



'Excellence for All'

Long Term Plan PSHE

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic) PSHE Critical Content (the most basic knowledge that pupils will take away from each lesson)	Link to subject ethos 'Excellence for All'	Anticipated misconceptio ns	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Y8 HT1	Being Me in My World (Mental Health and Wellbeing Focus - external factors)	Attitudes to mental health	What is mental health? I can articulate some aspects of mental health disorders and discern truth from fiction I can signpost support for mental health	Understandi ng the value of good mental health. That you grow in resilience and can learn to reframe failure. The importance	That mental health is something that cannot be worked on Not knowing what resilience is or that it is a skill that can be learned	Y7 - spiral curriculum Importance of positive friendships, positive self image and damaging effects of social media.	Spiral curriculum is built on throughout KS3 and 4	Looking at the Law - protected characteristics , The Equality Act 2010	Acceptance of and engagement with the fundamental British Values of the Rule of Law. Willingness to reflect on their experiences	Visiting speaker opportunity - MESMAC The Warren Hull - Mind Paul Hannaford - mentor and lecturer - drugs, gangs and prison. Enrichment	The Law Sociology. Public and private sector opportunities. Industry and commerce.

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	Promoting wellbeing and resilience	issues I can explain factors that affect resilience and wellbeing I can identify ways to promote wellbeing and resilience I can re-frame failure	and value of kindness over bullying. That there are dangers and consequence s to sexting	The law surrounding sending nude photographs			links	
	Digital resilience	I can evaluate the positive and negative impact of social media on emotional wellbeing I can describe strategies for developing digital resilience						
	Cyberbullying	I can define cyberbullying I can define when 'banter' becomes bullying Students understand that using the term 'gay' can be offensive						
	Sexting	l understand what sexting is I understand						

	the possible legal consequences of sending a				
	nude picture Students can discuss if girls have a more positive or negative experience online				
Peer pressure	I can define peer pressure I know what a good friend looks like I can give advice about how to resist peer pressure.				
Digital resilience 2	I can examine how going online can influence the way we feel, think and act To understand what digital resilience is				
Halloween Safety	l understand how to stay safe celebrating Halloween				

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Y8 HT2	'British Values' Citizenship focus	Citizenship - what do we know? The police, their role and powers	What do we know about Citizenship and British values To identify some of the rights the police have in the UK	A high quality citizenship education helps to provide pupils with knowledge, skills and understandin g 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 law are made and upheld.	That the police have unlimited power. That all courts are the same. Civil and criminal law are two different things. The purpose of the Youth Justice system.	The political system, the rule of law Anti bullying week	KS4 Citizenship curriculum - role of Parliament and holding governments to account, democratic and non democratic governments beyond the UK.	Traffic light system of tasks, questioning should be used for stretch and challenge to allow higher achievers to thrive whilst scaffolding below	To develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults Developing pupils' understandin g of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	Hull Young People's parliament Prison Me, No Way Enrichment links	Police, Courts, CPS, civil service. Public and private sector opportunities. Industry and commerce.

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Civil law c c in c	To define criminal and civil law and dentify criminal and civil crimes				
system c k n a c a y r	To explain the differences between a Magistrate's and a Crown court and explain your legal rights after arrest				
Court t t c a c t	To understand that a Youth Court has a different approach to defendants than adult courts				
young t offenders t l l c s c v v	To investigate the layout of the court and different roles within it and look at different strategies the court uses when dealing with young offenders.				
	To understand				

		environment (optional lesson)	what 'green crime' is								
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Y8 HT3	Relationships	Commitment	What does commitment to others and yourself mean? Why is commitment important for people's health, wellbeing and relationships?	Effective RSE does not encourage early sexual experimentat ion. It should teach young people to understand human sexuality and to respect themselves and others. It enables	That commitment to yourself is key	Y7 - Feelings about sharing nudes Sexting Upskirting Healthy and unhealthy relationships - CMO Introducing consent FGM	Y9 -Starting a romantic relationship Capacity to consent Preventing STIs Contraceptio n Condom negotiation and unplanned pregnancy	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	Paul Hannaford - mentor and lecturer - drugs, gangs and prison. Police visit CSE and grooming dangers. Enrichment links	NHS, general life skills, health and social care. Public and private sector opportunities. Industry and commerce.

Relationship Values How can w use communic n to impro our relationshi and how d we know when a relationshi no longer healthy? We are abl suggest sa and	sexual activity. os o is e to	Y10 -Social media pressure, Revenge porn Managing breakups Same sex relationships STIs and contraception Teenage pregnancy Rape, consent and sexual harrassment Y11 - Disrespect nobody Sexual health Role of intimacy and pleasure	pupils' character; a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with othersWe want to develop	
Introduction to consent Untroduction to consent Introduction to ask someone f their conse without putting the under pressure	w or int	Pormography Good sex	pupils' age-appropri ate understandin g of healthy relationships through appropriate relationship education.	

		to contraception	What is contraception ? How and why are condoms used? What is the pill? Where can you get contraceptive s from?								
		LGBTQAI+	Define these terms - LGBTQAI – Cis-gender –								
		Being an ally - same sex relationships and trans identity	Explain how you can be an ally to an LGBTQAI+ person								
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Y8 HT4	Healthy Me	Personal safety	Describe in detail ways	At KS3 students	That legal prescribed	Y7 - puberty, hygiene,	Y9 - unplanned	Traffic light system of	The PSHE	Enrichment links.	Sports, physio, health
			we can help in medical	build on the knowledge and	drugs cannot be harmful,	understandin g healthy	pregnancy, contraception	tasks, questioning	programme builds pupils'		and social care. Public and
			emergencies and different methods of	and understandin g, skills,	that vaping is 'better than smoking',	living and how to integrate a	, gangs, drugs and alcohol Y10 - social	should be used for stretch and	confidence, resilience and knowledge so		private sector opportunities.
			improving personal	attributes and values	on ronning,	healthy lifestyle and	media peer pressure,	challenge to allow higher	that they can keep		Industry and commerce.
			safety.	they have acquired and developed		drugs and the dangers associated	drugs class A,B, C, contraception	achievers to thrive whilst scaffolding	themselves mentally		
		Drug	What are 3	during the primary		with drugs,	, unplanned pregnancy,	below	healthy.		
		awareness	harms drugs can have on	phase. PSHE education			STIs, abortion,		The PSHE curriculum promotes		
			the body and explain the link between	acknowledge s and addresses			Y11 - self examination, cancer, STIs,		pupils' understandin		
			harm, legalisation	the changes that young			fertility and reproduction,		g of how to keep physically		
			and different classes of drug	people experience beginning			families, sexual health, consent,		healthy, eat healthily and		
				with the transition to			relationship safety		maintain an active lifestyle.		
		Drugs and the law	To understand the penalties for various	secondary school, the challenges of							
			drug possession in	adolescence and their							
			the UK	increasing independenc e.							
				с.							
		Smoking and	Describe the								
		vaping	different health								
			problems caused by								
			smoking tobacco and								

		Alcohol and peer pressure	cannabis. To understand how peer pressure can influence is and build up strategies to manage this								
		Body image	Body image - how can we help someone struggling with their body image?								
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Y8 HT5	Dreams and Goals	Role model and self esteem	To describe in detail the issues young people face when they idolise poor role models.Is there a link between the way some	At KS3 students build on the knowledge and understandin g, skills, attributes and values they have	The harms of stereotypes. What makes people vulnerable to grooming and radicalisation and the techniques used.	Y7 - Influences, friends and friendship Peer pressure, bullying and banter	Y9 - unplanned pregnancy, contraception , gangs, drugs and alcohol Y10 - social media peer pressure, drugs class	Spiral curriculum is built on throughout KS3 and 4	Developing personal values and a personal belief system that values self and others. Mutual respect and	Enrichment links	Public and private sector opportunities. Industry and commerce.

		people idolise	acquired and	Trolling and	A,B, C,	tolerance.	
		role models	developed	online	contraception	Willingness	
		and their	during the	identity	, unplanned	to reflect on	
		levels of	primary	lacinity	pregnancy,	their own	
		self-esteem.	phase. PSHE	Mental	STIs,	experiences	
		seu-esteem.	education	Health and	abortion,	Developing a	
			acknowledge	self esteem	Y11 - self	sense of	
			s and		examination,	enjoyment in	
	Online	To understand	addresses	Media	cancer, STIs,	the world	
	radicalisation	how people	the changes	Influence and	fertility and	around them	
		can become	that young	body image	reproduction,	and in	
		radicalised	people		families,	themselves	
		online, to	experience		sexual health,		
		reflect on how	beginning	Body image	consent,		
		we act online	with the	(online)	relationship		
		and to know	transition to		safety		
		what to do if	secondary		,		
		something	school, the				
		doesn't feel	challenges of				
		right	adolescence				
		ing it	and their				
			increasing				
	Radicalisation	Explain why	independenc				
	and						
		certain people	e.				
	extremism	are					
		vulnerable to					
		radicalisation					
		and					
		what you					
		should do if					
		you suspect					
		it's happening					
		to someone					
		you know.					
		Identify the					
		most					
		common					
		methods used					
		to radicalise					
		people and					
		what extreme					
		ideas sound					
		like.					
		Understand					
		the law					
						-	

h c e	around racial natred and distributing extremist material.				
n and v prejudice in c the workplace a k F a c N t f c i i	To understand workplace discrimination and how the aws protect beople against discrimination Name 3 laws that protect beople from discrimination n the workplace.				
disablism t t F e t f r r r r	To understand the barriers that disabled beople face everyday and to understand how the media can bortray disabled beople.				
stereotyping v s is t	understand why stereotyping s harmful and that racism is unacceptable.				

			Personal reflection.								
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HT6	Changing Me	Basic First Aid Hate crimes	Describe how to identify situations that may require the help of the emergency services. To understand	At KS3 students build on the knowledge and understandin g, skills, attributes and values they have	How to administer basic first aid	Y7 - Influences, friends and friendship Peer pressure, bullying and banter	Y9 - unplanned pregnancy, contraception , gangs, drugs and alcohol Y10 - social media peer pressure, drugs class	Spiral curriculum is built on throughout KS3 and 4	Developing personal values and a personal belief system that values self and others. Mutual respect and	Enrichment links	Public and private sector opportunities. Industry and commerce
		Religious	different hate crimes and the impact they can have To understand whether	acquired and developed during the primary phase. PSHE education acknowledge		Trolling and online identity Mental Health and self esteem	A,B, C, contraception , unplanned pregnancy, STIs, abortion, Y11 - self		tolerance. Willingness to reflect on their own experiences Developing a sense of		
			situations show religious prejudice, religious discrimination or religious ignorance.	s and addresses the changes that young people experience beginning with the transition to		Media Influence and body image Body image (online)	examination, cancer, STIs, fertility and reproduction, families, sexual health, consent, relationship safety		enjoyment in the world around them and in themselves		

LGBTQIA+	To explain the	secondary	Internet			
Rights across	everyday	school, the	Safety Quiz			
the world	issues the LGBTQ+	challenges of adolescence				
	global	and their				
	community face and how	increasing independenc				
	they	e.				
	overcome					
	these.					
	To describe					
	how to identify risk					
	and manage					
	personal safety in					
	increasingly					
	independent situations,					
	including					
	online.					
	To assess the potential					
	impact of					
	influences and marketing					
	on young					
	people's behaviour					
	related to					
	vaping To explain the					
	consequences					
	of vaping, including the					
	environmenta					
	l cost and to					
	analyse ways to challenge					
	influences					
	and misconceptio					

	ns about vaping?					
S	Smoking and second hand smoke smoke smoke smoking inhaling second h smoke	e of g and				