

Long Term Plan PSHE Key Stage 4

PSHE & 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](#)

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Pathways 1, 2 and 3 (Year 1 in Pathway)

Overarching learning themes	Autumn Term		Spring Term		Summer Term	
	Health & Wellbeing		Social and Emotional Wellbeing & Protection from Abuse and Neglect		Personal Relationships & Citizenship	
	Health Protection & Illness Prevention	Wellbeing Online	Personal Awareness & Personal Safety	Personal safety & Safety Online	Relationships & Sexual Intimacy	Risky Behaviours
	Personal hygiene Dental health & dentist care Navigating local healthcare system, what a GP is, when to go to A&E, role of pharmacies Self-care for minor ailments Self-examination and screening	Social media Advertising Unhealthy/healthy body image Photoshop/filters Comparison Peer pressure Fashion Influencers	Identify/state how I feel about myself and what influences how I view myself. Identify ways in which I can grow self-confidence/esteem Explore ways in which I can keep myself safe from day-to-day harm in the community. What are the dangers? Road Safety/vigilance for pick pockets. Anti-Social Behaviour	Explore the different forms of potentially harmful content Describe specific ways of keeping ourselves safe Social media – age restrictions, how is it monitored. Who is accessing what?	Identify different levels of intimacy (physical/sexual) within relationships and their associated risks. Develop more detailed knowledge of physical risks of sex and how to reduce risks Identify support available	Able to identify potentially safe and unsafe behaviours and/or substances and the risk/impact associated Know about the law in relationship to different substances Able to identify potentially safe and unsafe sexual behaviours and the law
Mandatory topics				Online content, sharing, viewing and the law	Marriage Sexualisation of woman and the images we see (realities of what we see online/porn)	Substances and the law Sex, consent, the law

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*Supplementary topics Differentiated and personalised teaching will be the starting point to ensure accessibility	Concept of Gillick competence – legal age of medical consent is 16. Health & Wellbeing Awareness - Mental health and emotional wellbeing Understanding stress, anxiety, and how to seek support. Sleep hygiene Importance of sleep, effects of poor sleep, and healthy routines. Nutrition and hydration Balanced diets, reading food labels, and the impact of sugar and caffeine. Preventative Health & Safety - Vaccinations and immunity How vaccines work and why they matter. Sun safety and skin protection Risks of UV exposure and how to prevent skin damage	Psychological & Emotional Wellbeing - Self-esteem and confidence: How media and peer dynamics shape self-worth. Mental health and social media: Exploring anxiety, depression, and digital burnout. Cyberbullying and online safety: Recognising harmful behaviours and how to respond. Identity & Society - Gender representation in media: Stereotypes, objectification, and inclusivity. Cultural influences on beauty standards: How ideals vary across societies and time. Body positivity and activism: Movements challenging norms and promoting acceptance.	Travel Community access Rules for staying safe out and about CSE County Lines Hobbies/interests/goals Zones of Regulation Self-respect and confidence	Pornography & Violence towards women Sexting Social media platforms Online gaming Grooming/trolling Harassment Where to get help Sexual content on streaming service Pornography. sharing and viewing indecent images of children (including those created by children) Distribution of online material	Marriage (inc forced) STI's Pregnancy and alcohol Contraception Differing relationships Expectations & pressure (behaviour within relationships are criminal, including violent behaviour and coercive control) Violence towards women Unwanted attention Support consent, including the age of consent	Drugs Smoking vaping Alcohol Prescription medication Law Age limits Physical and emotional impacts Strategies for identifying and managing sexual pressure how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
AQA Unit	Healthy Lifestyles		Personal Safety	Personal Safety	Sex and Relationship Education	Sex and Relationship Education
AQA Unit Level & Unit Reference Code	PSE027 Entry 2 PSE028 Entry 3 PSE029 Level 1 PSE030 Level 2		PSE047 Entry 2 PSE048 Entry 3 PSE049 Level 1 PSE050 Level 2	PSE047 Entry 2 PSE048 Entry 3 PSE049 Level 1 PSE050 Level 2	PSE012 Entry 2 PSE013 Entry 3 PSE014 Level 1 PSE015 Level 2	PSE012 Entry 2 PSE013 Entry 3 PSE014 Level 1 PSE015 Level 2
Key Vocabulary	Personal hygiene – Keeping your body clean to stay healthy and prevent illness.	Social media – Online platforms where people	Self-esteem – How positively or negatively someone feels about themselves.	Harmful content – Online material that can upset, mislead or endanger people.	Intimacy – Close physical or emotional connection between people.	Drugs – Substances that change how the body or mind works.

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	<p>Dental health – Caring for teeth and gums to prevent decay and disease.</p> <p>GP (General Practitioner) – A doctor who treats everyday health problems.</p> <p>A&E – Emergency hospital department for serious or life-threatening conditions.</p> <p>Pharmacy – Place giving medicines and health advice for minor illnesses.</p> <p>Self-care – Treating small health problems safely by yourself.</p> <p>Screening – Health checks to find problems early before symptoms appear.</p> <p>Gillick competence – A young person's ability to consent to medical treatment.</p> <p>Mental wellbeing – Feeling emotionally balanced, able to cope with challenges.</p> <p>Sleep hygiene – Healthy habits that improve sleep quality and daily energy.</p> <p>Hydration – Drinking enough fluids to keep the body working properly.</p> <p>Vaccination – A medicine that protects your body from harmful diseases.</p>	<p>share messages, photos and videos</p> <p>Advertising – Persuasive messages designed to make people buy or believe something.</p> <p>Body image – How someone thinks and feels about their body.</p> <p>Photoshop – Software used to edit or change how images look.</p> <p>Filter – A digital effect that changes or enhances a photo.</p> <p>Comparison – Judging yourself against others, often unfairly.</p> <p>Peer pressure – Influence from friends to behave a certain way.</p> <p>Influencer – Someone online who affects others' opinions or choices.</p> <p>Self-esteem – How much confidence and self-worth a person feels.</p> <p>Cyberbullying – Bullying that happens online or through digital devices.</p>	<p>Self-confidence – Belief in your own abilities and decisions.</p> <p>Identity – The qualities and experiences that make you who you are.</p> <p>Community safety – Actions that keep you safe in public places.</p> <p>Road safety – Rules and behaviours that prevent accidents when travelling.</p> <p>Anti-social behaviour – Actions that disturb or harm others in the community.</p> <p>CSE (Child Sexual Exploitation) – Manipulation of a young person for sexual purposes.</p> <p>County Lines – Criminal groups using young people to move drugs.</p> <p>Self-respect – Valuing yourself and your personal boundaries.</p> <p>Vigilance – Staying alert to danger in everyday situations.</p> <p>Personal goals – Things you want to achieve through effort and planning.</p>	<p>Age restriction – Minimum age required to use a website or platform.</p> <p>Sharing – Sending or posting information, images or videos online.</p> <p>Sexting – Sending sexual messages or images through phones or online.</p> <p>Grooming – When someone builds trust to exploit or harm a young person.</p> <p>Trolling – Posting messages online to upset or provoke others.</p> <p>Harassment – Repeated unwanted behaviour that causes distress or fear.</p> <p>Streaming – Watching videos or content online in real time.</p> <p>Indecent images – Illegal sexual images involving children or exploitation</p> <p>Online gaming – Playing games with others through the internet.</p> <p>Reporting – Telling a trusted adult or platform about unsafe behaviour.</p> <p>Digital footprint – The trail of information you leave online.</p>	<p>Consent – Clear, informed agreement to any activity, freely given.</p> <p>Age of consent – Legal age someone can agree to sexual activity.</p> <p>Contraception – Methods used to prevent pregnancy.</p> <p>STI – Infection passed through sexual contact.</p> <p>Coercive control – Behaviour that manipulates, pressures or restricts someone.</p> <p>Forced marriage – Marriage where someone is pressured or not free to choose.</p> <p>Sexualisation – Treating someone as a sexual object rather than a person.</p> <p>Unwanted attention – Behaviour that feels uncomfortable, persistent or unsafe.</p> <p>Healthy relationship – Respectful, equal and supportive connection between people.</p> <p>Pregnancy risk – Likelihood of becoming pregnant from sexual activity.</p> <p>Support services – Trusted organisations or adults offering help and guidance.</p>	<p>Vaping – Inhaling vapour containing nicotine or other chemicals.</p> <p>Alcohol – A legal drug that affects judgement, mood and coordination.</p> <p>Prescription medication – Medicines given by a doctor for specific health needs.</p> <p>Age limits – Legal minimum ages for using certain substances or activities.</p> <p>Law – Rules that protect people and outline consequences for unsafe behaviour.</p> <p>Physical impact – Effects on the body caused by substances or pressure</p> <p>Emotional impact – Feelings or mood changes caused by substances or situations.</p> <p>Sexual pressure – Being pushed into sexual activity you don't want.</p> <p>Boundaries – Personal limits that keep you safe and respected.</p> <p>Refusal skills – Ways to say no confidently in unsafe situations.</p> <p>Risk awareness – Understanding dangers and making safer choices.</p>
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		<p>Stereotype – A fixed, oversimplified idea about a group of people.</p> <p>Body positivity – Accepting and valuing all body shapes and appearances</p>				
Skills, Knowledge & Learning	<p>Skills Pupils develop skills to plan a healthy diet by choosing balanced foods and understanding their importance. They practise raising their heart rate through regular exercise to improve heart and lung efficiency. Pupils learn to use local facilities such as leisure centres, parks and sports clubs. They also practise applying the DRABC rule and creating personal action plans for diet, exercise and sleep.</p> <p>Knowledge Pupils understand the main parts of a healthy diet and why each matters. They learn how exercise strengthens the cardiovascular system and how local facilities support physical</p>	<p>Skills Pupils learn to recognise how social media, advertising and influencers shape body image and self-esteem. They practise spotting edited images, understanding comparison culture and resisting peer pressure. Pupils develop skills to stay safe online, respond to cyberbullying and manage digital stress. They also learn to question fashion trends and media messages, building confidence in their own identity and choices.</p> <p>Knowledge Pupils understand how filters, Photoshop and unrealistic beauty standards affect wellbeing. They learn how social media can influence anxiety, confidence and digital</p>	<p>Skills Pupils identify how they feel about themselves and what influences their self-image. They explore ways to build confidence and self-esteem through hobbies, goals and positive thinking. Pupils learn practical safety skills for travelling, accessing the community and avoiding dangers such as road risks, pickpockets and anti-social behaviour. They also use Zones of Regulation to manage emotions and make safer choices.</p> <p>Knowledge Pupils understand rules for staying safe when out and about, including recognising unsafe situations linked to CSE and County Lines. They learn how confidence, self-respect and personal</p>	<p>Skills Pupils learn to recognise different forms of harmful online content, including inappropriate messages, harassment, grooming and unsafe sharing. They practise ways to keep themselves safe on social media, online gaming and streaming platforms. Pupils learn to follow age restrictions, report concerns and protect personal information. They also develop skills to identify unsafe behaviour such as trolling, pressure to share images and harmful attitudes towards women.</p> <p>Knowledge Pupils understand how online content is monitored, who can access what they post and the laws around sharing, viewing or distributing sexual or harmful material. They</p>	<p>Skills Pupils learn to identify different levels of intimacy and understand the risks linked to sexual activity. They develop skills to recognise pressure, unwanted attention and unhealthy behaviours such as coercive control or violence. Pupils learn how to seek support, communicate boundaries and understand consent, including the legal age of consent. They also practise recognising safe and unsafe situations in different types of relationships.</p> <p>Knowledge Pupils understand the physical risks of sex, including STIs, pregnancy and the impact of alcohol on decision-making. They learn about contraception, healthy relationships, marriage and the realities</p>	<p>Skills Pupils learn to identify the responsibilities and qualities of good parents or carers, and they explore what helps relationships grow, including communication and trust. They learn to recognise the benefits of friendship and understand reasons people choose to marry. Pupils also develop skills to spot early signs of relationship breakdown and know how to seek support from organisations that help families in crisis.</p> <p>Knowledge Pupils understand the impact of separation or divorce on families and learn about different types of contraception, including their advantages and disadvantages. They gain knowledge of common</p>

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	<p>wellbeing. Pupils explore eating disorders, their causes, symptoms and effects. They also learn about links between poor health choices, skin cancer and heart disease, and understand how to access specialised support when needed.</p> <p>Learning Pupils learn to make informed decisions about their health by recognising risks and choosing positive behaviours. They explore how to use community resources to stay active and how to manage their wellbeing safely. Pupils learn the steps of DRABC for emergencies and understand how lifestyle choices influence long-term health. Through reflection, they create realistic plans to improve their diet, fitness and sleep habits.</p>	<p>burnout. Pupils explore gender stereotypes, cultural beauty expectations and how these shape identity. They also learn about body positivity movements and why inclusive representation matters in promoting healthier attitudes toward appearance and self-worth.</p> <p>Learning Pupils learn to think critically about the media they consume and how it affects their emotions, behaviour and relationships. They explore how to protect their mental health online and how to seek support when needed. Pupils learn to value diversity, challenge stereotypes and appreciate different forms of beauty. Through reflection, they build resilience, healthier self-image and stronger emotional wellbeing.</p>	<p>boundaries protect their wellbeing. Pupils explore how community spaces work, how to travel safely and how emotions affect behaviour. They also understand how interests and goals support positive identity development.</p> <p>Learning Pupils learn to reflect on their feelings, recognise influences on self-worth and develop healthier self-belief. They explore strategies to stay safe in everyday environments and understand risks within the wider community. Pupils learn to regulate emotions, make responsible decisions and seek support when needed. Through discussion and real-life examples, they build resilience, independence and stronger personal confidence.</p>	<p>learn why pornography can be misleading and how it can promote unhealthy attitudes. Pupils also understand the risks of sexting, the dangers of indecent images involving children and how online platforms manage safety and reporting.</p> <p>Learning Pupils learn to make safer choices online by recognising risks, understanding the law and knowing where to get help. They explore how to respond to harmful behaviour, protect their wellbeing and support others. Pupils learn to think critically about online interactions, challenge harmful content and understand the importance of respectful behaviour. Through discussion and reflection, they build confidence and digital resilience.</p>	<p>of forced marriage. Pupils explore how women are sexualised in online content and why pornography often presents unrealistic images. They also learn where to access reliable help and professional support.</p> <p>Learning Pupils learn to make informed, respectful choices by understanding intimacy, consent and personal boundaries. They explore how expectations, pressure and harmful behaviours can affect wellbeing and safety. Pupils learn to challenge unhealthy stereotypes, recognise unsafe situations and understand their rights within relationships. Through discussion and reflection, they build confidence, respect for others and the ability to seek help when needed.</p>	<p>STIs and how they spread. Pupils also learn about ways to prevent STIs and understand how support organisations work to help people manage relationship difficulties safely and respectfully.</p> <p>Learning Pupils learn to reflect on healthy and unhealthy relationship behaviours and understand how strong relationships are built and maintained. They explore how friendships support wellbeing and how families function through care, responsibility and respect. Pupils learn to make informed decisions about sexual health, understand risks and know where to access reliable help. Through discussion, they build empathy, awareness and confidence in managing relationships.</p>
Cross Curricular Links	<p>Science – Learning how the body works and stays healthy. PE – Understanding fitness, exercise and how activity supports wellbeing.</p>	<p>English – Analysing adverts, influencers and media messages shaping identity.</p>	<p>English – Exploring identity, self-expression and discussing personal safety through communication skills. Maths – Planning safe travel routes, timings and</p>	<p>Computing – Understanding harmful content, online safety, digital laws and reporting concerns. English – Exploring online behaviour</p>	<p>Science – Learning about STIs, contraception, pregnancy risks and effects of alcohol. English – Discussing relationship expectations,</p>	<p>Science – Learning physical effects of drugs, alcohol, vaping and medication on the body. PE – Exploring how substances affect fitness,</p>

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	<p>Food Technology – Exploring nutrition, balanced diets and healthy meal choices.</p> <p>Digital Skills - Researching health information safely and evaluating online advice.</p>	<p>Art – Studying Photoshop, filters and how images are manipulated.</p> <p>Digital Skills – Understanding social media algorithms, digital footprints and cyberbullying risks.</p>	<p>budgeting for community access.</p> <p>Digital Skills– Learning online safety, recognising CSE risks and avoiding digital exploitation.</p> <p>PE – Building confidence, self-esteem and understanding personal boundaries through teamwork activities.</p>	<p>through discussion, analysis and clear communication skills.</p>	<p>harmful stereotypes and respectful communication.</p> <p>Role-playing scenarios about boundaries, pressure, unhealthy behaviour and seeking help.</p>	<p>health, wellbeing and decision-making.</p> <p>Digital Skills– Understanding online risks, harmful content and managing digital pressure safely.</p>
Curriculum End Point / Goals	<p>By the end of Year 10, pupils can evaluate risks related to sex, substances, relationships, and personal safety. They apply knowledge of consent, readiness, and healthy relationship characteristics. Pupils understand financial basics, including budgeting and managing money safely. They develop confidence accessing community services, managing health needs, and understanding long-term impacts of risky behaviour. They demonstrate mature awareness of digital footprints, exploitation, and law.</p>					

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Pathways 1, 2 and 3 (Year 2 in Pathway)

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	
	Money Management	Money Management	Personal Safety	Personal Safety	Sexual Relationships & Sexual Health	Moving On
	Identifying way in which I can appropriately manage my money	Identity risks associated with the mismanagement of money	Review issues that may impact my safety at home, within relationships and out and about in the community Identify support available Understand my own responsibilities around staying safe	Awareness of additional issues that may impact my safety at home, within relationships and out and about in the community Identify support available Understand my own responsibilities around staying safe	Review and consider the notion of consent and readiness/managing expectations Know the laws associated with harmful behaviours/acts	Being ready to move on to life after school, managing change and understanding my support networks
Mandatory topics				Exploitation	Violence against women and girls Consent reexplored	
*Supplementary topics Differentiated and personalised teaching will be the starting point to ensure accessibility	What do I need money for Want vs need Budgeting Value for money Debt/ loans/ not paying bills Gambling and impact on health and relationships	Avoiding scams Banking Paying for items (Credit/ debit cards Making a digital payment overdrafts Bank statements ATMs	Other people behaviour Knowing when to use 999 Tattoos, piercings, cosmetic surgery Gaming Laws relating to content Harmful content Online safety Sharing images Risky behaviour Substance misuse	Forced marriage FGM Other people behaviour Knowing when to use 999 Forced Marriage Coercion Exploitation	Managing own health needs Signs and symptoms STI's Help and support Emotional impacts Being ready Consent Exploitation Abuse Rape Forced marriage FGM Coercion	Travelling safely How to get to college Moving on and risks associated Support networks Managing change Planning journeys to new settings Trips into the community
AQA Unit	Personal Finance	Personal Finance	Personal Safety	Personal Safety	Relationship & Sex Education	Personal Action Planning

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AQA Unit Reference Code and Unit Level	PSE017 Entry 2 PSE018 Entry 3 PSE019 Level 1 PSE020 Level 2	PSE017 Entry 2 PSE018 Entry 3 PSE019 Level 1 PSE020 Level 2	PSE047 Entry 2 PSE048 Entry 3 PSE049 Level 1 PSE050 Level 2	PSE047 Entry 2 PSE048 Entry 3 PSE049 Level 1 PSE050 Level 2	PSE012 Entry 2 PSE013 Entry 3 PSE014 Level 1 PSE015 Level 2	PSE002 Entry 2 PSE003 Entry 3 PSE004 Level 1 PSE005 Level 2
Key Vocabulary	<p>Expenses – Costs you pay for items, services or daily living.</p> <p>Income – Money you receive from work, benefits or allowances.</p> <p>Budget – A plan showing expected income and spending.</p> <p>Savings – Money kept aside for future needs or emergencies.</p> <p>Current account – Bank account for everyday spending and payments.</p> <p>Savings account – Bank account for storing money and earning interest.</p> <p>Credit – Borrowed money that must be repaid later.</p> <p>Debit – Money taken directly from your account.</p> <p>APR – The yearly cost of borrowing money.</p> <p>Deductions – Money taken from wages for tax or other payments.</p> <p>Fundraising – Collecting money to support a cause or activity.</p> <p>Application form – Document used to request a service, like opening an account.</p>	<p>Budget – A plan for how you spend your money.</p> <p>Scam – A trick used to steal money or personal information.</p> <p>Bank account – A safe place to keep your money.</p> <p>Debit card – A card that takes money directly from your bank account.</p> <p>Credit card – A card that lets you borrow money to pay later.</p> <p>Digital payment – Paying for something online or using a device.</p> <p>Overdraft – Spending more money than you have in your account.</p> <p>Bank statement – A list showing money going in and out of your account.</p> <p>ATM – A machine where you take out or check your money.</p> <p>Identity theft – Someone using your personal details without permission.</p> <p>Fraud – Dishonest behaviour to gain money illegally.</p> <p>Security checks – Steps that keep your money and information safe.</p>	<p>Safety – Keeping yourself protected from harm or danger.</p> <p>999 – Emergency number used when someone is in immediate danger.</p> <p>Harmful content – Online material that can upset, scare or mislead.</p> <p>Online safety – Staying protected when using the internet or apps.</p> <p>Risky behaviour – Actions that increase the chance of getting hurt.</p> <p>Substance misuse – Using drugs or alcohol in unsafe ways</p> <p>Image sharing – Sending or posting photos or videos online.</p> <p>Cosmetic procedures – Changes to the body, like tattoos or piercings.</p> <p>Support services – Organisations or adults who help keep people safe.</p> <p>Gaming safety – Staying aware and protected when playing games online.</p>	<p>Safety – Keeping yourself protected from harm in any situation.</p> <p>Exploitation – Someone taking advantage of another person unfairly.</p> <p>Coercion – Pressuring someone to do something they don't want.</p> <p>Forced marriage – Marriage where a person is not free to choose.</p> <p>FGM – Illegal procedure that harms girls' bodies.</p> <p>999 – Emergency number used only for immediate danger.</p> <p>Risk – The chance that something harmful might happen.</p> <p>Support services – Organisations or adults who help keep people safe.</p> <p>Unsafe behaviour – Actions that could cause harm to yourself or others.</p> <p>Boundaries – Personal limits that protect your safety and wellbeing.</p> <p>Community safety – Staying aware and responsible in public places.</p> <p>Trusted adult – Someone reliable you can talk to about worries.</p>	<p>Consent – Agreeing freely to something without pressure.</p> <p>Readiness – Feeling emotionally and physically prepared for a situation</p> <p>Exploitation – Someone using another person unfairly for their own benefit.</p> <p>Coercion – Forcing or pressuring someone to do something.</p> <p>Abuse – Harmful behaviour that hurts someone physically or emotionally.</p> <p>Rape – Sexual activity without consent; always illegal.</p> <p>Forced marriage – Marriage where a person cannot choose freely.</p> <p>FGM – Illegal procedure that harms girls' bodies.</p> <p>STI – Infection passed through sexual contact.</p> <p>Symptoms – Signs that show something may be wrong with your health.</p> <p>Support services – Trusted organisations or adults who help keep people safe.</p> <p>Emotional impact – Feelings caused by an experience or situation.</p>	<p>Transition – Moving from one stage of life to another.</p> <p>Independence – Doing things for yourself with confidence.</p> <p>Journey planning – Working out how to travel safely to new places.</p> <p>Travel safety – Staying aware and protected while using transport.</p> <p>College route – The path or transport you take to get to college.</p> <p>Risk awareness – Noticing things that could be unsafe.</p> <p>Support network – People who help you when you need guidance.</p> <p>Change – Something new or different happening in your life.</p> <p>Community skills – Knowing how to behave safely in public places.</p> <p>Confidence – Believing you can manage new situations.</p> <p>Problem-solving – Finding safe solutions when plans go wrong.</p> <p>New settings – Unfamiliar places you need to learn to navigate.</p>

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Skills, Knowledge & Learning	<p>Skills Pupils learn to compare the cost of everyday lifestyle expenses and identify different payment methods used for goods and services. They develop skills to list weekly income and spending, compare the two and recognise when budgeting changes are needed. Pupils also learn to complete simple financial forms and contribute ideas when planning a fundraising activity, working effectively as part of a group.</p> <p>Knowledge Pupils understand why people save money and the difference between current and savings accounts. They learn how financial choices affect spending, saving and long-term stability. Pupils also gain knowledge of how fundraising works, including planning, roles and responsibilities. They understand how income and expenses link to budgeting and how financial decisions impact everyday life.</p>	<p>Skills Pupils learn to manage money safely by recognising risks linked to poor financial decisions. They develop skills to avoid scams, use ATMs safely and make secure digital payments. Pupils practise reading bank statements, understanding overdrafts and choosing safe ways to pay for items. They also learn how to protect their personal information when banking online or in the community.</p> <p>Knowledge Pupils understand how mismanaging money can affect their identity, safety and wellbeing. They learn how credit and debit cards work, what overdrafts mean and how digital payments are processed. Pupils gain knowledge of common financial scams, how to spot warning signs and why secure banking matters. They also understand the purpose of bank statements and how to check them accurately.</p>	<p>Skills Pupils learn to review situations that may affect their safety at home, in relationships and in the community. They develop skills to recognise risky behaviour, harmful content, unsafe online interactions and concerning behaviour from others. Pupils learn when to use 999, how to respond to unsafe situations and how to identify trusted support. They also practise making responsible choices in gaming, social media and everyday life.</p> <p>Knowledge Pupils understand issues such as substance misuse and unsafe cosmetic choices. They learn about laws relating to online content, image sharing and personal safety. Pupils gain knowledge of how harmful behaviour develops, why some situations are dangerous and how online risks such as grooming or pressure can affect wellbeing. They also learn where reliable help and protection can be found.</p>	<p>Skills Pupils learn to recognise issues that may affect their safety at home, in relationships and in the community. They develop skills to identify coercion, exploitation and unsafe behaviour from others. Pupils learn when it is appropriate to use 999 and how to seek trusted support. They also practise taking responsibility for their own safety by making sensible choices and responding confidently to concerning situations.</p> <p>Knowledge Pupils understand serious risks such as forced marriage, FGM and different forms of exploitation. They learn how unsafe behaviour can develop, why some situations become dangerous and how to spot early warning signs. Pupils gain knowledge of their rights, the laws that protect them and the organisations that offer help. They also understand how community and relationship dynamics can affect personal safety.</p>	<p>Skills Pupils learn to review consent, readiness and expectations within sexual relationships. They develop skills to recognise signs of exploitation, coercion, abuse and harmful behaviours. Pupils learn to identify STI symptoms, manage their own health needs and seek appropriate support. They also practise understanding emotional impacts, communicating boundaries and making safe, informed decisions in relationships and challenging situations.</p> <p>Knowledge Pupils understand the laws surrounding consent, rape, forced marriage, FGM and violence against women and girls. They learn about different STIs, how they spread and why early help matters. Pupils gain knowledge of emotional, physical and social risks linked to unhealthy relationships. They also understand where to access trustworthy support and how harmful behaviours affect wellbeing and safety.</p>	<p>Skills Pupils learn to plan safe and confident journeys to new places, including travelling to college and exploring the community. They develop skills to manage change, assess risks and make sensible decisions when moving on to new environments. Pupils also learn to identify their support networks and use them effectively when facing challenges or unfamiliar situations.</p> <p>Knowledge Pupils understand the steps involved in travelling safely, such as route planning, recognising risks and knowing what to do if plans change. They learn about different ways to get to college, how to navigate new settings and the importance of reliable support. Pupils also gain knowledge of how change affects people and how to prepare for new experiences.</p>
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	<p>Learning Pupils learn to make informed financial decisions by comparing costs, understanding payment options and recognising the value of saving. They explore how to manage money responsibly through budgeting and tracking spending. Pupils also learn the importance of teamwork when organising fundraising activities and understand how contributing to group tasks builds confidence, communication and independence.</p>	<p>Learning Pupils learn to take responsibility for their financial choices by planning, checking and managing money safely. They explore how to keep their identity protected, avoid risky situations and use banking tools confidently. Pupils learn to question unfamiliar requests, seek support when unsure and make informed decisions about spending. Through real-life examples, they build independence and confidence in everyday money management.</p>	<p>Learning Pupils learn to take responsibility for their own safety by recognising danger, seeking support and making informed decisions. They explore how to stay safe in relationships, online spaces and the wider community. Pupils learn to challenge unsafe behaviour, protect their personal boundaries and understand their rights. Through discussion and reflection, they build confidence, awareness and the ability to act safely and responsibly.</p>	<p>Learning Pupils learn to stay safe by recognising danger, seeking support and understanding their responsibilities. They explore how to protect themselves in relationships, online spaces and public settings. Pupils learn to challenge unsafe behaviour, respect boundaries and understand the importance of speaking up. Through discussion and reflection, they build confidence, awareness and the ability to act responsibly in a range of real-life situations.</p>	<p>Learning Pupils learn to make responsible choices by recognising unsafe situations, respecting boundaries and understanding their rights. They explore what being ready means, how to manage pressure and how to protect themselves from exploitation. Pupils learn to challenge harmful attitudes, support others and respond safely to concerns. Through discussion and reflection, they build confidence, empathy and the ability to form healthy, respectful relationships.</p>	<p>Learning Pupils learn to become more independent by planning journeys, managing transitions and recognising when to seek help. They explore how support networks can guide them through new challenges and how to stay safe in the community. Pupils learn to approach change positively, build confidence in unfamiliar places and develop the resilience needed for life after school.</p>
Cross Curricular Links	<p>Maths – Using number skills to compare costs, budget and calculate spending. Digital Skills– Completing online forms safely and recognising secure digital financial processes. English – Reading statements, understanding financial vocabulary and communicating budgeting decisions. OFG Incredible Futures AQA Unit Award Enterprise Project – Planning and participating in fundraising activities using teamwork and organisation.</p>	<p>Maths – Using number skills to compare costs, budget and calculate spending. Digital Skills– Completing online forms safely and recognising secure digital financial processes. English – Reading statements, understanding financial vocabulary and communicating budgeting decisions. OFG Incredible Futures AQA Unit Award Enterprise Project – Planning and participating in fundraising activities using teamwork and organisation</p>	<p>Science – Learning physical effects of substance misuse, body changes and health risks. Digital Skills – Developing online safety skills, recognising harmful content and safe image sharing. English – Discussing real-life scenarios, analysing behaviour and communicating safety concerns clearly.</p>	<p>Digital Skills – Developing online safety skills, recognising harmful content and safe image sharing. English – Exploring real-life scenarios, discussing behaviour and communicating concerns clearly. Science – Understanding physical and emotional impacts of unsafe behaviour and harmful situations.</p>	<p>Science – Learning about sexual health, the body, symptoms, infections and physical impacts. English – Discussing sensitive issues, analysing scenarios and communicating boundaries clearly. Digital Skills– Understanding online risks, harmful content, image sharing and digital safety responsibilities.</p>	<p>Geography / Humanities – Using maps, routes and local area knowledge to plan safe journeys. Maths – Calculating travel times, costs and comparing different journey options. Digital Skills – Using digital maps, journey-planning apps and online safety when travelling independently. English – Communicating plans clearly, following instructions and discussing changes confidently.</p>

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Long Term Plan PSHE Key Stage 4

Curriculum End Points / Goals	Pupils develop the knowledge and confidence to manage money safely, recognise financial risks and make informed decisions about budgeting, spending and avoiding scams. They learn to understand consent, identify harmful behaviours and stay safe at home, online and in the community. Pupils build independence by planning journeys, managing change and using support networks, enabling them to move into adulthood with resilience, awareness and the ability to protect their wellbeing.
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