

Long Term Plan PSHE Key Stage 3

PSHE and RSE Curriculum

Underpinning themes

Throughout the PSHE curriculum, in addition to the theme of safeguarding, the following Preparing for Adulthood themes are embedded via positive reinforcement, considered individualised planning and thoughtful student led reflection:

- Preparing for Employment and/or Further Learning
- Managing personal health and wellbeing and developing positive relationships
- Community participation
- Independent Living, including Personal Safety

We are aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities. (DfE 2025, page 37). Such factors have been taken into consideration when designing our Curriculum and when teaching this subject.

Mandatory topics: Teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Statutory guidance: Our PSHE and RSE Curriculum follows the updated statutory guidance for Relationships, Sex and Health Education (RSHE), released by the DfE in July 2025

“Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.” (DfE, 2025, page 2)

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Long Term Plan PSHE Key Stage 3

Year 7

Overarching learning themes	Autumn Term		Spring Term		Summer Term	
	Physical Wellbeing & Day to Day Independence		Social and Emotional Wellbeing & Protection from Abuse and Neglect		Personal Relationships & Citizenship	
	<p>Introduction – Getting to know each other/ introductions</p> <p>Health Know what is meant by good health and ways in which to prevent illness . What is needed for a healthy lifestyle? Where can we get advice about health/illness issues? Know basic treatments for common illnesses.</p> <p>Personal care and hygiene Understand the need for good hygiene and recognise basic routines - importance of a good routine and knowing the products to use, how to use them, when and why.</p>	<p>Personal health, care and Hygiene cont'd Recap the need to Understand the need for good health and hygiene and recognise basic routines and their importance. Relate to puberty and body changes.</p> <p>Growing and changing Understand that as we get older our bodies change and so does the need for better personal care and routines</p>	<p>Personal Safety Know how to stay safe at home. Recall learning in Y7 about household safety but extend to include garden safety too. Know how to stay from other people's behaviour online, through social media and gaming. Know dangers when gaming online.</p> <p>Know basic emergency responses and when to call 999. Know what to say during the 999 call.</p> <p>Know familiar health and safety signs which we might see in school and out in public.</p>	<p>Getting about safely Know how to stay safe when out and about. Know how to travel somewhere safely – planning a journey, the route, how to travel, the costs, any risks? Know how to be safe in the dark - what are the dangers? How to be safe Know emergency evacuation procedures in school and think about how to evacuate at home if there was a fire</p>	<p>Developing assertiveness Recognise key implications and benefits of assertiveness. Understand ways of being assertive in given situations. What is the effect of being aggressive or passive toward people? How can people show aggressiveness or that they are passive ?</p>	<p>Relationships Know that relationships can be very different to each other. Understand what a platonic relationship is Know how to behave appropriately in a relationship. Understand about manipulative and coercive relationships and know why they are wrong. Know the difference between informal and formal relationships</p>
Mandatory topics	Personal hygiene		Online behaviours & relationships		Consent Permission	LGBT Equality
*Supplementary topics Differentiated and personalised teaching will be the starting point	Health signs and symptoms of good and poor health. Common illnesses and what to do Physical health Health and fitness	Cont'd from last term last term Dealing with ill health- (Medicines/ calling the Dr) Puberty basics Periods	STAR S- Safe (Sharing) T- Trust (not everyone can be trusted) A- Action (what to do) R- Respect (kindness) online	Travel safety (Road/ Train/ Bike) Personal safety Sun safety Evacuation procedures Fire safety Water safety	Secrets (some should never be kept) Consent – permission, age, body ownership, Appropriate/safe contact Wellbeing survey Concept of privacy	Positive & respectful relationships Healthy home/family life Feeling safe Respecting differences in relationships Stereotyping

*Topics delivered may vary dependent on the needs identified within the group and the most appropriate subject matter within the overarching theme(s).

Long Term Plan PSHE Key Stage 3

to ensure accessibility	Personal hygiene/ products to use/ intimate care	Daily Routines	How information and data is shared and used online Online vs real life behaviours Cat fishing Grooming Respect	Security in the home	Understanding your own needs Having your needs/feelings/wishes met	
Enrichment/ Experiences	Visit local pharmacy to see medicines for common illnesses		Find safety signs around school	Plan journey, thinking of safety precautions on the journey Go for walk along Christchurch Road, use crossing, look at tactile paving.		
Cross-curricular links	<p>Science Pupils learn about bodies, growth, hygiene, illness prevention and safe everyday health practices.</p> <p>Digital Skills Pupils study online safety, respectful behaviour, data sharing risks and responsible digital choices.</p> <p>PE Pupils develop fitness, understand healthy lifestyles and learn routines supporting physical wellbeing.</p> <p>English Pupils explore communication skills, respectful language, expressing feelings and understanding different relationships.</p>	<p>Science Pupils learn about body changes, puberty, periods, hygiene routines and how medicines support health.</p> <p>Digital Skills Pupils explore reliable health information online and learn to recognise unsafe medical advice.</p> <p>PE Pupils understand how exercise, routines and body changes support healthy growth and physical wellbeing.</p> <p>English Pupils discuss growing up, express feelings confidently and explore changes through reading and writing.</p>	<p>Science Pupils learn about hazards, safety signs, emergency responses and keeping themselves physically safe.</p> <p>Digital Skills Pupils study online behaviour, STAR safety, data sharing risks and recognising unsafe contact.</p> <p>Geography/Humanities Pupils explore safe travel, understanding environments, recognising risks and navigating public spaces responsibly.</p> <p>English Pupils discuss respectful communication, online behaviour differences, and responding safely to concerning situations.</p>	<p>Geography/Humanities Pupils learn safe travel planning, route choices, environmental risks and navigating different places responsibly.</p> <p>Science Pupils explore light, dangers in darkness, sun safety, fire risks and safe responses.</p> <p>PE Pupils practise safe movement outdoors, understanding road awareness, visibility and healthy, active travel habits.</p> <p>Maths Pupils calculate journey times, travel costs, map distances and assess risks using practical problem-solving.</p>	<p>English Pupils explore communication styles, express feelings clearly and understand respectful, assertive language choices.</p> <p>Science Pupils learn about body ownership, safe contact, privacy and recognising appropriate personal boundaries.</p> <p>Digital Skills Pupils study online consent, sharing permissions, privacy settings and recognising unsafe or manipulative behaviour.</p> <p>Art Pupils express emotions creatively, explore identity, develop confidence and communicate personal feelings thoughtfully.</p>	<p>English Pupils explore different relationships, respectful communication, stereotypes and understanding diverse characters and identities.</p> <p>Science Pupils learn about human development, family structures, equality and respectful, safe interpersonal behaviour.</p> <p>Digital Skills Pupils study respectful online communication, recognising manipulation, and understanding safe, appropriate digital relationships.</p> <p>History/Humanities Pupils examine equality movements, changing relationship norms and how society's views have developed over time.</p>

*Topics delivered may vary dependent on the needs identified within the group and the most appropriate subject matter within the overarching theme(s).

Long Term Plan PSHE Key Stage 3

Key Vocabulary	<p>Healthy Lifestyle- Making daily choices that help your body and mind stay strong and well.</p> <p>Hygiene- Keeping your body clean to stop germs spreading and keep yourself healthy.</p> <p>Germs- Tiny organisms that can make people ill if they enter the body.</p> <p>Illness - When your body isn't working properly and you feel unwell or tired.</p> <p>Symptoms - Signs that show you might be ill, like coughing or feeling hot.</p> <p>Prevention - Things you do to stop illness happening, like washing hands regularly.</p> <p>Treatment - Actions that help you feel better when you are sick or injured.</p> <p>Exercise - Physical activity that strengthens your body and helps keep you healthy.</p> <p>Nutrition - Eating foods that give your body energy, vitamins, and important nutrients.</p> <p>Personal Care - Looking after your body every day to stay clean, healthy, and comfortable.</p> <p>Routine - A set of daily habits you follow to stay organised and healthy.</p> <p>First Aid - Simple help given to someone who is hurt or unwell before professionals arrive.</p> <p>Fitness - How strong, active, and healthy your</p>	<p>Personal Health How we look after our bodies to stay strong, clean, and well.</p> <p>Hygiene - Daily habits that keep our bodies clean and help prevent illness spreading.</p> <p>Routine - A regular pattern of activities that helps keep life organised and healthy.</p> <p>Puberty - A natural stage when children's bodies grow, change, and become more mature.</p> <p>Body Changes - Physical changes that happen as we grow older, like height or new hair.</p> <p>Hormones - Chemicals inside the body that help control growth and puberty changes.</p> <p>Sweat - A liquid our bodies make to cool us down, especially during puberty.</p> <p>Deodorant - A product used under the arms to help reduce sweat smells daily.</p> <p>Periods - A monthly change where blood leaves the body as part of growing up.</p> <p>Sanitary Products - Items like pads used to stay clean and comfortable during a period.</p> <p>Medicines - Substances that help treat illnesses or reduce symptoms when we feel unwell.</p>	<p>Personal Safety - Making choices that help keep your body and feelings safe every day.</p> <p>Household Safety - Knowing how to stay safe around electricity, cleaning products, and hot items.</p> <p>Garden Safety - Being careful outdoors around tools, plants, water, and uneven ground.</p> <p>Online Safety - Using the internet sensibly to protect your information and your wellbeing.</p> <p>Social Media - Websites or apps where people share messages, photos, and talk to others.</p> <p>Gaming Safety - Making safe choices when playing online games with friends or strangers.</p> <p>Stranger Danger - (Online) Not trusting or sharing information with people you don't know online.</p> <p>Privacy Settings - Controls that help keep your personal information safe on apps and games.</p> <p>Cyberbullying - Unkind or hurtful behaviour online that can upset or frighten someone.</p> <p>Emergency - A serious situation where someone needs quick help to stay safe.</p> <p>999 Call - The number you dial to get urgent help</p>	<p>Travel Safety - Making sensible choices to stay safe when walking, cycling, or using transport.</p> <p>Route Planning - Choosing the safest way to travel somewhere and knowing the steps involved.</p> <p>Risk - Something that might cause harm if you don't act safely or carefully.</p> <p>Road Safety - Rules and behaviours that keep you safe near traffic and crossings.</p> <p>Bike Safety - Using helmets, lights, and signals to stay safe while cycling anywhere.</p> <p>Train Safety - Staying behind the yellow line and behaving sensibly on platforms and trains.</p> <p>Stranger Awareness - Knowing how to stay safe around people you don't know when out.</p> <p>Dark Safety - Being careful at night by staying visible and walking in well-lit places.</p> <p>Evacuation - Leaving a building quickly and safely when there is danger or an alarm.</p> <p>Fire Safety - Knowing how to prevent fires and what to do if one starts suddenly.</p> <p>Emergency Exit - A safe way out of a</p>	<p>Assertiveness - Speaking up for yourself calmly and confidently while respecting other people.</p> <p>Passive - Letting others decide everything for you, even when you feel uncomfortable.</p> <p>Aggressive - Acting in a forceful or hurtful way that ignores other people's feelings.</p> <p>Confidence - Believing in yourself and trusting your thoughts, choices, and abilities.</p> <p>Consent - Giving clear permission for something to happen, using your own free choice.</p> <p>Permission - Being allowed to do something because someone has said it is okay.</p> <p>Body Ownership - Knowing your body belongs to you and only you decide about safe contact.</p> <p>Safe Contact - Touch that is appropriate, comfortable, and agreed to by everyone involved.</p> <p>Secrets - Information kept private; some are safe, but unsafe secrets must be shared.</p> <p>Privacy - Having personal space, information, and boundaries that others should respect.</p> <p>Boundaries - Rules you set to protect your feelings, body, and personal comfort levels.</p>	<p>Relationship - A connection between people, which can be friendships, family, or other bonds.</p> <p>Platonic Relationship - A friendship where people care about each other without romantic feelings.</p> <p>Formal Relationship - A relationship where people behave politely and professionally, like with teachers.</p> <p>Informal Relationship - A relaxed relationship where you can speak casually, like with close friends.</p> <p>Respect - Treating people kindly and fairly, even when they are different from you.</p> <p>Equality - Everyone being treated fairly and having the same rights and opportunities.</p> <p>LGBT - A group of identities describing people's romantic or gender differences respectfully.</p> <p>Stereotype - An unfair idea that all people in a group are the same.</p> <p>Healthy Relationship - A relationship where people feel safe, respected, listened to, and valued.</p> <p>Coercive Behaviour - When someone pressures, controls, or forces another person to do things.</p>
----------------	--	---	--	---	---	--

*Topics delivered may vary dependent on the needs identified within the group and the most appropriate subject matter within the overarching theme(s).

Long Term Plan PSHE Key Stage 3

	<p>body is through regular movement.</p> <p>Advice - Helpful information from trusted people about staying healthy and feeling well.</p>	<p>Doctor - A trained professional who helps diagnose illnesses and gives medical advice.</p> <p>Symptoms - Signs that show something might be wrong, like headaches or sore throats.</p> <p>Self-Care - Looking after your body and feelings through healthy choices and routines.</p> <p>Growing Up - The process of becoming older, learning more, and becoming more independent.</p>	<p>from police, fire, or ambulance.</p> <p>Emergency Services - People trained to help in dangerous situations, like firefighters or paramedics.</p> <p>Safety Signs - Symbols that warn us about dangers or tell us how to stay safe.</p> <p>Hazard - Something that could cause harm, like a slippery floor or sharp object.</p>	<p>building used only when there is danger.</p> <p>Water Safety - Understanding how to stay safe near rivers, lakes, pools, or the sea.</p> <p>Sun Safety - Protecting your skin and eyes from the sun using shade, hats, and sunscreen.</p> <p>Home Security - Keeping your home safe by locking doors, closing windows, and being aware.</p> <p>Emergency Services - People who help in dangerous situations, like firefighters, police, and paramedics.</p>	<p>Wellbeing - How healthy, safe, and emotionally supported you feel in daily life.</p> <p>Wellbeing Survey - Questions that help you think about your feelings, safety, and happiness.</p> <p>Needs - Things your body or feelings require, like rest, safety, kindness, or space.</p> <p>Feeling Heard - When your thoughts, wishes, and emotions are listened to and respected.</p>	<p>Manipulation - Trying to influence someone unfairly to get what you want from them.</p> <p>Boundaries - Personal rules that protect your feelings, comfort, and safety in relationships.</p> <p>Feeling Safe - Knowing you are protected, respected, and free from harm or pressure.</p> <p>Family Life - The relationships, routines, and support shared with the people you live with.</p> <p>Differences - Ways people are unique, including beliefs, families, cultures, and identities.</p>
Skills, Knowledge and Learning	<p>Skills Pupils practise introducing themselves clearly and confidently when meeting new people. They develop skills in recognising signs of good and poor health, and they learn how to follow simple routines that keep their bodies clean and healthy. Pupils also build confidence in explaining symptoms, choosing hygiene products, and knowing what to do when they or others feel unwell.</p> <p>Knowledge Pupils learn what good health means and understand how healthy</p>	<p>Skills Pupils practise recognising when their bodies change and learn how to adapt their personal care routines. They develop skills in managing daily hygiene, choosing suitable products, and explaining their needs confidently. Pupils also practise knowing when to seek help, how to describe symptoms, and how to ask trusted adults for support when feeling unwell.</p> <p>Knowledge Pupils learn why good hygiene is essential for staying healthy,</p>	<p>Skills Pupils practise recognising unsafe situations at home, in the garden, and online. They develop skills in using the STAR approach to stay safe when sharing information, trusting others, taking action, and showing respect. Pupils also practise explaining emergencies clearly, knowing what to say during a 999 call, and identifying common safety signs in school and public places.</p> <p>Knowledge Pupils learn how to stay safe around household items, tools, and outdoor</p>	<p>Skills Pupils practise planning safe journeys by choosing routes, checking transport options, and thinking about risks. They develop skills in staying safe when walking, cycling, or using trains, and learn how to behave safely in the dark. Pupils also practise following evacuation procedures, recognising dangers like fire or deep water, and keeping their homes secure.</p> <p>Knowledge Pupils learn how to stay safe when out and about, including road</p>	<p>Skills Pupils practise being assertive by speaking clearly, using confident body language, and expressing their needs respectfully. They learn to recognise passive and aggressive behaviours and understand how these affect others. Pupils also develop skills in asking for consent, giving permission safely, and knowing when to share worries or unsafe secrets with a trusted adult.</p> <p>Knowledge Pupils learn what assertiveness means and why it helps them build</p>	<p>Skills Pupils practise recognising different types of relationships and learn how to behave respectfully in each one. They develop skills in communicating kindly, setting boundaries, and noticing when behaviour becomes manipulative or controlling. Pupils also practise using inclusive language, challenging stereotypes, and showing respect for people's identities, families, and differences.</p> <p>Knowledge Pupils learn that relationships can vary widely, including</p>

*Topics delivered may vary dependent on the needs identified within the group and the most appropriate subject matter within the overarching theme(s).

Long Term Plan PSHE Key Stage 3

	<p>food, exercise, sleep, and hygiene help prevent illness. They explore where to get reliable health advice, including trusted adults and medical professionals. Pupils also learn basic treatments for common illnesses and understand the importance of personal hygiene, including washing, deodorant use, dental care, and safe intimate care routines.</p> <p>Learning Pupils learn to recognise symptoms that show when someone is healthy or unwell. They understand how daily routines support physical health and fitness, and they learn why hygiene matters for preventing germs from spreading. Pupils also learn how to choose and use hygiene products safely, and they practise talking about their needs so they can stay healthy, confident, and well cared for.</p>	<p>especially during puberty when the body changes. They understand the purpose of daily routines, including washing, using deodorant, dental care, and managing periods safely. Pupils also learn about medicines, when to call a doctor, and how to recognise signs that someone may need medical help.</p> <p>Learning Pupils learn how growing and changing affects their bodies and why personal care becomes more important. They understand how to manage periods, body odour, and new hygiene needs confidently and safely. Pupils also learn how routines support good health, how to respond to common illnesses, and how to make sensible choices that help them stay clean, healthy, and comfortable every day.</p>	<p>spaces. They understand online risks such as unkind behaviour, catfishing, grooming, and unsafe gaming. Pupils learn how data is shared online and how online behaviour differs from real life. They also learn when to call 999, what information to give, and how emergency services help.</p> <p>Learning Pupils learn to make sensible choices that protect their safety in different environments. They understand how to respond to emergencies, follow evacuation procedures, and recognise important safety signs. Pupils also learn how respectful online behaviour builds positive relationships and how to use the STAR method to stay safe, think carefully, and act responsibly when using social media, messaging, or gaming platforms.</p>	<p>safety, bike safety, and train safety. They understand the dangers of travelling in the dark and how to stay visible. Pupils learn about sun safety, water safety, and fire safety, and they understand how emergency evacuations work at school and at home.</p> <p>Learning Pupils learn to make sensible choices that protect their safety in different environments. They understand how to plan journeys, recognise hazards, and respond calmly in emergencies. Pupils learn why home security matters, how to avoid risks outdoors, and how safe behaviour—such as wearing helmets, using crossings, and staying alert—helps them travel confidently and independently.</p>	<p>healthy relationships. They understand the difference between passive, assertive and aggressive behaviour, and they learn how consent, body ownership and safe contact work. Pupils also explore privacy, personal boundaries, and the importance of sharing unsafe secrets. They learn how wellbeing surveys help them reflect on their feelings and needs.</p> <p>Learning Pupils learn to recognise their own needs, feelings and wishes, and understand why these deserve respect. They learn how to communicate clearly, set boundaries and make safe choices in different situations. Pupils also learn how consent protects everyone, why privacy matters, and how to seek help when something feels wrong. They understand that assertiveness supports confidence, safety and emotional wellbeing.</p>	<p>friendships, family relationships, formal relationships and platonic relationships. They understand what equality means and why everyone deserves respect. Pupils learn about LGBT identities in an age-appropriate way and explore why coercive or manipulative behaviour is harmful. They also learn how positive relationships help people feel safe, valued and supported.</p> <p>Learning Pupils learn to recognise the qualities of healthy, respectful relationships and understand how these support wellbeing at home, in school and in the community. They learn to identify unfair stereotypes and understand why respecting differences matters. Pupils also learn how to respond safely to unhealthy behaviour, how to communicate their feelings, and how to build relationships based on trust, kindness and equality.</p>
Curriculum End Point / Goal	<p>By the end of Year 7, pupils understand the basics of physical health, emotional wellbeing, friendships, and safety. They can recognise healthy and unhealthy behaviours, understand puberty changes, and know where to seek help. Pupils begin developing digital awareness, respectful communication, and strategies to manage emotions. They understand personal boundaries and the concept of consent in a non-sexual context.</p>					

*Topics delivered may vary dependent on the needs identified within the group and the most appropriate subject matter within the overarching theme(s).

Long Term Plan PSHE Key Stage 3

Year 8

Overarching learning themes	Autumn Term		Spring Term		Summer Term	
	Physical Wellbeing & Day to Day Independence		Social and Emotional Wellbeing & Protection from Abuse and Neglect		Personal Relationships & Citizenship	
	Health, Hygiene and Personal Care revisited Know and state how to prevent illness and where to go to get support for common illnesses. Knowledge of pharmacy/doctor/over the counter medication Know and state basic regular personal care routines State and explain the important of good personal hygiene	Looking after my needs, and the needs of others Identify and know regular routines that are needed to be independent. Know how to manage regular routines appropriately in the home State why we have some routines and how they may change dependent on personal circumstance	Peer on Peer pressures Understand where pressures can come from regarding comparison and behaviours Being aware of the risk associated with peer pressure Staying safe online Describe what keeping safe online means Identify common dangers and risks associated with being online	Personal Awareness Recognise that all bodies and personalities are unique Recognise the ways in which people may experience difficulties with their own self-image and why Identify own personal attributes and why they are unique and special	Changing and Growing Know about the changes to the body as you grow Understand changes in emotions during puberty and adolescence and how that can also affect relationships with others Relationships Know about some different sorts of relationship. Know about physical relationships and aspects of human reproduction.	Living in a diverse society Appreciate the differences in people. Understand the need for tolerance in society. Recognise the contributions of diverse groups to society.
Mandatory topics			Online behaviours		Consent Puberty/Periods	Sexuality Gender identity Discrimination
*Supplementary topics Differentiated and personalised teaching will be the starting point	Personal hygiene Manners Suitable clothing choices Eating disorders/ basics Puberty/Periods	Laundry Shopping and Shop lifting Security at home and at school/ feeling safe Roles and stereotypes	Network sites and ages Cyberbullying Trolling Respect online Image sharing (nudes/sexting etc) Comparisons online	Self image and self respect Being unique self-respect and how this links to their own happiness Eating disorders	Consent Puberty revisited. Puberty and feelings Basic reproductive body parts body parts Different relationships LGBT +	Friendships Prejudice LGBT + Gender identity Discrimination Introduction to extremism/radicalisation

*Topics delivered may vary dependent on the needs identified within the group and the most appropriate subject matter within the overarching theme(s).

Long Term Plan PSHE Key Stage 3

to ensure accessibility			Not all that is seen online is true Peer pressure		Gender identity Discrimination	Gender roles Violence towards woman
Enrichment/ Experiences	Walk to local pharmacy, also practising road safety	Practise laundry using school laundry room. Also drying and ironing. Practise dusting and vacuuming room.				
Cross-curricular links	<p>Science Learn how the body changes, prevents illness, and why hygiene protects overall health.</p> <p>English Use discussions and writing to explore routines, manners, puberty changes and healthy self-care choices.</p> <p>PE Understand hygiene, suitable clothing, body changes, and how healthy habits support physical wellbeing.</p> <p>Art Express emotions about growing up, body confidence and self-care through creative activities.</p>	<p>Science Learn how hygiene, routines and home safety support physical health and independence.</p> <p>English Use discussions and writing to explore routines, responsibility, stereotypes and making safe choices.</p> <p>PE Understand independence skills, personal safety, healthy routines and recognising safe and unsafe situations.</p> <p>Maths / Life Skills Use budgeting, measuring and planning to support shopping, routines and independent living tasks.</p>	<p>Science Learn how stress, comparison and online pressure affect emotional wellbeing and decision-making.</p> <p>English Explore online behaviours, cyberbullying and peer pressure through discussion, scenarios and persuasive writing.</p> <p>PE Understand risks of peer influence, safe choices, respectful behaviour and protecting wellbeing online.</p> <p>Digital Skills Learn safe online behaviour, age rules, cyberbullying risks, image sharing dangers and digital responsibility</p>	<p>Science Learn how bodies develop differently and why health changes can affect self-image.</p> <p>English Explore identity, uniqueness and self-respect through character study, discussion and reflective writing.</p> <p>PE Understand body confidence, healthy self-image, respecting differences and recognising early signs of eating concerns.</p> <p>Art Express individuality, emotions and personal identity through creative projects celebrating uniqueness.</p>	<p>Science Learn about puberty, reproductive body parts, periods and how bodies change during adolescence.</p> <p>English Explore identity, relationships, consent and discrimination through discussion, character study and reflective writing.</p> <p>PE Understand emotional changes, healthy relationships, consent, body confidence and respecting gender identity.</p> <p>Art Express identity, feelings and growing up through creative work celebrating diversity and uniqueness. If you want, I can also create a curriculum-map version or pupil-friendly display text.</p>	<p>Science Learn how human diversity develops and why discrimination negatively affects physical and emotional wellbeing.</p> <p>English Explore prejudice, friendships, identity and tolerance through stories, discussion, debate and reflective writing.</p> <p>PE Understand respect, equality, gender identity, healthy relationships and recognising harmful or discriminatory behaviour.</p> <p>Humanities (History/Geography/RE) Study diverse cultures, belief systems, discrimination, extremism and how societies promote fairness and inclusion.</p>
Key Vocabulary	<p>Hygiene – Keeping your body clean to prevent illness and stay healthy.</p> <p>Germs – Tiny organisms that can cause illness if not controlled.</p>	<p>Independence – Being able to manage daily tasks and routines by yourself confidently.</p> <p>Routine – A regular pattern of actions that</p>	<p>Peer Pressure – Influence from friends that can affect your choices or behaviour.</p> <p>Comparison – Judging yourself against others,</p>	<p>Self-Image – How you see and feel about your body and personality.</p> <p>Self-Respect – Valuing yourself and</p>	<p>Puberty – The stage when your body changes from child to adult.</p> <p>Hormones – Chemicals that control body changes,</p>	<p>Diversity – The variety of people, identities and backgrounds within a community.</p>

*Topics delivered may vary dependent on the needs identified within the group and the most appropriate subject matter within the overarching theme(s).

Long Term Plan PSHE Key Stage 3

<p>Infection – When harmful germs enter the body and cause sickness.</p> <p>Prevention – Actions that reduce the chance of becoming unwell.</p> <p>Pharmacy – Place to get advice and medicines for common illnesses.</p> <p>Doctor – Medical professional who diagnoses and treats health problems.</p> <p>Medication – Substances used to treat or relieve illness symptoms.</p> <p>Routine – Regular actions that help maintain health and cleanliness.</p> <p>Personal Care – Daily tasks that keep your body clean and healthy.</p> <p>Manners – Polite behaviours that show respect for others.</p> <p>Appropriate Clothing – Clothes suitable for weather, activity and hygiene needs.</p> <p>Puberty – Stage when the body changes from child to adult.</p> <p>Periods – Monthly bleeding as part of the menstrual cycle.</p> <p>Eating Disorder – Unhealthy thoughts or behaviours around food and body image.</p> <p>Wellbeing – Feeling physically healthy, emotionally balanced and cared for.</p>	<p>helps life stay organised and safe.</p> <p>Responsibility – Taking ownership of your actions and completing tasks you are expected to do.</p> <p>Laundry – Washing, drying and caring for clothes to keep them clean and wearable.</p> <p>Household Tasks – Jobs that keep a home safe, tidy and running smoothly every day.</p> <p>Shopping – Choosing and buying items you need while behaving safely and respectfully.</p> <p>Shoplifting – Taking items without paying, which is illegal and has serious consequences.</p> <p>Budgeting – Planning how to spend money sensibly so needs are met.</p> <p>Home Security – Actions that keep your home safe, like locking doors and checking visitors.</p> <p>School Safety – Behaviours that help everyone feel safe, calm and protected in school.</p> <p>Awareness – Noticing what is happening around you to stay safe and make good choices.</p> <p>Boundaries – Rules or limits that protect your safety, comfort and personal space.</p> <p>Stereotype – A fixed idea about people that is often unfair or untrue.</p>	<p>often leading to unhelpful thoughts or feelings.</p> <p>Risk – Something that could cause harm, danger or negative consequences.</p> <p>Online Safety – Making choices that protect you when using the internet.</p> <p>Cyberbullying – Repeated online behaviour intended to upset, embarrass or hurt someone.</p> <p>Trolling – Posting unkind or upsetting messages to provoke or annoy others.</p> <p>Respect Online – Treating people kindly and responsibly when communicating on the internet.</p> <p>Privacy Settings – Controls that help protect your information and limit who can contact you.</p> <p>Image Sharing – Sending or posting photos, which can be unsafe if personal or private.</p> <p>Sexting – Sharing sexual images or messages, which is unsafe and illegal for under-18s.</p> <p>Fake Content – Online information or images that are edited, misleading or untrue.</p> <p>Social Media – Websites or apps where people share posts, photos and messages.</p> <p>Age Restrictions – Minimum ages set to help</p>	<p>treating yourself with kindness and care.</p> <p>Uniqueness – Qualities that make you different from everyone else.</p> <p>Identity – The combination of traits, interests and experiences that make you you.</p> <p>Personality – The way you think, feel and behave in everyday situations.</p> <p>Attributes – Personal strengths, skills or qualities that make you special.</p> <p>Confidence – Believing in yourself and your abilities, even when things feel hard.</p> <p>Body Image – Thoughts and feelings about how your body looks and works.</p> <p>Comparison – Judging yourself against others, often leading to unhelpful feelings.</p> <p>Pressure – Expectations from yourself or others that can affect your choices.</p> <p>Wellbeing – Feeling healthy, safe, supported and emotionally balanced.</p> <p>Happiness – A sense of contentment that comes from self-respect and acceptance.</p>	<p>emotions and growth during puberty.</p> <p>Periods – Monthly bleeding as part of the menstrual cycle in people with wombs.</p> <p>Emotions – Feelings that can change quickly during puberty and adolescence.</p> <p>Relationships – Connections with others, including friends, family and trusted adults.</p> <p>Consent – Agreeing to something freely, confidently and without pressure.</p> <p>Boundaries – Personal limits that keep you safe, comfortable and respected.</p> <p>Reproductive Body Parts – Body parts involved in human reproduction and development.</p> <p>Adolescence – The time between childhood and adulthood when many changes happen.</p> <p>Attraction – Liking someone in a romantic or emotional way.</p> <p>Sexual Orientation – Who someone may feel romantic or emotional attraction towards.</p> <p>Gender Identity – A person's internal sense of their gender.</p> <p>LGBT+ – A group of identities including lesbian, gay, bisexual, trans and others.</p>	<p>Tolerance – Accepting and respecting people who are different from you.</p> <p>Inclusion – Making sure everyone feels valued, supported and able to participate.</p> <p>Prejudice – Judging someone unfairly before knowing them properly.</p> <p>Discrimination – Treating someone unfairly because of who they are.</p> <p>Equality – Ensuring everyone has fair chances, rights and opportunities.</p> <p>Gender Identity – A person's internal sense of their gender.</p> <p>Sexuality – Who someone may feel romantic or emotional attraction towards.</p> <p>LGBT+ – Identities including lesbian, gay, bisexual, trans and others.</p> <p>Stereotype – A fixed idea about a group that is often untrue.</p> <p>Gender Roles – Expectations about how people "should" behave based on gender.</p> <p>Friendship – A supportive, respectful relationship built on trust and kindness.</p> <p>Extremism – Beliefs that reject fairness, equality or respect for others.</p> <p>Radicalisation – When someone is encouraged to adopt harmful or extreme beliefs.</p>
---	--	--	--	--	---

*Topics delivered may vary dependent on the needs identified within the group and the most appropriate subject matter within the overarching theme(s).

Long Term Plan PSHE Key Stage 3

		<p>Gender Roles – Expectations about how boys or girls “should” behave, which can be limiting.</p> <p>Respect – Treating people kindly, valuing differences and considering others’ feelings and needs.</p>	<p>keep young people safe online.</p> <p>Digital Footprint – The record of everything you post, share or comment on online.</p> <p>Reporting – Telling a trusted adult or platform about unsafe or harmful online behaviour.</p>	<p>Eating Disorder – Unhealthy thoughts or behaviours around food and body image.</p> <p>Support Network – Trusted people who help you feel safe, valued and understood.</p> <p>Acceptance – Recognising your worth and appreciating yourself exactly as you are.</p>	<p>Discrimination – Unfair treatment of someone because of who they are.</p> <p>Respect – Treating people kindly and valuing differences in identity and experience.</p>	<p>Violence Against Women – Harmful behaviour towards women that is never acceptable.</p>
Knowledge and Learning	<p>Skills Pupils practise managing daily personal care routines, choosing suitable clothing and using hygiene products correctly. They develop confidence in recognising when they need help and learn how to communicate health concerns clearly. Pupils build independence by organising their own routines, understanding safe ways to access support, and making responsible decisions that protect their wellbeing.</p> <p>Knowledge Pupils learn how illness spreads, how hygiene prevents infection, and where to get help for common health issues. They understand the roles of doctors, pharmacies and</p>	<p>Skills Pupils practise managing daily routines that support independence, such as laundry, shopping and organising their home environment. They develop skills in planning tasks, making safe choices and recognising when help is needed. Pupils learn how to behave responsibly in shops, follow rules, and keep themselves and others safe at home and school.</p> <p>Knowledge Pupils learn why routines matter and how they support independence, safety and wellbeing. They understand how routines can change depending on personal circumstances, abilities or</p>	<p>Skills Pupils practise recognising peer pressure, managing comparison and making independent, safe choices. They develop skills in identifying risky online behaviours, using privacy settings and responding calmly to unkind or unsafe messages. Pupils learn how to report concerns, block harmful accounts and communicate respectfully online. They build confidence in trusting their instincts and seeking support when something feels wrong.</p> <p>Knowledge Pupils learn where peer pressure comes from and how it influences behaviour and decision-making. They understand online risks such as cyberbullying, trolling, fake content,</p>	<p>Skills Pupils practise recognising their own strengths, personal qualities and the things that make them unique. They develop skills in expressing feelings, building self-respect and noticing unhelpful comparisons. Pupils learn how to talk about worries, support others kindly and challenge negative self-talk. They build confidence in valuing themselves and respecting differences in the people around them.</p> <p>Knowledge Pupils learn that all bodies, personalities and identities are different and equally important. They understand how self-image forms and why people may</p>	<p>Skills Pupils practise recognising physical and emotional changes during puberty and learn how to manage new feelings safely. They develop skills in communicating clearly, respecting boundaries and understanding consent. Pupils learn how to build healthy relationships, respond to conflict calmly and seek support when needed. They also practise showing respect for different identities, families and ways of expressing gender.</p> <p>Knowledge Pupils learn how the body changes during puberty, including periods, growth and hormonal changes. They understand basic reproductive body parts and the foundations of human reproduction.</p>	<p>Skills Pupils practise recognising differences in people and responding with respect, kindness and fairness. They develop skills in challenging prejudice, listening to others’ experiences and communicating without judgement. Pupils learn how to build positive friendships, notice harmful behaviour and seek help when something feels unsafe. They also practise thinking critically about stereotypes, gender roles and unfair treatment.</p> <p>Knowledge Pupils learn what diversity means and why society includes many identities, cultures and beliefs. They understand sexuality, gender identity and the impact of discrimination on individuals and</p>

*Topics delivered may vary dependent on the needs identified within the group and the most appropriate subject matter within the overarching theme(s).

Long Term Plan PSHE Key Stage 3

	<p>over-the-counter medicines. Pupils learn why regular routines matter, how puberty changes the body, and the importance of healthy habits such as washing, clean clothing and caring for their physical and emotional health.</p> <p>Learning Pupils explore how good hygiene, manners and self-care support confidence, health and positive relationships. They learn to recognise early signs of illness, understand eating-related concerns, and know when to seek trusted support. Pupils understand that bodies change during puberty and that everyone develops differently. They learn to value themselves, respect others and make choices that keep them healthy and safe.</p>	<p>responsibilities. Pupils learn about home safety, shop expectations, the consequences of shoplifting, and how to recognise safe and unsafe situations. They also explore roles, stereotypes and how these influence behaviour and expectations.</p> <p>Learning Pupils explore how independence grows through practising routines and making responsible choices. They learn to recognise their own needs and consider the needs of others in shared spaces. Pupils understand how safety, respect and responsibility shape daily life. They learn to challenge stereotypes, value fairness and behave in ways that support a safe, respectful community at home and school.</p>	<p>age-restricted platforms and unsafe image sharing. Pupils learn what safe online behaviour looks like, why respect matters, and how to protect personal information. They also understand that not everything online is real, fair or healthy to compare themselves to.</p> <p>Learning Pupils explore how peer influence affects emotions, choices and relationships both online and offline. They learn to question what they see online, recognise unsafe situations and understand the consequences of harmful behaviour. Pupils learn to value respectful communication, challenge pressure, and support friends who may be struggling. They develop confidence in staying safe, thinking critically and making responsible digital choices.</p>	<p>struggle with confidence or body worries. Pupils learn the meaning of self-respect and how it supports happiness and wellbeing. They also gain a basic understanding of eating disorders and why it is important to seek help early.</p> <p>Learning Pupils explore how uniqueness shapes who they are and how they relate to others. They learn to appreciate their own attributes, celebrate differences and recognise unhelpful pressures from friends, media or online comparisons. Pupils understand how positive self-respect improves relationships, decision-making and emotional health. They learn to value themselves, support others and create a respectful, inclusive environment.</p>	<p>Pupils learn about different types of relationships, including friendships, families and romantic relationships. They also explore consent, gender identity, LGBT+ inclusion and how discrimination affects people's wellbeing, safety and sense of belonging.</p> <p>Learning Pupils explore how growing up affects their emotions, relationships and confidence. They learn to recognise their own boundaries, respect others' boundaries and understand how consent works in everyday situations. Pupils learn that everyone develops differently and that all identities deserve respect. They understand how discrimination harms individuals and communities, and they learn to value diversity, kindness and healthy, supportive relationships.</p>	<p>communities. Pupils learn about prejudice, extremism, radicalisation and how harmful ideas spread. They also explore gender roles, respectful relationships and why violence towards women is unacceptable and damaging.</p> <p>Learning Pupils explore how diverse groups contribute to society and why tolerance strengthens communities. They learn to value differences, challenge unfair behaviour and recognise when someone is being treated unequally. Pupils understand how discrimination harms wellbeing and how supportive friendships promote safety and belonging. They learn to celebrate diversity, respect all identities and help create an inclusive, safe environment for everyone.</p>
Curriculum End Point / Goal	By the end of Year 8, pupils build on prior learning to deepen understanding of identity, self-esteem, and respectful relationships. They recognise harmful online content, manage peer pressure, and understand risks linked to substances and unsafe situations. Pupils strengthen skills in emotional regulation, advocating for themselves, and accessing support. They begin exploring the impact of media, including body image and representation.					

*Topics delivered may vary dependent on the needs identified within the group and the most appropriate subject matter within the overarching theme(s).

Long Term Plan PSHE Key Stage 3

Year 9

Overarching learning themes	Autumn Term		Spring Term		Summer Term	
	Physical Wellbeing & Day to Day Independence		Social and Emotional Wellbeing & Protection from Abuse and Neglect		Personal Relationships & Citizenship	
	Wellbeing for Life How pupils can be responsible for their own physical and emotional wellbeing Learning how to manage emotions during change and transition. Knowing how to recognise and talk about emotions. Understanding how our emotions can affect how we react to people and situations.	Risky and Illegal Substances Which substances are illegal and which are risky but legal? Situations in which there may be risks associated with substances and ways to stay safe What are the reasons people may take risks with illegal substances?	Community Safety Risks within the community, what to look for, how to stay safe and how to access support Anti Social Behaviour – learning what it is and why it happens. Understanding the impact on communities and on the individuals who are carrying out the ASB	Getting out and about Personal risks to safety when out and about. How to get around safely. Potential of managing unexpected situations.	Personal relationships Understand the law regarding sex. Understand the importance of consent. Consider consent in friendships as well as more intimate relationships. Peer pressure to be in a romantic relationship	Personal relationships Respectful relationship – physical respect/violence/abuse Know the physical risks associated with sexual relationships
Mandatory topics		Substance misuse & the Law	Exploitation – what is it and how does it take place? What are the effects on people?			
*Supplementary topics Differentiated and personalised teaching will be the starting point to ensure accessibility	Understanding the importance of: Sleep Diet Exercise Wellbeing Understanding the Level Up! programme	Smoking (cigarettes and vapes) effect on the body, laws around smoking and vaping. Alcohol – effects on the body and behaviour, impact on relationships, laws around drinking alcohol Drugs – illegal and legal – effects and law around use. Understanding importance of following	Substances revisited Drugs Gangs – peer pressure County Lines – what is it and who might be most vulnerable at being targeted? CSE Stranger danger – online and in person FGM	Road safety Car safety Bike safety Railway safety Sun safety Water safety Emergency scenarios – knowing how to access emergency services	Embarrassment about sex Reasons for having sex Feeling ready for sex Consent (Cup of tea) recap Sexual myths Violence towards partners	Staying safe in intimate relationships Contraception / putting on a condom STIs Pregnancy how and links to alcohol Health support Teenage pregnancy

*Topics delivered may vary dependent on the needs identified within the group and the most appropriate subject matter within the overarching theme(s).

Long Term Plan PSHE Key Stage 3

		guidelines when using legal medications				
Enrichment/ Experiences	Look at Regulation Stations in classrooms, how can these items help us with regulation of emotions, also look at Soothe Boxes. What else do we have in school to help?	Pupils to use the Drunk Goggles to get effects of alcohol on walking etc		Police or Fire Service visit		Condom practise / demonstration School nurse to visit to talk about STI's/health support
Cross-curricular links (Across the Key stage)	<p>Science Healthy bodies, hygiene, puberty and illness link directly to wellbeing.</p> <p>PE Exercise, movement and teamwork strengthen physical and emotional wellbeing.</p> <p>Computing Online behaviour, safety and communication impact emotional wellbeing. Online relationships</p> <p>Food Technology Nutrition, healthy choices and simple meals support overall wellbeing.</p>	<p>Science How substances chemically affect the body and brain, linking to addiction, health impacts, and physiology.</p> <p>Maths Analyse real-world statistics on substance use to understand risk, prevalence, patterns, and misleading data claims.</p> <p>English Explore peer pressure and risky choices through character writing, persuasive tasks, and realistic role-play scenarios.</p> <p>Humanities/ Citizenship Examine global drug production, trafficking routes, legal frameworks, and community consequences of substance misuse.</p>	<p>Science Learn how substances affect the body and why exploitation often involves physical risk.</p> <p>English Explore community safety, pressure and exploitation through scenarios, persuasive writing and character analysis.</p> <p>PE Understand personal safety, awareness, resisting pressure and recognising unsafe behaviour in community environments.</p> <p>Geography/Humanities Study local environments, community risks, county lines routes and why certain areas increase vulnerability.</p>	<p>Science Learn how the body responds to heat, injury, dehydration and physical risks outdoors.</p> <p>English Use scenarios and writing tasks to explore decision-making, emergencies and safe behaviour.</p> <p>PE Understand safe movement, road awareness, protective equipment and managing unexpected situations confidently.</p> <p>Geography/Humanities Explore environments, hazards, safe routes and how location affects personal safety outdoors.</p>	<p>Science Human reproduction, consent, sexual health, and understanding physical risks linked to intimate relationships.</p> <p>English Explore consent, pressure and healthy relationships through character study, discussion and reflective writing.</p> <p>PE Learn body awareness, respectful boundaries, emotional readiness and how healthy relationships support wellbeing.</p> <p>Art / Creative Media Express feelings about relationships, pressure and identity through creative tasks and visual storytelling.</p>	<p>Science Human reproduction, contraception, STIs and pregnancy risks, including how alcohol affects developing embryos.</p> <p>English Explore healthy relationships, consent, pressure and abuse through character analysis, discussion and reflective writing.</p> <p>PE Understand physical wellbeing, body awareness, healthy boundaries and how respectful relationships support overall health.</p> <p>Art Use creative tasks to explore emotions, relationships, boundaries and respectful communication through visual expression.</p>

*Topics delivered may vary dependent on the needs identified within the group and the most appropriate subject matter within the overarching theme(s).

Long Term Plan PSHE Key Stage 3

Key Vocabulary	<p>Wellbeing – feeling healthy, safe and positive in body and mind.</p> <p>Health – how well the body and mind work.</p> <p>Hygiene – keeping clean to stay healthy.</p> <p>Routine – a regular pattern of actions.</p> <p>Sleep – rest the body needs to stay healthy.</p> <p>Exercise – physical activity that strengthens the body.</p> <p>Diet – the food and drink a person regularly consumes.</p> <p>Emotions – feelings such as happiness, anger or worry.</p> <p>Regulation – managing emotions in safe and appropriate ways.</p> <p>Safety – being protected from harm.</p> <p>Consent – giving or receiving permission.</p> <p>Boundaries – personal limits that keep people safe.</p> <p>Privacy – keeping information or parts of life to yourself.</p> <p>Relationship – the way people connect and interact.</p> <p>Respect – showing consideration and valuing others.</p> <p>Responsibility – taking charge of actions and choices.</p> <p>Support – help from adults, friends, or services.</p>	<p>Substance - Any chemical people take into their bodies, including medicines, alcohol, nicotine, and illegal drugs.</p> <p>Legal - Allowed by law — includes alcohol (over 18), cigarettes, vapes, and prescribed medicines.</p> <p>Illegal - Not allowed by law — includes drugs such as cannabis, cocaine, ecstasy, and others.</p> <p>Misuse - Using a substance in a harmful or unsafe way, including taking too much or using without guidance.</p> <p>Addiction - A physical or psychological dependence on a substance, making it hard to stop using it.</p> <p>Risk - A situation where harm is more likely — for example, mixing substances, peer pressure, or unsafe environments.</p> <p>Guidelines - Official instructions on how to use legal substances safely, such as medication doses or age limits.</p> <p>Short-term Effects - Immediate impacts on the body or behaviour, like dizziness, impaired judgement, or nausea.</p> <p>Long-term Effects - Harm that builds over</p>	<p>Community Safety – Actions that keep people safe where they live.</p> <p>Risk – Something that could cause harm or danger.</p> <p>Awareness – Noticing signs of unsafe or suspicious behaviour.</p> <p>Support – Help from trusted adults, services or organisations.</p> <p>Anti-Social Behaviour – Actions that disturb or harm the community.</p> <p>Consequences – Results of actions that affect people or communities.</p> <p>Exploitation – Taking advantage of someone for personal gain.</p> <p>Grooming – Building trust to exploit or harm someone.</p> <p>County Lines – Criminal networks using young people to move drugs.</p> <p>Vulnerability – Being more at risk of harm or exploitation.</p> <p>Peer Pressure – Feeling pushed by others to do something.</p> <p>Gangs – Groups that may pressure or involve people in crime.</p> <p>Drugs – Substances that can harm health or lead to exploitation.</p> <p>CSE – Sexual exploitation involving manipulation, pressure or abuse.</p> <p>Stranger Danger – Risks from unknown people online or in person.</p>	<p>Awareness – Noticing what's happening around you to stay safe.</p> <p>Risk – Possibility of harm in a situation.</p> <p>Hazard – Something that could cause injury or danger.</p> <p>Route – Planned path to travel safely.</p> <p>Crossing – Safe place to walk across a road.</p> <p>Seatbelt – Strap keeping passengers safe in a vehicle.</p> <p>Helmet – Protective headgear reducing injury when cycling.</p> <p>Visibility – How easily others can see you.</p> <p>Platform – Safe waiting area beside train tracks.</p> <p>Tracks – Railway lines that must never be crossed.</p> <p>Hydration – Drinking enough water to stay healthy in heat.</p> <p>Shade – Protection from strong sunlight.</p> <p>Sunscreen – Lotion protecting skin from UV damage.</p> <p>Current – Moving water that can pull swimmers unexpectedly.</p> <p>Lifeguard – Trained person who keeps swimmers safe.</p> <p>Emergency – Serious situation needing immediate help.</p> <p>999 – Number to call for emergency services in the UK.</p>	<p>Consent – Freely given agreement to any activity, every time.</p> <p>Law – Rules deciding the legal age and rights around sex.</p> <p>Boundaries – Personal limits that keep relationships respectful and safe.</p> <p>Peer Pressure – Feeling pushed into something by friends or partners.</p> <p>Romantic Relationship – A close emotional connection with mutual respect.</p> <p>Embarrassment – Feeling uncomfortable discussing private or sensitive topics.</p> <p>Readiness – Being emotionally and physically prepared for intimacy.</p> <p>Respect – Treating others fairly, kindly and valuing their choices.</p> <p>Myths – False beliefs that cause confusion about sex or relationships.</p> <p>Violence – Behaviour that harms, controls or frightens a partner.</p> <p>Abuse – Any action that hurts someone emotionally or physically.</p> <p>Pressure – Being encouraged or pushed into unwanted behaviour.</p> <p>Communication – Sharing thoughts clearly to understand each other's needs.</p> <p>Trust – Confidence that someone will treat you safely and respectfully.</p>	<p>Respect – Treating others kindly, fairly and valuing their boundaries.</p> <p>Consent – Clear, freely-given agreement to any activity or contact.</p> <p>Boundaries – Personal limits that keep relationships safe and respectful.</p> <p>Abuse – Behaviour that harms, controls or frightens another person.</p> <p>Violence – Physical force used to hurt or intimidate someone.</p> <p>Pressure – Feeling pushed into something you don't want.</p> <p>Intimacy – Close emotional or physical connection with someone.</p> <p>Safety – Actions that protect your body, feelings and wellbeing.</p> <p>Contraception – Methods preventing pregnancy during sexual activity.</p> <p>Condom – Barrier protection reducing pregnancy and STI risks.</p> <p>STI – Infection passed through sexual contact.</p> <p>Risk – Chance of harm happening in a situation.</p> <p>Pregnancy – When a fertilised egg grows inside the uterus.</p> <p>Alcohol – Substance that affects judgement, safety and pregnancy health.</p> <p>Readiness – Feeling emotionally and physically prepared for intimacy.</p>
----------------	--	--	--	--	---	--

*Topics delivered may vary dependent on the needs identified within the group and the most appropriate subject matter within the overarching theme(s).

Long Term Plan PSHE Key Stage 3

	<p>Signs & Symptoms – clues that someone may be unwell.</p> <p>Digital Safety – keeping safe when using technology and online spaces.</p> <p>Communication – Sharing thoughts and feelings clearly with others.</p> <p>Support Network – Trusted people who help your wellbeing..</p> <p>Self-care – Actions that protect your health and happiness.</p> <p>Level Up! – Programme helping pupils build confidence, skills and wellbeing.</p>	<p>time, such as lung disease from smoking or liver damage from alcohol.</p> <p>Law Enforcement - How the law is applied — including age restrictions, penalties for possession, and consequences of misuse.</p>	<p>Online Safety – Protecting yourself from digital risks and strangers.</p> <p>FGM – Illegal procedure harming girls' health and rights.</p> <p>Coercion – Forcing or pressuring someone into unsafe actions.</p> <p>Reporting – Telling trusted adults or services about concerns.</p> <p>Safeguarding – Protecting people from harm, abuse or exploitation.</p>	<p>Responder – Person who arrives to give emergency help.</p> <p>First Aid – Immediate care given before professionals arrive.</p> <p>Confidence – Staying calm and making safe choices when unsure.</p>	<p>Intimacy – Emotional or physical closeness between people.</p> <p>Respectful Relationship – Safe, equal, supportive and free from harm.</p> <p>Healthy Choice – A decision that protects wellbeing and safety.</p> <p>Guilt – Feeling bad about something you did or felt pressured into.</p> <p>Influence – Something or someone affecting your decisions or feelings.</p> <p>Autonomy – Your right to make decisions about your own body.</p>	<p>Support – Help from trusted adults, services or health professionals.</p> <p>Clinic – Place offering confidential sexual health advice and testing.</p> <p>Grooming – Manipulation used to gain trust for harmful purposes.</p> <p>Teenage Pregnancy – Pregnancy occurring before age eighteen.</p> <p>Healthy Relationship – Respectful, safe, equal and supportive partnership.</p>
Knowledge and Learning	<p>Skills</p> <p>Pupils identify healthy habits, manage simple routines, and use basic emotional regulation strategies. They communicate their needs appropriately, recognise safe and unsafe situations, and begin to make responsible choices that support their physical and emotional wellbeing in daily life.</p> <p>Knowledge:</p>	<p>Skills</p> <p>Pupils develop the skills to recognise risky situations, assess consequences and make safer choices. They practise resisting peer pressure, communicating confidently and seeking help from trusted adults. They learn how to manage influences, support friends safely and plan strategies to avoid harm. Pupils also build decision-making skills that help them stay in control in real-life situations.</p> <p>Knowledge</p>	<p>Skills</p> <p>Pupils develop the skills to recognise unsafe situations in their community and online. They learn how to assess risks, trust their instincts and seek support from reliable adults or services. Pupils practise resisting peer pressure, especially around gangs, drugs and antisocial behaviour. They build confidence in reporting concerns, staying aware of surroundings and making choices that protect their wellbeing and safety.</p> <p>Knowledge</p>	<p>Skills</p> <p>Pupils develop the skills to move around safely and confidently in different environments. They learn how to assess risks when walking, cycling or travelling by car, bus or train. Pupils practise staying aware of their surroundings, planning safe routes and responding calmly to unexpected situations. They also build the ability to contact emergency services clearly and appropriately when needed.</p> <p>Knowledge</p>	<p>Skills</p> <p>Pupils develop the skills to communicate boundaries clearly, recognise pressure and make informed, respectful choices in relationships. They practise saying no confidently, supporting friends and challenging harmful attitudes. Pupils learn how to seek help, manage embarrassment, and approach sensitive conversations with maturity, empathy and respect for others' feelings and safety.</p> <p>Knowledge</p>	<p>Skills</p> <p>Pupils develop the skills to build respectful relationships, recognise unhealthy or abusive behaviour and communicate boundaries clearly. They learn how to stay safe in intimate situations, make informed choices and seek reliable health support. Pupils practise challenging pressure, understanding risks and acting confidently to protect their wellbeing and personal safety.</p> <p>Knowledge</p>

*Topics delivered may vary dependent on the needs identified within the group and the most appropriate subject matter within the overarching theme(s).

Long Term Plan PSHE Key Stage 3

	<p>Pupils know what wellbeing means, understand the key pillars such as sleep, diet, exercise and emotional regulation, and recognise why hygiene, routines, boundaries and respectful behaviour matter. They know early signs of feeling unwell and understand where to seek help for physical or emotional concerns.</p> <p>Learning: Pupils learn how their everyday actions influence their health and emotional state. They learn to notice feelings, express themselves clearly, and apply simple strategies to stay well. They learn how to keep themselves safe, how to ask for support, and how positive relationships contribute to overall wellbeing.</p>	<p>Pupils learn which substances are legal, illegal or age-restricted, and understand how smoking, vaping, alcohol and drugs affect the body and behaviour. They explore the laws around possession, supply and use, and learn why guidelines for medicines must be followed. Pupils also understand the short- and long-term health risks linked to substance misuse.</p> <p>Learning Pupils learn to apply their understanding to everyday scenarios, recognising warning signs and thinking critically about misinformation. They explore how substance misuse can affect relationships, wellbeing and future opportunities. Through discussion and reflection, pupils learn to challenge myths, make informed choices and understand the importance of protecting their physical and mental health.</p>	<p>Pupils learn what antisocial behaviour is, why it happens and how it affects communities. They understand different forms of exploitation, including grooming, county lines, CSE and FGM, and learn how these situations develop. Pupils explore who might be most vulnerable to targeting, how substances link to exploitation, and the signs that someone may be at risk. They also learn where laws and safeguarding apply.</p> <p>Learning Pupils learn to apply their understanding to real-life scenarios, recognising warning signs and unsafe behaviours. They explore how exploitation harms individuals and communities, and reflect on how to respond safely if they feel worried. Pupils learn to challenge harmful influences, support friends appropriately and make informed decisions. They understand the importance of speaking up, staying connected to trusted adults and protecting themselves and others.</p>	<p>Pupils learn the key safety rules for roads, cars, bikes and railways, including safe crossings, seatbelts, helmets and platform behaviour. They understand the importance of sun protection, water safety and recognising hazards in outdoor spaces. Pupils also learn what counts as an emergency, how to call for help and what information emergency services need to respond quickly.</p> <p>Learning Pupils learn to apply their understanding to real-life scenarios, thinking ahead about risks and making sensible choices when out and about. They explore how to stay safe alone or with friends, how to manage unexpected events and how to avoid dangerous situations. Pupils learn to take responsibility for their own safety, support others appropriately and act confidently in emergencies.</p>	<p>Pupils learn the laws around sex, the meaning of consent and how it applies in all relationships. They understand contraception basics, STI risks, and why readiness matters. Pupils explore common myths, reasons people may feel pressured, and how violence against women links to harmful beliefs, inequality and disrespectful behaviour.</p> <p>Learning Pupils learn to apply their understanding to real situations, recognising pressure, unhealthy expectations and unsafe behaviour. They reflect on personal readiness, respectful communication and how to challenge myths confidently. Pupils learn to value consent, equality and safety, and understand how informed choices protect their wellbeing, relationships and future opportunities.</p>	<p>Pupils learn the physical risks linked to sexual relationships, including STIs, pregnancy and the impact of alcohol on decision-making. They understand contraception basics, including how condoms work, and explore the realities of teenage pregnancy. Pupils also learn about consent, physical respect, and where to access trustworthy sexual health information and services.</p> <p>Learning Pupils learn to apply their understanding to real-life scenarios, recognising unsafe behaviour and knowing when to seek help. They reflect on healthy relationship expectations, personal readiness and the importance of mutual respect. Pupils learn to challenge myths, make informed decisions and understand how responsible choices support their long-term health, safety and future opportunities.</p>
--	---	--	---	--	---	---

*Topics delivered may vary dependent on the needs identified within the group and the most appropriate subject matter within the overarching theme(s).

Long Term Plan PSHE Key Stage 3

Curriculum End Point / Goal	By the end of Year 9, pupils can explain risks around exploitation, consent, and unhealthy relationships. They understand sexual health basics, including reliable information sources. Pupils demonstrate increased independence in decision-making, recognising coercion, harmful behaviours, and online risks. They understand the law relating to relationships, substances, and harmful content. They develop strategies for maintaining wellbeing, forming supportive relationships, and managing challenges.
-----------------------------	---

*Topics delivered may vary dependent on the needs identified within the group and the most appropriate subject matter within the overarching theme(s).