

YEAR GROUP/PATHWAY: KS3		SUBJECT AREA: PSHCE		
Autumn 1	Year 7 This is Me	Year 8 Celebrating Diversity	Year 9 Jobs and Careers	
Knowledge	<p>Core and extended:</p> <p>My new school Feelings about change (SHAW) Who I can talk to if I have a problem (SHAW) My identity including: My likes and dislikes and my community.</p> <p><b>To include: Well-being Team Transition Sessions Based on Wordon's TEAR model (See Separate Planning)</b></p>	<p>Core:</p> <ul style="list-style-type: none"> <li>How diversity has enriched Britain and society in general</li> <li>Respecting others (including views, religions, gender orientation, sexuality, way of life)</li> <li>How stereotyping, prejudice and discrimination are harmful (could include Black Lives Matter campaign)</li> <li>Bullying</li> </ul> <p>Extended: The consequences of anti-social behavior, Extremism</p>	<p>Core:</p> <ul style="list-style-type: none"> <li>Jobs, careers and volunteering</li> <li>What jobs are there?</li> <li>What qualifications and skills are needed?</li> <li>My skills</li> </ul> <p>Extended: Skills for work</p>	
Skills	<p>Developing and maintaining a healthy self-concept Self-regulation Strategies for identifying and accessing appropriate help and support</p>	<p>Valuing and respecting diversity, Identifying unhelpful 'thinking traps'</p>	<p>Employability skills</p>	
Vocabulary	<p>Core and Extended: Same, different, Identity, interests, hobbies, community</p>	<p>Core: difference, race, gender, beliefs, lifestyle, respect, opinion, violence,</p> <p>Extended: tolerance, prejudice, diversity, discrimination, privilege, extreme views,</p>	<p>Core: Volunteer, assistant, qualification types, skills, job types (builder, cashier, nurse, doctor etc)</p> <p>Extended: Entry Requirements, (Entry level, A level etc) qualifications, job types (lawyer, architect, Marine etc)</p>	

Outdoor Learning suggestions	Circle discussions, wish tree, worry tree	Culture fair	Interviews around school / in community
<b>Autumn 2</b>	<b>Healthy Lifestyles</b>	<b>British Values and Human Rights</b>	<b>At Risk Behaviour and Bullying</b>
Knowledge	<p><b>To include: Well-being Team Transition Sessions Based on Wordon's TEAR model</b></p> <p>Core:</p> <ul style="list-style-type: none"> <li>5 Ways to Well-being</li> <li>Staying Healthy</li> </ul> <p><b>Moved from Yr 8 Summer 2</b></p>	<p>Core:</p> <ul style="list-style-type: none"> <li>What does it mean to be British? What are British values?</li> <li>Democracy, voting and having a say</li> <li>British laws and how they protect us</li> <li>Rules and Laws (How they are made, how they are different, consequences for breaking the law including youth justice)</li> <li>The role of the police and the operation of courts and tribunals</li> </ul> <p>Extended: Parliament, human rights, affecting political change</p>	<p>Core:</p> <ul style="list-style-type: none"> <li>At-risk behaviours (smoking, alcohol and more common illegal drugs - especially cannabis)</li> <li>Bullying</li> <li>Managing peer pressure</li> </ul> <p>Extended: Challenging media presentations of at-risk behaviour</p>
Skills	Personal hygiene practical skills (MHSC) Strategies for identifying and accessing appropriate help and support Identification and management of risk	Valuing and respecting diversity, Identifying unhelpful 'thinking traps'	Identification, assessment and management of risk
Vocabulary	Core: Diet, lifestyle, exercise, healthy, 5 ways to well-being: Connect, be active, keep learning, take notice, give	Core: Fundamental British Values, democracy, fair, voting, parliament, court, judge, diversity, respect, crime, legal, illegal, law, right, responsibility, punishment, prison  Extended: Respect and Tolerance, Individual Liberty MP, petition, justice, innocent, guilty, parliament	Core: Risk, peer pressure, persuade, bully, cigarettes, tobacco, alcohol, smoking, vaping, e-cigarette, cancer, drugs, medicine, illegal  Extended: passive/aggressive/assertive, recreational drugs, addiction, drug categories (A, B, C)
Outdoor Learning suggestions	Outdoor sessions, mindfulness, connecting to nature	Create a mock crime scene. What crime was committed? What would be a suitable punishment?	Circle discussions, role play
<b>Spring 1</b>	<b>Friendships and Romance</b>	<b>Healthy Relationships</b>	<b>Healthy Romantic Relationships</b>

<p>Knowledge</p>	<p>Core and Extended:</p> <ul style="list-style-type: none"> <li>• Being a good friend (include texting etiquette)</li> <li>• Consent within friendship (seeking and giving/withholding)</li> <li>• Managing relationship difficulties and bullying (including online)</li> <li>• Romance – feelings and appropriate behaviours (include LGBT)</li> </ul>	<p>Core:</p> <ul style="list-style-type: none"> <li>• Different relationships including LGBT</li> <li>Attraction to another person and how to behave</li> <li>• Healthy and unhealthy relationships – friendship and bullying (include texting etiquette)</li> <li>• Romantic relationships</li> <li>• Endings/rejection/loss</li> </ul> <p>Extended:</p> <ul style="list-style-type: none"> <li>• Sexual harrassment</li> </ul>	<p>Core and Extended:</p> <ul style="list-style-type: none"> <li>• Healthy and unhealthy relationships – incl romantic</li> <li>• Tackling relationship myths and expectations – including pornography (moved from KS4)</li> <li>• Consent in relationships</li> <li>• Assertiveness / peer pressure</li> <li>• Online safety and sexting</li> <li>• Sexual Harrassment</li> <li>• Gender identity</li> <li>• Respecting difference (sexual orientation, gender diversity etc)</li> </ul>
<p>Skills</p>	<p>Self-reflection and self- improvement, Active listening and communication (including assertiveness skills) Strategies for identifying and accessing appropriate help and support Self-regulation</p>	<p>Self-reflection and self- improvement, Active listening and communication (including assertiveness skills) Strategies for identifying and accessing appropriate help and support Self-regulation Using skills and attributes to build and maintain healthy relationships</p>	<p>Self-reflection and self- improvement, Active listening and communication (including assertiveness skills) Strategies for identifying and accessing appropriate help and support Assessing the validity and reliability of information</p>
<p>Vocabulary</p>	<p>Core: friend, romance, crush, appropriate/inappropriate (behaviour), apology, sorry, romance</p> <p>Extended: permission, consent, request/ give/withhold,</p>	<p>Core: Relationship types (family/friend/online, stranger etc), gay, lesbian, crush, love, break-up, divorce, loss</p> <p>Student speak: ‘talking to’ (flirting / scoping out if interested) ‘exclusive’ (boyfriend/girlfriend)</p> <p>Extended: Relationship types (romantic, acquaintance, professional), attraction, love, heterosexual, homosexual, bisexual</p>	<p>Core: Relationship types (intimate, acquaintance, professional), Consent (request/give/withhold), abuse, sexting</p> <p>Extended: pornography, gender identity, gender dysmorphia, non-binary</p>

Outdoor Learning suggestions			
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Spring 2	Relationship and Sex Education (RSE)	Relationship and Sex Education (RSE)	Relationship and Sex Education (RSE)
Knowledge	<p>Core:</p> <ul style="list-style-type: none"> <li>• Labelling private body parts</li> <li>• Puberty and how the body changes (link to emotions)</li> <li>• Appropriate and inappropriate touch - PANTS</li> <li>• Revisit YR 6</li> </ul> <p>Extended: Where do babies come from? How are babies born?</p>	<p>Core and Extended:</p> <ul style="list-style-type: none"> <li>• Rules about touch in school (recap PANTS)</li> <li>• The importance of consent</li> <li>• Private body parts</li> <li>• Revise puberty</li> <li>• Sexual intercourse, touch and the law (include LGBT)</li> </ul>	<p>Core</p> <ul style="list-style-type: none"> <li>• Sexuality</li> <li>• Sexual intercourse</li> <li>• Sex, sexual behaviours and the law</li> <li>• Risks of unsafe sex (pregnancy, STIs)</li> <li>• Contraception</li> </ul> <p>Extended: importance of informed consent, verbal signs of consent giving/withholding, sex and emotions/readiness for sex</p>
Skills	<p>Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p> <p>Strategies for identifying and accessing appropriate help and support</p>	<p>Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p> <p>Strategies for identifying and accessing appropriate help and support</p>	<p>Identification, assessment and management of risk</p> <p>Strategies for identifying and accessing appropriate help and support</p>
Vocabulary	<p>Core: penis, testicles, vagina, breasts, chest, bottom, puberty, period, sperm, wet dream, private, public, OK/not OK, touch (include that touch can be with any part of the body not just hands)</p> <p>Extended: appropriate and inappropriate touch, birth/born, menstruation</p>	<p>Core: Personal space, touch, permission, consent, penis, testicles, vagina, breasts, chest, bottom, masturbation, private/public, allowed, sex, egg, sperm, pregnant</p> <p>Extended: masturbation, fertilization, uterus, conception</p>	<p>Core: sexual intercourse (sex), law, consent, force, pregnancy, Sexually Transmitted Infection (STI), homosexual, heterosexual</p> <p>Extended: sexuality, coercion, readiness</p>
Outdoor Learning suggestions			
Summer 1	Money	Making our School Grounds Better	Enterprise Project
Knowledge	<p>Core:</p> <ul style="list-style-type: none"> <li>• What is money? Why is it important?</li> <li>• Where does money come from?</li> </ul>	<p><b>Outdoor Learning Unit: Project to improve school grounds</b></p>	<p><b>N.B This topic can be swapped with another if it needs to occur at a particular time of year e.g. for Christmas fair / Mother's Day etc.</b></p>

	<ul style="list-style-type: none"> <li>• Pocket money, keeping money safe</li> <li>• Banks/opening a bank account</li> </ul> <p>Extended: Managing a budget, key money terms and concepts</p>	<p>Core:</p> <ul style="list-style-type: none"> <li>- Looking after the school environment</li> <li>- Showing tolerance and respect for each other / staff / or environment</li> <li>- Looking after our mental health/emotional regulation and resilience (SHAW)</li> <li>- Working together</li> <li>- Communicating</li> </ul> <p>Extended: Funding applications, managing budgets</p>	<p>Core: Enterprising ideas Managing a budget Making a profit</p> <p>Extended: Calculating profit and loss, evaluating your project</p>
Skills	Self-organisation (money management) Team-working and enterprise skills	Active listening, team-work, negotiation, leadership,	Active listening, team-work, negotiation, leadership, presenting skills, enterprise skills
Vocabulary	<p>Core: Money, cash, bank, earn, save, spend, bank account, want/need</p> <p>Extended: Budget, funding, balance, ATM, bank account, cheque, debit card, overdraft, priorities,</p>	<p>Core: Survey, improve, wildlife, <b>citizenship, responsibility, respect, environment</b>, nature, communication, team work,</p> <p>Extended: <b>budget</b>, funding application</p>	<p>Core: money, budget, profit, value</p> <p>Extended: loss, receipt, stock, expenses, credit, product</p>
Outdoor Learning suggestions	Shop role play in nature Bartering games Bank visit School improvement project focused on managing a budget	This is an outdoor learning project Project focus ideas: Making a bucket pond, planting flowers or vegetables, making a wildflower garden, bug hotels, bee hotels, bird feeders, organising play items	Out of door learning opportunity: Enterprise and teamwork project (with budget management)
<b>Summer 2</b>	<b>Being Safe and Responsible</b>	<b>Risk and Safety</b>	<b>Mentally Healthy</b>
Knowledge	<ul style="list-style-type: none"> <li>• Preventing and responding to illness (handwashing, basic hygiene, getting help)</li> <li>• Medicines and drug safety intro (include cannabis edibles awareness)</li> <li>• Keeping safe at home, school and in the community (rail, beach, technology etc including managing</li> </ul>	<p>Core:</p> <ul style="list-style-type: none"> <li>• Health risks linked to vaping, smoking, and alcohol</li> <li>• awareness of illegal drugs (incl edibles)</li> <li>• Simple First Aid</li> </ul> <p>Extended: Further first aid</p>	<p>Core:</p> <ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• Looking after our mental health / Managing stress and anxiety / emotional regulation and resilience (SHAW)</li> <li>• Managing change and loss (including divorce, death)</li> </ul>

	<p>peer pressure and stranger awareness)</p> <ul style="list-style-type: none"> <li>Basic life-saving actions (emergency services, calling 999 etc)</li> </ul> <p>Extended: First Aid</p> <p><b>Moved from Year 7 Autumn 2</b></p>		<p>Extended: lifestyle choices and cancer risks</p>
Skills	<p>Self-regulation, self-reflection Recognising and managing influence</p>	<p>Identification, assessment and management of risk</p>	<p>Self-reflection and self- improvement, Active listening and communication (including assertiveness skills) Strategies for identifying and accessing appropriate help and support Self-regulation</p>
Vocabulary	<p>Core and extended: bacteria, germs, hygiene, drug, medicine, overdose, hazard Sun burn, heat stroke, sun screen, shade, railway, conductor rail, electricity, electrocuted, level crossing, addiction, online, rating/classification (film),</p>	<p>Core: vaping, smoking, tobacco, nicotine, Legal/illegal drugs, mild, severe, sting, bite,  Extended: First aid, unconscious, scald, burn</p>	<p>Core: mental health, stress, <b>resilience, therapy,</b> support, divorce, death, <b>funeral, cremation, grieving</b>  Extended: self-esteem, anxiety, depression, cancer, stages of grieving,</p>
Outdoor Learning suggestions	<p>Visit medical room/meet Susie Risk assess school grounds Helping to look after the school environment</p>	<p>Could be delivered outside, visit places to consider dangers</p>	<p>Well-being sessions and mindfulness/yoga sessions</p>