



'Excellence for All'

Long Term Plan PSHE

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	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
Y9 HT1	Being Me in My World (Mental Health and Wellbeing Focus - external factors)	Antisocial behaviour (Hull Fair)	I can define what antisocial behaviour is I can articulate what the shorter and longer term consequences of antisocial behaviour can be on victims	Understanding the consequences of peer pressure and antisocial behaviour and its negative impact on young people. Acknowledging the damage that carrying a knife can do.	That carrying a knife is not illegal if you do not use it That an acid attack is a form of attempted murder The law around knife crime That being in a gang is	Y8 - Understanding the value of good mental health. That you grow in resilience and can learn to reframe failure. The importance and value of kindness over bullying. That there are	Spiral curriculum is built on throughout KS3 and 4	Looking at the Law Understanding how circumstance can affect choice	Ability to recognise the difference between right and wrong and to readily apply this in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.	Visiting speaker opportunity - Prison Me, No Way. Alistair Kennedy - Cybercrime Prevent/Protection Officer Paul Hannaford - mentor and lecturer - drugs, gangs and prison. Enrichment	The Law CPS Social work Police Firefighter Emergency services. Public and private sector opportunities. Industry and commerce.

		<p>Gangs and glamour</p>	<p>I understand the misconceptions around joining a gang I can identify some of the consequences of joining a gang I understand the legal ramifications of joining a gang involved in illegal activity</p>	<p>Valuing independent thought and thinking above 'pack' mentality. Valuing life as precious. Recognising that gang lifestyles are very dangerous.</p>	<p>glamorous That carrying a knife is a criminal offence</p>	<p>dangers and consequences to sexting</p>			<p>Acceptance of and engagement with the fundamental British Values of the Rule of Law.</p>	<p>links.</p>	
		<p>County Lines - drugs and gangs</p>	<p>I understand what county lines is. I understand that gangs exploit young people I know where to get help if I or someone I know is at risk</p>								

		<p>Knife Crime</p> <p>Acid attacks</p> <p>Young Offenders</p> <p>Knife Free</p>	<p>I understand some of the consequences of knife crime</p> <p>I understand the law around carrying a weapon</p> <p>I know how to immediately treat an acid attack victim.</p> <p>I can describe some of the punishments there are for young offenders</p> <p>I can explain some of the reasons people choose to carry knives</p> <p>I can assess a range of consequences to</p>								
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		Money and mental health	To be able to explain why money affect mental health								
		What affects my money choices?	To be able to understand there are different factors that affect my money choices								
		Financial literacy	To be able explain the differences between various money cards								
		Insurance	Why do we need insurance?								
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HT3	Relationships	Starting out in a relationship	Starting out in a relationship - what are some	Effective RSE does not encourage early sexual experimentat	Consent, efficacy of contraception	Y7 - Feelings about sharing nudes Sexting Upskirting	Y10 -Social media pressure, Revenge porn Managing	Traffic light system of tasks, questioning should be	To develop responsible, respectful and active citizens who	Enrichment links.	Public and private sector opportunities. Industry and commerce.,

		<p>Capacity to consent</p> <p>Preventing STIs</p>	<p>questions you might ask yourself when deciding your readiness for sex? What are pressure statements and how can we ignore them?</p> <p>How can alcohol affect your ability to consent?</p> <p>List 3 common STIs What should someone should do if they if they are worried they might have an STI? Which contraception provides some protection from STIs?</p>	<p>ion. 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. .</p>		<p>Healthy and unhealthy relationships - CMO Introducing consent FGM</p> <p>Y8 - Sexting, peer pressure</p>	<p>breakups Same sex relationships STIs and contraception Teenage pregnancy Rape, consent and sexual harrassment</p> <p>Y11 - Disrespect nobody Sexual health Role of intimacy and pleasure Pormography Good sex</p>	<p>used for stretch and challenge to allow higher achievers to thrive whilst scaffolding below</p>	<p>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</p>		
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		Contraception	Name the most common types of contraception How do condoms work against catching STIs?								
		Condom negotiation	Describe how to put a condom on Where can you get condoms from?								
		Unplanned pregnancy	Where can I seek reliable help and advice regarding an unplanned pregnancy?								
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HT4	Healthy Me	Gambling and its risks	What is dopamine and how	At KS3 students build on the	Gambling and the links with video games	Y7 - Healthy and unhealthy	Y10 - social media peer pressure,	Traffic light system of tasks,	The PSHE programme	Enrichment links.	Public and private sector opportunities.

		<p>coping strategies</p> <p>Healthy coping strategies</p> <p>Positivity and mental health and</p>	<p>myth about eating disorders and self harm and give a healthy coping strategy</p> <p>What could be a sign that someone is not coping very well? What are 2 strategies people can use to develop healthier coping strategies</p> <p>Name 3 ways we can boost our mental health through positivity</p>								
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		<p>Computer skills</p> <p>Leadership skills</p> <p>Careers planning</p>	<p>employment</p> <p>Why is it important to have some computer and software skills?</p> <p>To understand what leadership skills are and how we use them. List 5 leadership skills or qualities</p> <p>Identify how we can research careers successfully and create an action plan to find the right career to suit you.</p>								
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		and retain	acquire (subject & generic)	'Excellence for All'	ns			for high prior attainers			
HT6	Changing Me - Mental health and wellbeing focus	Mental health and dealing with stress Binge drinking Mental health - panic attacks and depression	To describe possible ways for us to retain good mental health and how we can deal positively with stress To explain how binge drinking affects different organs in the long and short term and the best way we could discourage young people from binge drinking. To be able to recognise the signs and symptoms of panic attacks and their causes	At KS3 students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience beginning with the transition to secondary school, the challenges of adolescence and their increasing independence	People with disorders have a choice, people who self-harm want attention	Y7 - Influence, friends and friendships, family relationships, sexting, peer pressure, bullying and banter, resilience, trolling and online identity, responsible choices, mental health and self-esteem, being able to self-manage, self-confidence, media influence and body image, online body image. Y8 - Attitudes to mental health, role models and self-esteem, promoting wellbeing and resilience, relationships values, digital resilience, cyberbullying, sexting, body	Y10 - Social media pressures, managing breakups, body shaming, male body image, positive masculinity, suicide prevention 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	The PSHE programme builds pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. The PSHE curriculum promotes pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.	Enrichment links.	Public and private sector opportunities. Industry and commerce.

		Mental health - disordered eating	To understand the signs of disordered eating and to understand how maintaining good physical and mental health can help prevent them from developing What are some of the signs of disordered eating?			image, peer pressure,					
		Mental Health - self harm	To understand the reasons people might self harm and the links to anxiety and depression. Personal reflection								
		Mental health - mindfulness	To correctly identify ways we can practise mindfulness								

		Mental Health - screen time	s and ways mindfulness can help our mental health. What can too much screen time do to our bodies?								
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