | The world of work, politics in the UK. | Traffic light system of tasks, questioning | To develop responsible, respectful and active | Hull Young People's parliament Prison Me, No | Police, Courts, CPS, civil service, politics. |

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| | | | accountable? What are the roles of the executive, legislature and judiciary? | provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. It should foster pupils' keen awareness of how the United Kingdom is governed and how laws are made and upheld | to account. What an undemocratic country's voting system looks like. Diversity and its benefits. | systems of the UK. Voting and elections, financial literacy. *History link Y8/Y11 Anti bullying week | Politics A-Level Sociology A-Level Law A-Level | could be used for stretch and challenge to allow higher achievers to thrive whilst scaffolding below Resources can be differentiated | citizens who are able to play their part and become actively involved in public life as adults Developing pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance | Way, The Warren. Hull Young People's Parliament Gambcare. Enrichment opportunities. | Public and private sector opportunities. Industry and commerce. |
| | | The UK electoral system | Why is it so important to vote? | | | | | | | | |
| | | Democratic and non democratic forms of government (Oak Academy) | What is the difference between democratic and non democratic governments? | | | | | | | | |
| | | The Commonwealth | What is the commonwealth? What is Brexit? | | | | | | | | |
| | | Community, diversity and the UK | What is the importance of mutual understanding and respect between communities in the UK? | | | | | | | | |

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| | | Citizenship, Community and Campaigning | Why is campaigning important? | | | | | | | | |
| | | Wages, taxes, debt and risk | What is debt and what are some financial risks? | | | | | | | | |
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| HT3 | Relationships | Dealing with Break-ups | What is one instructive way of dealing with a break-up Define amicable | Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young | Contraception efficacy. Various STIs, prevention and treatment | Y7 - Feelings about sharing nudes Sexting Upskirting Healthy and unhealthy relationships - CMO Introducing consent FGM Y8 - Commitment, consent, contraception | Y11 - Disrespect nobody Sexual health Role of intimacy and pleasure Pornography Good sex | Traffic light system of tasks, questioning should be used for stretch and challenge to allow higher achievers to thrive whilst scaffolding below | We aim to develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. We aim to develop pupils' | Paul Hannaford - mentor and lecturer - drugs, gangs and prison. Enrichment opportunities. | NHS, general life skills, health and social care. Public and private sector opportunities. Industry and commerce. |

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| | | Forced marriage | <p>abortion? Do women need their partners permission to have an abortion?</p> <p>Define - Arranged Marriage Forced Marriage. Family honour Domestic servitude forced marriages</p> | | | | | | | | |
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| HT4 | Healthy Me | <p>Risk taking</p> <p>Body modification</p> | <p>To look at various risks and risk taking. What is a 'positive' risk and why and what is a 'negative' risk and why?</p> <p>To understand the risks around body</p> | Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young | Risks in getting tattoos and piercings, understanding that males also suffer with body image insecurity. That carrying a knife is safe. | Y7 - Feelings about sharing nudes Sexting Upskirting Healthy and unhealthy relationships - CMO Introducing consent FGM Y8 - Commitment, consent, contraception | Y11 - dealing with anxiety, mindfulness, coping mechanisms | Traffic light system of tasks, questioning should be used for stretch and challenge to allow higher achievers to thrive whilst scaffolding below | Good RSHE should build pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. | Visit to Hull Law Courts. Enrichment opportunities | Work experience. Public and private sector opportunities. Industry and commerce. |

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| | | <p>modification and sunbed usage</p> <p>Knife free</p> <p>To learn to effectively assess and manage the risks of knife crime, I can challenge myths around carrying a knife</p> <p>Male body image</p> <p>To understand that body image issues affect most people regardless of their identified (non) gender or sex</p> <p>Positive masculinity</p> <p>To understand what a positive role model can be and what attributes they might have</p> <p>Suicide - recognising signs and safe intervention</p> <p>To correctly identify some signs which may indicate suicidal thoughts and have strategies to support</p> | <p>people to mature, build their confidence and self esteem and understand the reasons for delaying sexual activity.</p> | | <p>, mental health and wellbeing</p> <p>Y9 -Starting a romantic relationship</p> <p>Capacity to consent</p> <p>Preventing STIs</p> <p>Contraception</p> <p>Condom negotiation and unplanned pregnancy, positive and negative coping strategies, mood boosting</p> | | | | | |
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| HT5 | Dreams and Goals | Showcasing personal strengths Managing online reputation Conflict management Valuing Diversity | What are some positive ways to leave a digital footprint What is one technique you can use to protect your online presence? Name 3 strategies for conflict resolution and management To understand the importance of valuing diversity and understand how the media affects our perceptions of diversity | Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self esteem and understand the reasons for delaying sexual activity. | That your online reputation can follow you through life. Anything you put online can be accessed by potential future employers. | Y7 - Feelings about sharing nudes Sexting Upskirting Healthy and unhealthy relationships - CMO Introducing consent FGM Y8 - Commitment, consent, contraception, mental health and wellbeing Y9 -Starting a romantic relationship Capacity to consent Preventing STIs Contraception Condom negotiation and unplanned pregnancy, positive and negative coping strategies, mood | Y11 - dealing with anxiety, mindfulness, coping mechanisms | Traffic light system of tasks, questioning should be used for stretch and challenge to allow higher achievers to thrive whilst scaffolding below | Good RSHE should build pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. | Enrichment opportunities | Public and private sector opportunities. Industry and commerce.. |

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| | | Understanding and preventing extremism | <p>Personal reflection</p> <p>To distinguish violent extremism from legitimate behaviours in a democracy, identify behaviours which contribute to community efforts to reduce the risk of violent and demonstrate the ability to advise someone who is worried about another's behaviour What are some of the consequences of being involved in extremism?</p> | | | boosting | | | | | |
| | | Radicalisation | <p>To identify and explain techniques used to engage someone with an extremist group and</p> | | | | | | | | |

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| | | | explain ways to respond if someone may be being radicalised. What are some of the techniques groups use to radicalise others? | | | | | | | | |
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| HT6 | Being Safe | Coercive control Consent, sexual assault and harassment | Describe what constitutes stalking and harassment and what can happen if people don't take reports of this seriously. Identify where sexual boundaries have been crossed and a crime has been committed. Understand the law around rape | Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self esteem and understand the reasons for delaying | That your online reputation can follow you through life. Anything you put online can be accessed by potential future employers. | Y7 - Feelings about sharing nudes Sexting Upskirting Healthy and unhealthy relationships - Introducing consent FGM Family breakdown, family changes Y8 - Commitment , consent, contraception , mental health and Wellbeing Role models and self esteem, hate | Y11 - dealing with anxiety, mindfulness, coping mechanisms, relationship abuse, importance of sleep, consent, | Traffic light system of tasks, questioning should be used for stretch and challenge to allow higher achievers to thrive whilst scaffolding below | Good RSHE should build pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. | Enrichment opportunities | Work experience. Public and private sector opportunities. Industry and commerce. |

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| | | Sexual harassment | and sexual harassment. Describe what constitutes sexual harassment and why this is always unacceptable. Describe how we can report sexual harassment and what rights we have under UK law. | sexual activity. | | crimes, radicalisation, religious prejudice, safer internet, LGBTQIA+ around the world, Y9 -Starting a romantic relationship Capacity to consent Preventing STIs Contraception Condom negotiation and unplanned pregnancy, positive and negative coping strategies, mood boosting, Mental health and dealing with stress, binge drinking, mental health, disordered eating, depression, self harm, screen time, mindfulness, | | | | | |
| | | Gambling sessions | Risks of gambling/online gambling | | | | | | | | |
| | | Intolerance | Describe how a tolerant society faces a paradox when it comes to dealing with intolerance. Describe differing viewpoints on what should be done to tackle intolerance. | | | | | | | | |
| | | Hate Crimes | Describe why cases of hate crime are reported to be | | | | | | | | |

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| | | Social Media Pressures | <p>on the increase and the reasons behind this. Describe why cases of hate crime are reported to be on the increase and the reasons behind this. What characteristics are covered by hate crime law in the UK?</p> <p>Define the following terms</p> <ul style="list-style-type: none">-Online persona-Brand-Self-Esteem <p>I understand that online persona is different to reality</p> | | | | | | | | |
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