

Oswaldtwistle School PSHE KS3 Long Term Plan

PSHE KS3	Topic/Learning Pathway	Key Words	Links to previous learning	Links to wider curriculum
<p>AUTUMN 1</p>	<ul style="list-style-type: none"> Managing change Proud to be me Essential life skills 	<ul style="list-style-type: none"> Integrity Self-esteem Tolerance Community Community cohesion Routine Currency Transition points Career Aspiration Enterprise Emotions Manufacturing – Salary Qualifications – Life skills Self-esteem Ambition Leadership Teamwork Success Failure Motivation Resilience Social media Online Inspiration Anger Budget Investment 	<ul style="list-style-type: none"> KS1 How to recognise what others might be feeling. To recognise that not everyone feels the same at the same time, or feels the same about the same things. To recognise the ways in which we are all unique. About preparing to move to a new class/year group. About how people make friends and what makes a good friendship. That people make different choices about how to save and spend money. KS2 To recognise their individuality and personal qualities. Strategies to manage transitions between classes and key stages. About discrimination: what it means and how to challenge it. 	<ul style="list-style-type: none"> Summer 1 – English – Living condition Spring 2 – Arts Award – Oswaldtwistle community and landmarks Autumn 1 – Technology – Health and Safety Spring 1 and 2 – Outdoor education – Confidence building Autumn 1 - Nurture- Biographies Spring 1 – Humanities – The Black people of America – from slavery to freedom.

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<p>AUTUMN 2</p>	<ul style="list-style-type: none"> • Puberty, body development • Physical health and mental wellbeing • Combatting extremism and terrorism 	<ul style="list-style-type: none"> • Hormones • Puberty • Menstruation • Consent • Assertive Empowerment • Grief • Hygiene • Self-esteem • Insecurity • Anxiety • Depression • Bullying • Diet • Stress • Confidence • Safeguarding • Lifestyle • Hormones • Healthy • Terrorism • Extremism • British • Radicalisation • Conspiracy • Identity • Values • Community • Ideology • Propaganda 	<p>KS1.</p> <ul style="list-style-type: none"> • Different ways to keep healthy, • Foods that support good health and the risks of eating too much sugar. • How physical activity helps us to stay healthy; and ways to be physically active every day. • Why sleep is important and different ways to rest and relax. • Simple hygiene routines that can stop germs from spreading • Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. <p>KS2.</p> <ul style="list-style-type: none"> • The elements of a balanced, healthy lifestyle. • About what good physical health means; how to recognise early signs of physical illness. • How regular (daily/weekly) exercise benefits 	<ul style="list-style-type: none"> • Summer 1 – Outdoor Education – Personal development • Spring 1 - Humanities – The Black people of America – from slavery to freedom. • Summer 2 – Science – Hormones
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			<p>mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <ul style="list-style-type: none">• That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.• To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.• To recognise that people make spending decisions based on priorities, needs and wants.	
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<p>SPRING 1</p>	<ul style="list-style-type: none"> • Celebrating difference • LGBTQAI explored • Dangerous society online and offline 	<ul style="list-style-type: none"> • Multicultural • Identity • Prejudice • Discrimination • Equality • Unfair • Nurture • Values • Legislation • Diversity • Homophobia • Transgender • Bisexual • Transition • Empower • Prejudice • Discrimination • Exploitation • Misuse • Safety • Online safety • Risk • Bullying • Cyber bullying • Prosecution • Safeguarding 	<p>KS1.</p> <ul style="list-style-type: none"> • To recognise that not everyone feels the same at the same time, or feels the same about the same things. • Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. • That sometimes people may behave differently online, including by pretending to be someone they are not. <p>KS2.</p> <ul style="list-style-type: none"> • About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. • To recognise their individuality and personal qualities. • Impact of bullying, including offline and 	<ul style="list-style-type: none"> • Summer 1 – Technology – Logos, advertising and target markets • Summer 2 – Nurture – Posters – Stereotypes
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			<p>online, and the consequences of hurtful behaviour.</p> <ul style="list-style-type: none"> Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. 	
<p>SPRING 2</p>	<ul style="list-style-type: none"> Politics, parliament and me Law, crime and society Criminal justice/ Wider participation 	<ul style="list-style-type: none"> Politics Law Political party Elections Campaigns Debating Democracy Dictatorship Policy Parliament Politics Law Rights Responsibility Society Reform Legislation Punishment Deterrence Community Active citizenship Volunteer Arrest Prosecution Law 	<p>KS1.</p> <ul style="list-style-type: none"> How to get help in an emergency (how to dial 999 and what to say). About what rules are, why they are needed, and why different rules are needed for different situations. <p>KS2.</p> <ul style="list-style-type: none"> Reasons for rules and laws; consequences of not adhering to rules and laws. About the relationship between rights and responsibilities. To recognise there are human rights, that are there to protect everyone. 	<ul style="list-style-type: none"> Autumn 1 - Humanities - The Rise of Nazi Germany and The Holocaust (Democracy vs Dictatorship.) Autumn 1 Humanities – Crime and Punishment - Jack The Ripper and the rise of the Metropolitan Police Force in early Victorian England. Autumn 1 - Humanities – Crime and punishment – 1500 to modern day. Summer 2 – Maths – Collecting and representing data

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		<ul style="list-style-type: none"> • Rights • Responsibility • Reform • Punishment • Deterrence 		
SUMMER 1	<ul style="list-style-type: none"> • Legal/illegal drugs • Sex, the law and consent • Contraception/STIs 	<ul style="list-style-type: none"> • Addictions • Legal • Illegal • Classifications • Volatile • Substance abuse • Intoxication • Legal high • Consent • Pleasure • Masturbation • Relationships • Legislation • Contraception • Sexual harassment • Stalking • HIV • Discrimination • Prejudice • Protection • Consent 	<p>KS1.</p> <ul style="list-style-type: none"> • Simple hygiene routines that can stop germs from spreading. • To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). • About rules and age restrictions that keep us safe. • About things that people can put into their body or on their skin; how these can affect how people feel. <p>KS2.</p> <ul style="list-style-type: none"> • That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain 	<ul style="list-style-type: none"> • Autumn 1 – Science – Body Systems • Autumn 1 – Humanities – Jack the Ripper

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			<p>it.</p> <ul style="list-style-type: none"> • About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made). • To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. 	
<p>SUMMER 2</p>	<ul style="list-style-type: none"> • Staying safe • Identity, relationships and sex • Careers 	<ul style="list-style-type: none"> • Gangs • Grooming • Intoxication • Vaping • Shisha • E-safety • Peer pressure • Healthy • Relationships • Conflict • Sexual orientation • Contraception • Love • Periods • Menstrual cycle 	<p>KS1.</p> <ul style="list-style-type: none"> • To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). • About the role of the internet in everyday life. • That people make different choices about how to save and spend money. • Different jobs that people they know or people who work in the community. 	<ul style="list-style-type: none"> • Spring 1 – Technology – Push and pull effects • Summer 1 – English – Child exploitation

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			<p>KS2.</p> <ul style="list-style-type: none">• To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.• Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.• Impact of bullying, including offline and online, and the consequences of hurtful behaviour.• How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.• To recognise that people make spending decisions based on priorities, needs and wants.• That there is a broad range of different jobs/careers that people can have;	
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			<p>that people often have more than one career/type of job during their life.</p> <ul style="list-style-type: none">• To recognise a variety of routes into careers (e.g. college, apprenticeship, university)	
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