



'Excellence for All'

Y7 - 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 misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Y7 HT1	Being Me in My World' (Mental Health and Wellbeing Focus - external factors)	Welcome and introduction lesson Influences, friends and friendship	How do I maintain positive friendships ? How do I recognise toxic relationships	The value of PSHE as a subject. Importance of positive friendships, positive self image and damaging effects of social media.	Social media is not manipulated Banter is acceptable Language doesn't matter.	KS2 PSHE Jigsaw. All Hull primaries use Jigsaw. Being a global citizen, my year ahead, Consequences. Democracy and having a voice benefits the school	Spiral curriculum is built on throughout KS3 and 4	Discussion within the topic allows for higher achievers to thrive whilst scaffolding for those less confident.	Developing personal values and a personal belief system that values self and others. Mutual respect and tolerance. Willingness to	Diversity Role Models - visiting to deliver LGBTQ+ and embracing difference and ending bullying workshop	Media, teaching, public and private sector opportunities. Public and private sector opportunities. Industry and commerce.

		Peer pressure, bullying and banter	Define the difference between bullying, banter and genuine mutual fun			community			reflect on their own experiences Developing a sense of enjoyment in the world around them and in themselves	Paul Hannaford - mentor and lecturer - drugs, gangs and prison. John Godber theatre - aspirations and careers. John Godber Foundation	
		Trolling and online identity	To understand what the term 'trolling' mean And understand it is a form of cyberbullying								
		Mental Health and self esteem	Explain what self esteem is How we can improve our self esteem								
		Media Influence and body image	I know that what I see on social media can be manipulated I can name positive personality and positive physical traits about myself.								

		<p>Body image (online)</p> <p>Internet Safety Quiz</p>	<p>Pupils can articulate what 'body image is' Students can identify where the pressures to look a certain way online comes from.</p> <p>A summative assessment to ascertain safe SKU and gaps that need plugging</p>								
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		<p>What is the justice system?</p> <p>Justice and Injustice</p>	<p>correctly and participate in the class general election.</p> <p>Demonstrate some understanding of the British Legal System</p> <p>What is justice and injustice? - Personal reflection</p>								
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Y7 HT3	Relationships	<p>Feelings about sharing nudes</p> <p>Sexting</p> <p>Upskirting</p> <p>Healthy and unhealthy relationships</p>	<p>Why might a boy send a nude? Why might a girl send a nude? What strategies could you use if someone is pressuring you to send or share a nude picture?</p> <p>What are the dangers of sexting and the consequences of doing so? What is the law around sharing nude images?</p> <p>What is upskirting? What is the law around upskirting?</p> <p>To identify the dangers of harmful relationships, and to understand</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 people to mature, build their confidence and self esteem and understand the reasons for delaying sexual activity.	The different reasons why boys and girls send nude pictures.	KS2 - managing personal safety, develop effective relationships, assuming greater personal responsibility, developing online safety.	Spiral curriculum - Y8 - Sexting, peer pressure Y9 - Gangs and glamour Y10 - social media pressure, revenge porn, body shaming, Y11 - date rape, relationship abuse, the impact of pornography pressure, persuasion and coercion.	Traffic light system of tasks, questioning should be used for stretch and challenge to allow higher achievers to thrive whilst scaffolding below	Pupils' should receive age-appropriate understanding of healthy relationships through appropriate relationships and sex education	Diversity role models workshops	Counsellor, NHS, teacher. Media, public and private sector opportunities. Public and private sector opportunities. Industry and commerce.
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			the help that is available.								
		Introducing consent	<p>What does consent means, both legally and ethically?</p> <p>How can you identify if someone has or has not given consent?</p> <p>Why do most young people wait to have sex?- personal reflection</p>								
		FGM	<p>What are the risks surrounding FGM? -</p> <p>What is the law around FGM?</p>								

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Y7 HT4	Healthy Me	<p>Puberty</p> <p>To define puberty and identify the changes both males and females experience during puberty</p>	<p>Hygiene</p> <p>Define dental hygiene and Identify the different factors which contribute towards someone having excellent personal hygiene</p>	<p>Understanding periods</p> <p>To describe the different hygiene products, how the menstrual cycle impacts on our emotional health and how we can best manage our periods.</p>	<p>Healthy lifestyles</p> <p>Explain why we need to live healthily. What is a healthy living factor?</p>	<p>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.</p>	<p>How early puberty can begin, the importance of hygiene including dental and sleep hygiene, knowing what a healthy living factor is</p>	<p>KS2 - process of puberty, physical and emotional changes during puberty, importance of hygiene in puberty, menstrual cycle and menstrual wellbeing, risks of legal and illegal drugs, why people choose to use drugs/alcohol or not too, mixed messages from the media can affect choice</p>	<p>Y8 - peer pressure Y9 - unplanned pregnancy, contraception, gangs, drugs and alcohol Y10 - social media peer pressure, drugs class A,B, C, contraception, unplanned pregnancy, STIs, abortion, Y11 - self examination, cancer, STIs, fertility and reproduction, families, sexual health, consent, relationship safety</p>	<p>Traffic light system of tasks, questioning should be used for stretch and challenge to allow higher achievers to thrive whilst scaffolding below</p>	<p>The PSHE programme builds pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.</p> <p>The PSHE curriculum promotes pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.</p>	<p>Enrichment links</p>	<p>Counsellor, NHS, teacher. Public and private sector opportunities. Industry and commerce.</p>
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		Drugs and their dangers	To be able to identify the harmful effects of legal drugs								
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HT5	Dreams and goals	<p>My dreams and goals</p> <p>Future skills and employment</p> <p>Resilience</p>	<p>Why is it important to have dreams and goals?</p> <p>I can identify some skills that might benefit my future including employment</p> <p>I can identify some skills that might benefit my future including employment</p>	<p>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</p>	<p>The importance of goal setting.</p> <p>Skills that are learned at school are transferable skills in the workplace</p>	<p>KS2 - ways to keep healthy, understanding my skill set, rights and responsibilities, economic well being recognising achievements, seeing the positives in themselves.</p>	<p>Y8 - attitudes to mental health, promoting wellbeing and mental health and resilience, peer pressure, digital resilience</p> <p>Y9 - goals and careers, money problems and online grooming, spending and budgets, social media, profile settings and</p>	<p>Traffic light system of tasks, questioning should be used for stretch and challenge to allow higher achievers to thrive whilst scaffolding below</p>	<p>The PSHE programme builds pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.</p> <p>The PSHE curriculum promotes pupils' understanding of how to keep physically healthy, eat</p>	<p>Enrichment links</p>	<p>Economic adviser, social worker, scientist, dr, nurse, nursery worker. Public and private sector opportunities. Industry and commerce.</p>

		Responsible choices	I can articulate responsible choices and how they can benefit me and how irresponsible choices can harm my life chances	experience beginning with the transition to secondary school, the challenges of adolescence and their increasing independence			being safe on the internet, healthy coping strategies Y10 - social media pressures, positive masculinity Y11 - responsible health choices, employability and CVs, jobs and the changing labour market, anxiety and mindfulness, coping with stress, family, revision study		healthily and maintain an active lifestyle.		
		Employability skills	I can describe the key employability skills we have already demonstrated in school								
		Options Post 16	I understand that there are lots of different options available to me when I leave school								

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HT6	Changing Me	<p>Families and relationships</p> <p>Family relationships</p> <p>Diverse families</p>	<p>I understand how families have changed and the importance of different family types</p> <p>To recognise the features of family life and identify the qualities of different family relationships and look at positive family relationships</p> <p>To describe different family structures, identify what families have</p>	<p>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</p>	<p>The importance of goal setting.</p> <p>Skills that are learned at school are transferable skills in the workplace.</p> <p>The importance of communication</p> <p>Assumptions about gender, sexuality and identity</p>	<p>KS2 - ways to keep healthy, understanding my skillset, rights and responsibilities, economic wellbeing recognising achievements, seeing the positives in themselves. Basic First Aid</p>	<p>Y8 - attitudes to mental health, promoting wellbeing and mental health and resilience, peer pressure, digital resilience</p> <p>Y9 - goals and careers, money problems and online grooming, spending and budgets, social media, profile settings and being safe on the internet, healthy coping strategies</p> <p>Y10 - social media pressures,</p>	<p>Traffic light system of tasks, questioning should be used for stretch and challenge to allow higher achievers to thrive whilst scaffolding below</p>	<p>The PSHE programme builds pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.</p> <p>The PSHE curriculum promotes pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.</p>	<p>Enrichment links</p> <p>Duke of Edinburgh</p>	<p>Economic adviser, social worker, scientist, NHS, nursery worker. Public and private sector opportunities. Industry and commerce.</p>

			<p>in common and how they can differ and recognise that all family types should be valued and celebrated. Why are all families 'unique and equal'?</p> <p>To describe some changes and conflict that can happen in a family and recognise how changes in a family can make someone feel.</p>	and their increasing independence			<p>positive masculinity Y11 - responsible health choices, employability and CVs, jobs and the changing labour market, anxiety and mindfulness, coping with stress, family, revision study</p>				
		Family Changes									
		Self-managers	<p>Identify self management skills and behaviours we can develop and categorise them correctly. What is self management ?</p>								
		Self confidence	<p>To identify different confidence boosters and situations</p>								

		Communicati on skills	where they can be used. To understand why communicatio n skills are so important.								
		Sexual Orientation and gender	To explain that people can be attracted to others of the opposite or same sex, both or neither and that it is important not to make assumptions about someone's sexual orientation								