

# LONG TERM PLAN FOR SECONDARY PSHE 2021-2022

**CONTEXT & INTENT:** Students will develop skills and knowledge of things that matter to them now and into the future. Staff will promote emotional wellbeing and equip students with ways to self-support their personal, social, health and economic aspects of life.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	<b>Self Awareness (SA)</b>	<b>Healthy Lifestyles (HL)</b>	<b>Changing and Growing (CG)</b>	<b>Managing Feelings (MF)</b>	<b>Self Care, Support and Safety (SSS)</b>	<b>The World I live in (WILI)</b>
<b>Year 7</b>	<p><b>SA1 Personal strengths</b> – Identify some of our own personal strengths</p> <p><b>Sa2 Skills for learning</b> – Describe our own learning target goals</p> <p><b>SA4 – Managing pressure</b> – respond to stimuli which depicts kindness and unkindness</p> <p><b>SA3 – Prejudice and Discrimination</b> - Describe what it means to treat others in a kind and fair way.</p> <p><b>SA3 – Prejudice &amp; Discrimination</b> – recognise that everyone is unique and special and no one should be treated unfairly.</p> <p><b>CG2 – Friendship</b> Describe what having or being friends means.</p> <p><b>CG5 – Long Term Relationships and Parenthood</b> Respond to stimuli about different kinds of families and different kinds of relationships in families.</p>	<p><b>HL1 Elements of a healthy lifestyle</b> – Identify different ways people can live a healthy lifestyle</p> <p><b>HL1 Elements of a healthy lifestyle</b> – Describe how to take care of our dental health (e.g. how to brush teeth correctly / use floss.</p> <p><b>HL2 – Mental Wellbeing</b> Identify ways in which to calm / relax</p> <p><b>HL3 Physical activity</b> Identify different kinds of physical activity and exercise.</p> <p><b>HL4 Healthy Eating</b> – identify our favourite foods and drinks</p>	<p><b>CG2 – friendship</b> Identify different kinds of friendships and ways in which friendship is important</p> <p><b>CG1 – Puberty</b> Respond with curiosity to stimuli about the ways in which we change as we get older.</p> <p><b>CG3 – Healthy / unhealthy relationship behaviours</b> Identify some key features of positive friendships / relationships and how they can make us feel.</p> <p><b>CG3 – Healthy / unhealthy relationship behaviours</b> Identify times when we might feel angry or sad because of someone's behaviour towards us.</p> <p><b>CG5 – Long Term relationships and parenthood</b> – Respond to stimuli about parenthood.</p> <p><b>CG4 – Intimate Relationships, consent &amp; contraception</b> Identify instances in or out of school when we might need to seek permission or receive consent.</p>	<p><b>MF1 Self Esteem &amp; unkind comments</b> – Identify things we can do which help us feel good about ourselves.</p> <p><b>MF2 – Managing feelings</b> – Identify a range of feelings, where we might feel them in our bod, and how they might make us behave.</p> <p><b>Mental Wellbeing</b> – To know that happiness is linked to being connected with others.</p> <p><b>MF2 Strong feelings</b> Describe how we might look, feel, sound when we are happy or unhappy.</p> <p><b>MF2 Strong feelings</b> Identify how we can help others who may be feeling unhappy</p> <p><b>MF3 – Romantic feelings and sexual attraction</b> Identify what it means to like someone</p>	<p><b>SSS1 – Feeling unwell</b> Describe the difference between feeling well and unwell; demonstrate how to let someone know that we are feeling unwell.</p> <p><b>SSS2 – feeling frightened / worried</b> Explain what being frightened/worried means. Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact).</p> <p><b>SSS3 – Accidents and risk</b> Describe what is meant by personal safety</p> <p><b>SSS4 – keeping safe online</b> Describe what keeping safe online means</p> <p><b>SSS5 – Emergency situations</b> Identify rules and procedures in school that help keep us safe.</p> <p><b>SSS6 – Public and private</b> Explain what is meant by private and what is meant by public.</p>	<p><b>WILI1 – Diversity, rights &amp; responsibilities</b> Identify what is meant by having rules in school, at home and in the wider world</p> <p><b>WILI3 – Taking care of the environment</b> Identify living things that people can care for (e.g. house plants, pets, gardens).</p> <p><b>WILI4 – Preparing for adulthood</b> Respond to stimuli about the different jobs adults do in school.</p> <p><b>WILI4 – Preparing for adulthood</b> Describe the kind of job we might like to do when we are older and what we expect it to be like.</p> <p><b>WILI5 Managing finances</b> – describe in simple terms what money is and how it is used.</p>
<b>Year 8</b>	<p><b>SA2 – Skills for learning</b> – Describe what we like and dislike doing as learners</p> <p><b>SA2 – Skills for learning</b> – Describe simple strategies we can use to help us be organised for our learning</p> <p><b>SA3 – Prejudice and Discrimination</b> Recognise what prejudice means.</p>	<p><b>HL1 – Elements of a healthy lifestyle</b> Recognise what is meant by a healthy lifestyle.</p> <p><b>HL2 – Mental Wellbeing</b> Identify triggers that make us stressed or worried, - how can we calm ourselves?</p> <p><b>HL4 – Healthy Eating</b> – Identify all the foods we can eat</p>	<p><b>CG2 Friendships</b> – Demonstrate ways to manage friendship disagreements restoratively</p> <p><b>CG1 – Puberty</b> Identify some of the ways we have changed as we have grown older</p> <p><b>CG1 – Puberty</b> Explain what puberty is.</p> <p><b>CG1 – Puberty</b></p>	<p><b>MF1 – Self esteem &amp; unkind comments</b> Identify feelings associated with feeling good about ourselves.</p> <p><b>MF1 – Self esteem &amp; unkind comments</b> - Identify things that others say that could affect how we feel about ourselves</p> <p><b>MF2 – Strong feelings</b></p>	<p><b>SSS1 – Feeling unwell</b> – Describe in simple terms how germs can be spread to others.</p> <p><b>SSS2 – Feeling frightened/worried</b> Demonstrate some simple strategies we can use if we are feeling worried or frightened.</p> <p><b>SSS3 – Accidents and risk</b> – Explain what is meant by the term risky</p>	<p><b>WILI1 – Diversity, rights and responsibilities</b> Identify some of the similarities and differences between young people of our age.</p> <p><b>WILI4 – Preparing for adulthood</b> Respond to stimuli about adult life.</p> <p><b>WILI4 – Preparing for adulthood</b></p>

	<p><b>SA3 – Prejudice and Discrimination</b> Explain what it means to discriminate against someone</p> <p><b>SA4 – Managing pressure</b> - Explain what is meant by teasing, hurtful and bullying behaviour</p> <p><b>CG2 Friendship</b> Identify occasions when we might need the support of friends.</p> <p><b>CG5 – Long Term Relationships and Parenthood</b> Identify what being in a family means</p>	<p>all the time which are good for us.</p> <p><b>HL3 – Physical Activity</b> Identify our favourite forms of physical activity and exercise.</p> <p><b>HL6 – Medicinal drugs</b> – Recognise what is meant by a medicine</p> <p><b>HL7 – Medicinal drugs, alcohol &amp; tobacco</b> – identify some common legal drugs (e.g. alcohol and nicotine).</p>	<p>Explain aspects of personal hygiene that we can take responsibility for, and why it is important during puberty</p> <p><b>CG3 Healthy/unhealthy relationship behaviours</b> Identify our expectations of friendships / relationships (e.g. spending time together, sharing interests.</p> <p><b>CG4 – Intimate Relationships, consent &amp; contraception</b> Demonstrate how to ask for permission (Get consent before we borrow or take something from someone).</p>	<p>Recognise when others may be feeling happy or unhappy from their facial expression and body language.</p> <p><b>MF2 – Strong feelings</b> Give examples of when we might feel strong emotions.</p> <p><b>MF2 – Strong feelings</b> Identify whom to ask or tell if we are feelings unhappy and / or need help.</p> <p><b>MF3 – Romantic feelings and sexual attraction</b> Identify what it means to like someone.</p>	<p>(something that could go wrong / have harmful consequences) and dangerous (something that will always hurt us (e.g. fire)</p> <p><b>SSS4 – keeping safe online</b> Recognise that all information seen online is true.</p> <p><b>SSS5 emergency situations</b> – Identify examples of what is meant by an emergency. Identify emergency services that can help us</p> <p><b>SSS6 – Public &amp; Private</b> – Identify some things that should be kept private, and some things that are okay to share with our special people, friends or with everyone.</p>	<p>Explain what is meant by having a 'job'.</p> <p><b>WILI5 Managing finances</b> – Recognise that money we get from cash machines or through 'cashback' in the supermarket etc is our money</p> <p><b>WILI5 Managing finances</b> – Identify some ways that money can be kept safe.</p> <p><b>WILI3 – Taking care of the environment</b> Recognise different ways of showing compassion to other living things (e.g. wildlife, pets)</p>
Year 9	<p><b>SA2 –Skills for learning.</b> - Describe our own learning targets.</p> <p><b>SA2 –Skills for learning.</b> - Explain how we might achieve our targets</p> <p><b>SA4 – managing Pressure</b> – Recognise what is meant by peer pressure and peer influence.</p> <p><b>SA4 – managing Pressure</b> – Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying us.</p> <p><b>SA4 – managing Pressure</b> – Identify different types of bullying (including online) and what the impact of bullying might be. Identify strategies to help us if we are being bullied, including online</p> <p><b>CG2 – Friendship</b> Give examples of how we can show support to our friends. Describe how we can let friends know that we need their support.</p>	<p><b>HL2 – Mental Wellbeing</b> Suggest ways to support our mental wellbeing</p> <p><b>HL1 – Elements of a healthy lifestyle</b> Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing.</p> <p><b>HL4 – Healthy Eating</b> Identify foods that should only be eaten occasionally.</p> <p><b>HL5 – Body Image</b> – Identify and describe some different images of young people in pictures, magazines, TV programmes and social media</p> <p><b>HL3 – Physical activity</b> – Describe some of the physical and mental health benefits of regular exercise.</p> <p><b>HL7 – Medicinal drugs – drugs, alcohol and tobacco</b> Describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks.</p> <p><b>HL7 – Medicinal drugs – drugs,</b></p>	<p><b>CG1 – Puberty</b> Describe the physical and emotional changes that happen during puberty, including wet dreams, skin and voice changes, body hair, mood swings.</p> <p><b>CG5 Long term relationships and parenthood</b> Identify what being in a family means</p> <p><b>CG5 Long term relationships and parenthood</b> Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged).</p> <p><b>CG4 – intimate relationships, consent and contraception</b> Respond to stimuli about romantic relationships.</p> <p><b>CG4 – intimate relationships, consent and contraception</b> Identify the similarities and differences between friendships and romantic/intimate relationships.</p> <p>Identify whom we can talk to about relationships</p>	<p><b>MF1 - Self esteem &amp; unkind comments</b> Identify things that others may say or do that could affect how we feel about ourselves.</p> <p><b>MF2 – Strong Feelings</b> Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy).</p> <p><b>MF2 – Strong Feelings</b> Describe some simple strategies we can use to feel and stay happy.</p> <p><b>MF3 – Romantic feelings and sexual attraction</b> Describe the different between liking someone and fancying someone.</p> <p><b>MF3 – Romantic feelings and sexual attraction</b> Demonstrate appropriate use of vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation</p>	<p><b>SSS1 – Feeling unwell</b> Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses)</p> <p><b>SSS1 – Feeling unwell</b> Identify some of the items we might use to support personal hygiene (e.g. soap, toothpaste, flannel, sponge, shower gel, anti-pirspirant).</p> <p><b>SSS2 – Feeling frightened/worried</b> To know that no one has the right to make use feel frightened or uncomfortable and how to recognise harassment, including online.</p> <p><b>SSS4 – keeping safe online</b> Identify some risks of using social media</p> <p><b>SSS6 – Public &amp; Private</b> To know that no one has the right to make use share a photo of ourselves, or give information about ourselves or others online. Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do.</p> <p><b>SSS5 – Emergency situations</b></p>	<p><b>WILI1 – Diversity, rights &amp; responsibilities</b> Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity)</p> <p><b>WILI1 – Diversity, rights &amp; responsibilities</b> Describe what is meant by rights and responsibilities</p> <p><b>WILI2 – Managing online information</b> Recognise that not everything we see online is 'real' or 'true'.</p> <p><b>WILI4 – Preparing for adulthood</b> Recognise that there are different types of employment e.g. paid / unpaid (voluntary), full time / part time, work placements.</p>



		<p><b>alcohol and tobacco</b> Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol and why they exist.</p>			Describe how to call 999 in the case of an emergency	
Year 10	<p><b>SA1 – Personal strengths</b> – Identify some simple strategies to help manage negative opinions/ comments</p> <p><b>SA2 – Skills for learning</b> - Describe the particular ways we like to learn.</p> <p><b>SA2 – Skills for learning</b> - Describe how it feels to achieve a target</p> <p><b>SA3 – Prejudice and Discrimination</b> Identify some examples of different forms of prejudice and discrimination we may have seen / heard about (based on religion, gender, age, race, disability, sexual orientation)</p> <p><b>SA3 – Prejudice and Discrimination</b> Recognise that prejudice and discrimination in any form are unacceptable.</p> <p><b>SA3 – Prejudice and Discrimination</b> Identify what stereotyping means</p> <p><b>SA4 – Managing pressure</b> Recognise what is meant by peer pressure and peer influence. Describe ways we might challenge peer pressure</p>	<p><b>HL2 – Mental Wellbeing</b> Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing.</p> <p><b>HL2 – Mental Wellbeing</b> Describe how we can help friends or family who might be feeling stressed or unhappy.</p> <p><b>HL3 – Physical activity</b> Identify some of the benefits of being physically active and possible consequences of inactivity</p> <p><b>HL4 – Healthy Eating</b> Explain what we mean by a healthy balanced diet</p> <p><b>HL5 – Body image</b> Describe our thoughts and feelings about how different bodies are portrayed in the media.</p> <p><b>HL6 – Medicines and drugs</b> Identify the difference between over the counter medicines and prescribed drugs.</p> <p><b>HL7 Medicinal drugs, drugs, alcohol and tobacco</b> Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body.</p>	<p><b>CG1 Puberty</b> <i>Recap personal hygiene and physical / emotional changes during puberty.</i></p> <p><b>CG3 Healthy / unhealthy relationship behaviours</b> Identify the differences between positive / healthy and negative / unhealthy Relationships</p> <p><b>CG3 Healthy / unhealthy relationship behaviours</b> Identify people we can talk to about relationships.</p> <p><b>CG5 – long term relationships and parenthood –</b> Give examples of different types of features of committed, long term relationships</p> <p><b>CG4 Intimate relationships, consent and contraception</b> Describe how strong emotions (including sexual attraction) might make people feel.</p> <p><b>CG4 Intimate relationships, consent and contraception</b> Demonstrate ways to indicate to others that we are happy / willing or not happy / unwilling to do something (giving and not giving permission / consent).</p>	<p><b>MF1 - Self esteem &amp; unkind comments</b> Explain the difference between helpful /kind and unhelpful/unkind comments.</p> <p><b>MF1 - Self esteem &amp; unkind comments</b> Demonstrate simple strategies to help manage feelings about unhelpful/unkind comments.</p> <p><b>MF2 Strong Feelings</b> Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful.</p> <p><b>MF3 – Romantic feelings and sexual attraction</b> Explain how part of growing up might be to experience strong feelings about people we like or fancy.</p> <p><b>MF3 – Romantic feelings and sexual attraction</b> Demonstrate appropriate use of vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation</p>	<p><b>SSS1 – Feeling unwell</b> Recognise some situations where we might need to ask someone for help with our mental wellbeing.</p> <p><b>SSS2 – feeling frightened or worried.</b> Explain what is meant by personal space. Describe ways we can safely challenge unwanted physical contact and ask for help.</p> <p><b>SSS3 Accidents and risk</b> To know how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone whilst crossing the road).</p> <p><b>SSS5 – Emergency situations</b> Identify examples of what would and would not be an emergency situation and suggest ways to respond</p> <p><b>SSS6 – Public and Private</b> Identify what is appropriate and inappropriate to share online. Identify trusted adults who can help us if someone tried to pressurise online.</p>	<p><b>WILI1 – Diversity, rights &amp; responsibilities</b> Identify some of the different kinds of rights and responsibilities we have in and outside of school</p> <p><b>WILI1 – Diversity, rights &amp; responsibilities</b> Identify why stereotyping is unfair.</p> <p><b>WILI2 – Managing online information</b> – Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are ‘fake’.</p> <p><b>WILI4 – preparing for adulthood</b> – Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview)</p> <p><b>WILI 5 – Managing finances</b> Explain what is meant by earning, spending and saving money</p> <p><b>WILI4 – preparing for adulthood</b> – Describe some of the choices available at the end of KS4 including employment, further study, apprenticeships, work placements.</p>
Year 11	<p><b>SA2 – skills for learning</b> – identify some ways in which our current learning will help us in the future</p> <p><b>SA3 Managing pressure</b> – Give reasons why we should expect to be treated with respect by others</p>	<p><b>HL1 Elements of a healthy lifestyle</b> – Describe strategies for maintaining a healthy lifestyle – including balancing time spent on work, leisure, physical activity, online activities and sleep.</p> <p><b>HL2 – Mental Wellbeing</b></p>	<p><b>CG1 – Puberty</b> Describe some of the new opportunities and responsibilities we have as we have grown older</p> <p><b>CG1 – Puberty</b> Identify the functions of the reproductive organs, including</p>	<p><b>MF3 – Romantic feelings and sexual attraction</b> Explain that people can like or fancy someone of the same or different gender, race, ability or religion.</p> <p><b>MF3 – Romantic feelings and sexual attraction</b> Demonstrate appropriate use of</p>	<p><b>SSS1 – Feeling unwell</b> Identify some ways we can take increased responsibility for looking after our physical and mental health</p> <p><b>SSS4 – Keeping safe online</b> Identify some possible risks of using social media.</p>	<p><b>WILI 1 – Diversity, rights, responsibilities</b> Recognise that everyone has ‘human rights’ and that the law protects these rights.</p> <p><b>WILI4 – preparing for adulthood</b> – demonstrate skills for independent living (e.g. safe</p>

	<p><b>Respectful Relationships</b> – To know how to take practical steps in a range of different contexts to improve or support respectful relationships</p> <p><b>SA1 – Personal strengths</b> – Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves.</p> <p><b>SA4 – Managing pressure</b> Describe strategies that can be used if someone is using peer pressure to persuade us to do something including online.</p> <p><b>SA4 – Managing pressure</b> Recognise the responsibilities of bystanders to report bullying and hurtful behaviour.</p>	<p>Identify sources of advice/support for mental wellbeing.</p> <p><b>HL4 – Healthy Eating</b> Explain some of the risks of consuming food and drinks with high sugar or caffeine content.</p> <p><b>HL5 – Body Image</b> Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality.</p> <p><b>HL7 – Medicinal drugs – drugs, alcohol and tobacco</b> Identify some benefits of not smoking/vaping or drinking alcohol or of delaying use.</p> <p><b>HL7 – Medicinal drugs – drugs, alcohol and tobacco</b> Identify how misusing substances / alcohol might impact on relationships.</p>	<p>how conception occurs.</p> <p><b>CG5 – Long Term Relationships and Parenthood</b> Recognise that some relationships will end – meaning that a couple don't go out together, or live together anymore.</p> <p><b>CG4 Intimate relationships, consent and contraception</b> Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs)</p> <p><b>CG4 Intimate relationships, consent and contraception</b> Recognise that contraception, including condoms can help prevent pregnancy and some STIs.</p> <p><b>CG4 Intimate relationships, consent and contraception</b> Explain that there are laws about the legal age of consent for sexual activity.</p>	<p>vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation</p> <p><b>MF2 – Strong Feelings</b> Describe how to manage strong emotions by using simple strategies to help ourselves and others.</p> <p><b>CG2 – Friendships</b> Describe ways in which friendships might change over time.</p> <p><b>CG3 – Healthy / unhealthy relationship behaviours</b> Recognise that some types of behaviours within relationships are against the law (e.g. hitting / hurting someone, telling someone what to do all the time, not allowing someone to make choices).</p> <p>Identify what we can do if we are worried about an unhealthy relationship.</p>	<p>Describe how we can respond, including getting help if we see or are sent upsetting or inappropriate online content.</p> <p><b>SSS2 – Feeling frightened/worried</b> Give examples of when it is or it is not appropriate to be in someone else's 'personal space'</p> <p><b>SSS2 – Feeling frightened/worried</b> Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong.</p> <p><b>SSS6– Public and private</b> - Describe specific ways of keeping ourselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computers cameras when not in use).</p> <p>- Recognise that viewing and/ or sharing sexual images of anyone under the age of 18 (including those created by anyone under 18) is against the law.</p>	<p>travel, shopping and meal preparation)</p> <p><b>WILI4 – preparing for adulthood</b> – Demonstrate some of the skills that can help someone get a job (e.g. interview techniques, communication and team-working skills).</p> <p><b>WILI 5 – Managing finances</b> Describe the different ways in which people might acquire money.</p> <p><b>WILI 5 – Managing finances</b> Describe the consequences of losing money or spending more than we have.</p> <p><b>WILI 5 – Managing finances</b> Explain the differences between luxury and essential items.</p> <p><b>WILI2 – Managing Online Information</b> – Describe simple steps to take to check if something we see online is trustworthy.</p>
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This framework is a guide for tutors to adapt to meet the needs of their students. To be used in-line with the PSHE Association SEND curriculum framework.

**RED TEXT** - curriculum covers the RSE and Health Education statutory guidance from the DFE.