

**Medium Term Plan 2023 / 2024**

Planning developed using PSHE education planning framework for pupils with SEND Key Stages 1-4 PSHE Association (Teacher drive for reference)

Teachers to identify aspects most important to pupils that year and build on knowledge as pupils mature and develop teaching at the ‘right time’. Not all areas will be relevant to all pupils so there is not an expectation to cover all content, time spent on each area will vary from group to group.

PSHE association has lesson plans and resources we have bought into, staff have individual log ins – any issues see Danielle

Use search bar and lesson packs for various ages will come up which can be adapted and used as relevant. There are too many to download so please take the time to have a look and select those which are relevant.

https://pshe-association.org.uk/

You before two package has been purchased which includes online resources, print outs, lessons plans and videos, again please use and adapt to the group you are working with , these are generally more aimed at engagers/ challengers, please ensure you take the time to watch the content before sharing and follow the guidance.

login [gibbons@westlancs.lancs.sch.uk](mailto:gibbons@westlancs.lancs.sch.uk) Password Westlancs

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| **Term** | **Spring 1 and 2**  **KS3 / KS4** | | **Theme** | | **Managing feelings**  **Changing and growing** | | **Subject area** | **PSHE/ My body** |
| **INTENT**  **Learning Intentions** | | **IMPLEMENTATION**  **Key Learning Activities**  ***.*** | | | | | | **IMPACT** |
| ***Brief explanation of the learning outcomes, building a sequence of learning.*** | | ***Ideas of how the outcomes will be achieved, including possible tasks, activities etc. developing Knowledge and Skills. Sequences should build on previous learning.*** | | | | | | ***National Curriculum References.*** |
|  | | **Explorer** | | **Engager** | | **Challenger** | |  |
| **Self esteem and unkind comments**  **Referenced and worked on through Thrive and celebration assemblies**  Baseline/ assessment activity –  Body map – label with things that make us feel good in one colour and unkind things in another colour.  Explorer – identify happy and positive facial expressions | | Respond with curiosity to stimuli about all the different ways in which we are special.  Identify feelings associated with feeling good about ourselves. | | Identify things we can do which help us to feel good about ourselves.  Identify things that we may say or do that could affect how we or others feel about us.  Identify things that others may say or do that could affect how we feel about ourselves.  Explain the difference between helpful/kind and unhelpful/unkind comments. | | Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments.  Demonstrate polite and assertive ways of challenging unkind comments directed at us or others. | |  |
| **Strong feelings**  **Referenced and worked on through Thrive and zones of regulation work**  Baseline/ assessment activity –  Create a zones of regulation toolkit with ideas for each zone  Explorer – Check in using zones of regulation, use images of strategies they use to put into class toolkit | | Respond to stimuli about different feelings we might experience.  Respond to stimuli about how different feelings may be expressed.  Describe how we might feel, look and sound when we are happy or unhappy. | | Identify a range of feelings, where we might feel them in our body, and how they might make us behave.  Recognise when others may be feeling happy or unhappy from their facial expression and body language.  Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy).  Give examples of when we might feel strong emotions.  Describe some simple strategies we can use to feel and stay happy.  Identify how we can help others who may be feeling unhappy.  Identify whom to ask or tell if we are feeling unhappy and/or need help. | | Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful.  Describe how when we feel strong emotions we might feel like doing something we wouldn’t usually do; how this could affect ourselves or other people.  Describe how to manage strong emotions by using simple strategies to help ourselves and others.  Explain or demonstrate things we can do to help and support others when they are experiencing strong emotions.  Recognise signs that we or someone we know might need help to cope with strong emotions and whom to speak to.  Identify reliable and trustworthy sources of support for a range of relevant issues, including online (e.g. Childline, [Thinkuknow.co.uk)](http://Thinkuknow.co.uk/). | |  |
| **Romantic feelings and sexual attraction**  Baseline/ assessment activity –  Identify the difference between a friend and a romantic partner  Explorer – sort friends/ family images | | Respond with interest to stimuli about people we like or know.  Identify what it means to like someone. | | Describe the difference between ‘liking’ someone and ‘fancying’ someone.  Explain how part of growing up might be to experience strong feelings about people we like or fancy.  Explain that people can ‘like’ or ‘fancy’ someone of the same or different gender, race, ability or religion. | | Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.  Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect.  Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these. | |  |
| **Half term** | |  | |  | |  | |  |
| **Puberty**  Baseline/ assessment activity-  Order characters in order of age and label differences between them.  Explorer – order/ match baby, child, teen and adult images  You before two lesson and resources may be relevant | | Respond with curiosity to stimuli about the ways in which we change as we get older.  Identify some of the different ways we have changed as we have grown older. | | Describe some of the new opportunities and responsibilities we have experienced as we have grown older.  Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social).  Explain why puberty happens.  Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings.  Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty. | | Identify the functions of the reproductive organs, including how conception occurs.  Describe the different stages of reproduction, pregnancy and birth.  Evaluate how emotions may change as we get older and are no longer children.  Recognise that fertility changes over time and in response to some lifestyle factors. | |  |
| **Friendship**  **Referenced and worked on through Thrive**  Baseline/ assessment activity-  What makes a good friend?  Explorer – identify/ match photos of friends | | Respond to stimuli about different kinds of friendship.  Describe what having or being a friend means.  Identify different kinds of friendship and ways in which friendship is important. | | Identify occasions when we might need the support of friends.  Give examples of how we can show support to our friends.  Describe how we can let friends know that we need their help and support. Identify occasions when our friends might need our support.  Explain that we might disagree with someone and still be friends.  Demonstrate ways to manage friendship disagreements restoratively. | | Recognise that friends do not always know what is best for each other.  Describe ways in which friendships might change over time.  Explain that sometimes friendships may end, through choice or circumstances.  Demonstrate strategies for managing feelings about friendships as they change and develop.  Demonstrate how we might end a friendship positively.  Identify reliable and appropriate sources of support for ourselves and our friends. | |  |

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| **Healthy/ unhealthy relationships and behaviours**  Baseline/ assessment activity-  Split A4 page into two, healthy and unhealthy relationships, pupils to list/ draw aspects of each  Explorer – sort kind/ unkind actions or make happy/ worried face collage | Respond with curiosity to stimuli about different positive relationships we have in our lives.  Identify some key features of positive friendships/ relationships, and how they can make us feel.  Identify times when we might feel angry or sad because of someone’s behaviour towards us. | Identify our expectations of friendships/ relationships (e.g. spending time together, sharing interests).  Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).  Explain how we expect people to behave towards us in friendships and relationships.  Identify the differences between positive/healthy and negative/unhealthy relationships.  Identify people we can talk to about relationships. | Identify the aspects of relationships that we are responsible for (e.g. being respectful, honest and kind).  Identify positive strategies to manage inappropriate behaviour towards us.  Recognise that some types of behaviour within relationships are against the law (e.g. hitting/ hurting someone, telling someone what to do all the time, not allowing someone to make choices).  Identify what we can do if we are worried or concerned about an unhealthy relationship.  Demonstrate strategies to help us negotiate and assert our rights in a relationship.  Explain what is meant by compromise and demonstrate some ways to compromise.  Explain how the media portrayal of relationships may not reflect real life but may affect our expectations.  Identify sources of support for us or someone we know who is experiencing abusive behaviour. |  |
| **Intimate relationships**  Baseline/ assessment activity-  What is different between a friendship and a romantic relationship?  Explorer – Reinforce previous work on healthy relationships unless relevant. | Respond to stimuli about romantic relationships. | Identify different types of intimate relationships including same-sex relationships.  Describe how strong emotions (including sexual attraction) might make people feel.  Identify the similarities and differences between friendships and romantic/ intimate relationships.  Explain the difference between appropriate and inappropriate relationship behaviours in public places.  Recognise that although it may seem (in the media etc.) that everyone is having a sexual relationship, in reality this is not the case.  Demonstrate different strategies to deal with manipulation/persuasion in relationships.  Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs). | Define what intimacy means.  Identify readiness (emotional, physical and social) for a relationship that may include sex.  Identify expectations we may have of being in a romantic/intimate/physical relationship, which may include sex.  Identify different levels of intimacy (physical/sexual) within relationships and their associated risks.  Describe ways to manage others’ expectations in relationships and our right not to be pressurised to do anything we do not want to do.  Describe how alcohol/ drugs may influence choices we or others make in relationships, including sexual activity.  Recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people’s expectations of relationships and sex.  Recognise that viewing pornography can have ongoing harms and where and how to access help if concerned. |  |
| **Consent**  Baseline/ assessment activity-  What is consent?  Explorer – Turn taking and sharing equipment, do pupils ask before taking?  You before two lesson and resources may be relevant | Identify instances in or out of school when we might need to seek permission or receive consent.  Demonstrate how to ask for permission (get consent) before we borrow or take something from someone. | Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent.  Explain that there are laws about the legal age of consent for sexual activity.  Identify how others may manipulate/persuade us to do things we do not want to do or do not like.  Explain that if someone fails to respect another person’s right to not give their consent, then they are committing a serious crime.  Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent).  Explain what seeking and giving/not giving consent means in relationships, that we have the right to say ‘no’ or ‘please stop’ to anything we feel uncomfortable about, and demonstrate how we might do this. | Explain that consent must be sought and freely given before any sexual activity and how to tell if someone is giving or not giving their consent.  Identify how saying ‘yes’ under pressure is not consent, and is not the same as freely given, enthusiastic consent. |  |
| **Contraception**  Baseline/ assessment activity-  What is contraception and why do you use it?  Explorer – Reinforce previous work on healthy relationships unless relevant.  You before two lesson and resources may be relevant | NA | Describe some forms of contraception, their correct use and where and how they can be accessed.  Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated.  Recognise that contraception, including condoms, can help prevent pregnancy and some STIs.  Describe ways we can take care of our own sexual health and that of others (e.g. using condoms to help prevent STIs).  Identify where and how to obtain condoms and describe how to use them safely. | Explain how and when to access sexual health services.  Evaluate the advantages and disadvantages of different forms of contraception for different individuals. |  |
| **Support regarding relationships**  Baseline/ assessment activity-  Who can you talk to/ contact if you want support about relationships and sex  Explorer – Who do you talk to if you want help and advice? | Identify trusted adults to share feelings with | Identify sources of support with relationships and sex.  Identify whom we can talk to about relationships. | Describe different reliable sources of support regarding relationships, sex and sexual health and how to access them. |  |
| **Key Resources** | PSHE association has lesson plans and resources we have bought into, staff have individual log ins – any issues see Danielle  Use search bar and lesson packs for various ages will come up which can be adapted and used as relevant.  You before two resources, lessons plans and videos – login [gibbons@westlancs.lancs.sch.uk](mailto:gibbons@westlancs.lancs.sch.uk) Password Westlancs | | | |