

Personalised National Curriculum PSHE 2020 Key Stage 3 and 4

If resources are not available electronically please see PSHE subject leader. For Springwood Gill Matthews and for Linwood Jodie Pierce.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3	Topic 1: Mental Wellbeing	Topic 6: Health and prevention Topic 7: Basic first aid	Topic 3: Physical health and fitness Topic 4: Healthy eating Topic 5: Drugs, alcohol and tobacco	Topic 2: Internet safety and harms	Topic 8: Living in the wider world	Topic 8: Living in the wider world
KS4	Topic 1: Mental Wellbeing	Topic 6: Health and prevention Topic 7: Basic first aid	Topic 3: Physical health and fitness Topic 4: Healthy eating Topic 5: Drugs, alcohol and tobacco	Topic 2: Internet safety and harms	Topic 8: Living in the wider world	Topic 8: Living in the wider world
KS5	To consolidate learning from KS4					

Key Stage 3 PSHE Education Programme of Study

<p>Topic 1: Mental Wellbeing By the end of KS3 pupils should have been taught the following:</p> <ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary • That happiness is linked to being connected to others • How to recognise the early signs of mental wellbeing concerns • Common types of mental ill health (e.g. anxiety and depression) • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness • About change and loss and the associated feelings (including moving home, losing toys, pets or friends) 	<p>Helpful websites: https://youngminds.org.uk/resources/school-resources/ https://www.childrensociety.org.uk/back-to-school/childrens-well-being-and-mental-health https://plprimarystars.com/resources https://www.childnet.com/resources/pshe-toolkit/crossing-the-line https://www.samaritans.org/how-we-can-help/schools/deal/</p> <p>Suggested activities: Talkabout for Children- Developing Self Awareness and Self Esteem. Talkabout for Children- Developing Friendship Skills. Talkabout for Children- Developing Social Skills.</p> <p>J:\Curriculum\CURRICULUM 2014\PSHE\PSHE- Topic Resources\Topic 1. Mental Wellbeing</p>
<p>Topic 2: Internet safety and harms By the end of KS3 pupils should have been taught the following:</p> <ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online 	<p>Helpful websites: https://www.thinkuknow.co.uk/professionals/resources/ https://www.samaritans.org/how-we-can-help/schools/deal/ https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/</p> <p>Suggested activities: Talkabout for Children- Developing Friendship Skills. J:\Curriculum\CURRICULUM 2014\PSHE\PSHE- Topic Resources\Topic 2. Internet Safety and harms</p>

<ul style="list-style-type: none"> • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours • To explore and critique how the media present information 	
<p>Topic 3: Physical health and fitness By the end of KS3 pupils should have been taught the following:</p> <ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls 	<p>Helpful websites: https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/ztsqfcw https://plprimarystars.com/resources/</p> <p>Suggested activities: J:\Curriculum\CURRICULUM 2014\PSHE\PSHE- Topic Resources\Topic 3. Physical health and fitness</p>
<p>Topic 4: Healthy eating By the end of KS3 pupils should have been taught the following:</p> <ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer 	<p>Helpful websites: https://www.foodafactoflife.org.uk/</p> <p>Suggested activities: J:\Curriculum\CURRICULUM 2014\PSHE\PSHE- Topic Resources\Topic 4. Healthy Eating</p>
<p>Topic 5: Drugs, alcohol and tobacco By the end of KS3 pupils should have been taught the following:</p> <ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions • The law relating to the supply and possession of illegal substances • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • The physical and psychological consequences of addiction, including alcohol dependency 	<p>Helpful websites: https://resources.drinkaware.co.uk/facts-about-alcohol-leaflet-download/ https://www.bbc.co.uk/bitesize/topics/z9982hv https://www.bbc.co.uk/programmes/b01qnr62/clips https://www.bbc.co.uk/bitesize/guides/zy2hqv4/revision/3 https://www.bbc.co.uk/bitesize/clips/zjvxn39</p>

<ul style="list-style-type: none"> • Awareness of the dangers of drugs which are prescribed but still present serious health risks • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so 	<p>Suggested activities: J:\Curriculum\CURRICULUM 2014\PSHE\PSHE- Topic Resources\Topic 5. Drugs Alcohol and Tobacco</p>
<p>Topic 6: Health and prevention By the end of KS3 pupils should have been taught the following:</p> <ul style="list-style-type: none"> • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist** • (late secondary) the benefits of regular self-examination and screening • The facts and science relating to immunization and vaccination • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn • To understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bike ability programme) 	<p>Helpful websites: https://bikeability.org.uk/ https://www.think.gov.uk/education-resources/ http://givingtohelpothers.org/ https://www.samaritans.org/how-we-can-help/schools/deal/</p> <p>Suggested activities: J:\Curriculum\CURRICULUM 2014\PSHE\PSHE- Topic Resources\Topic 6. Health and Prevention\Oral hygiene J:\Curriculum\CURRICULUM 2014\PSHE\PSHE- Topic Resources\Topic 6. Health and Prevention\Personal, Road and Cycle safety J:\curriculum\CURRICULUM2014\PSHE\PSHE-Topic Resources\Topic 6. Health and Prevention</p>
<p>Topic 7: Basic first aid By the end of KS3 pupils should have been taught the following:</p> <ul style="list-style-type: none"> • Basic treatment for common injuries • Life-saving skills, including how to administer CPR • The purpose of defibrillators and when one might be needed 	<p>Helpful websites: https://www.sja.org.uk/</p> <p>Suggested activities: J:\Curriculum\CURRICULUM 2014\PSHE\PSHE- Topic Resources\Topic 7. Basic First aid</p>
<p>Topic 8: Living in the wider world By the end of KS3 pupils should have been taught the following:</p> <ul style="list-style-type: none"> • How they can contribute to the life of the classroom and school. 	<p>Helpful websites: https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ https://www.moneymakesense.co.uk/section.php?xSec=14&xPage=1</p>

- To help construct, and agree to follow, group, class and school rules and to understand how these rules help them
- What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
- That money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
- To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
- About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
- what is meant by the term 'habit' and why habits can be hard to change
- Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bike ability programme), and safety in the environment (including rail, water and fire safety)
- To differentiate between the terms, 'risk', 'danger' and 'hazard'
- To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- To recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- To recognise and manage 'dares'
- To understand that there are basic human rights shared by all peoples and all societies and that children have their own special

<https://www.young-enterprise.org.uk/teachers-hub/resources/>

<https://natwest.mymoneysense.com/teachers/resources-8-12s/>

<https://www.think.gov.uk/education-resources/>

<https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/secondary-school-resources>

<https://www.rospa.com/leisure-safety/Water/Advice/Children-Young>

<http://www.uksafetystore.com/resources/fire-safety-resources/>

<https://plprimarystars.com/resources/>

<https://education.rspca.org.uk/education/teachers/secondary/lessonplans/animalsandthelaw>

<http://givingtohelpothers.org/>

<https://barclayslifeskills.com/educators/lessons/>

<https://www.samaritans.org/how-we-can-help/schools/deal/>

Suggested activities:

Talkabout for Children- Developing Self Awareness and Self Esteem.

Talkabout for Children- Developing Friendship Skills.

Talkabout for Children- Developing Social Skills.

Talkabout Sex and Relationships 1- A Programme to Develop Intimate Relationship Skills.

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rights set out in the United Nations Declaration of the Rights of the Child

- That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
- What being part of a community means, and about the varied institutions that support communities locally and nationally
- To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- What is meant by enterprise and begin to develop enterprise skills
- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- To offer constructive support and feedback to other
- About the process of growing from young to old and how people's needs change.
- About growing and changing and new opportunities and responsibilities that increasing independence may bring

Key Stage 4

<p>Topic 1: Mental Wellbeing</p> <p>By the end of KS4 pupils should have been taught the following:</p> <ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary • That happiness is linked to being connected to others • How to recognise the early signs of mental wellbeing concerns • Common types of mental ill health (e.g. anxiety and depression) • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness • How to recognise their personal strengths and how this affects their self-confidence and self-esteem • How to accept helpful feedback or reject unhelpful criticism • To understand that identity is affected by a range of factors, including the media and a positive sense of self <p>How to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement</p>	<p>Helpful websites:</p> <p>https://youngminds.org.uk/resources/school-resources/</p> <p>https://www.childrenssociety.org.uk/back-to-school/childrens-well-being-and-mental-health</p> <p>https://plprimarystars.com/resources</p> <p>https://www.childnet.com/resources/pshe-toolkit/crossing-the-line</p> <p>https://www.samaritans.org/how-we-can-help/schools/deal/</p> <p>Suggested activities:</p> <p>Talkabout for Children- Developing Self Awareness and Self Esteem.</p> <p>Talkabout for Children- Developing Friendship Skills.</p> <p>Talkabout for Children- Developing Social Skills.</p> <p>J:\Curriculum\CURRICULUM 2014\PSHE\PSHE- Topic Resources\Topic 1. Mental Wellbeing</p>
<p>Topic 2: Internet safety and harms</p> <p>By the end of KS4 pupils should have been taught the following:</p> <ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including 	<p>Helpful websites:</p> <p>https://www.thinkuknow.co.uk/professionals/resources/</p> <p>https://www.samaritans.org/how-we-can-help/schools/deal/</p> <p>https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/</p>

<p>the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online</p> <ul style="list-style-type: none"> • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours 	<p>Suggested activities: Talkabout for Children- Developing Friendship Skills.</p> <p>J:\Curriculum\CURRICULUM 2014\PSHE\PSHE- Topic Resources\Topic 2. Internet Safety and harms</p>
<p>Topic 3: Physical health and fitness By the end of KS4 pupils should have been taught the following:</p> <ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • About the science relating to blood, organ and stem cell donation 	<p>Helpful websites: https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/ztsqfcw https://www.dkms.org.uk/en/difference-between-organ-blood-and-stem-cell-donation</p> <p>Suggested activities: J:\Curriculum\CURRICULUM 2014\PSHE\PSHE- Topic Resources\Topic 3. Physical health and fitness</p>
<p>Topic 4: Healthy eating By the end of KS4 pupils should have been taught the following:</p> <ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer 	<p>Helpful websites: https://www.foodafactoflife.org.uk/</p> <p>Suggested activities: J:\Curriculum\CURRICULUM 2014\PSHE\PSHE- Topic Resources\Topic 4. Healthy Eating</p>
<p>Topic 5: Drugs, alcohol and tobacco By the end of KS4 pupils should have been taught the following:</p> <ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions • The law relating to the supply and possession of illegal substances 	<p>Helpful websites: https://resources.drinkaware.co.uk/facts-about-alcohol-leaflet-download/ https://www.bbc.co.uk/bitesize/topics/z9982hv https://www.bbc.co.uk/programmes/b01qnr62/clips https://www.bbc.co.uk/bitesize/guides/zy2hvp4/revision/3 https://www.bbc.co.uk/bitesize/clips/zjvxn39</p>

<ul style="list-style-type: none"> the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood The physical and psychological consequences of addiction, including alcohol dependency Awareness of the dangers of drugs which are prescribed but still present serious health risks The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so To recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs). <p>To understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns</p>	<p>Suggested activities: J:\Curriculum\CURRICULUM 2014\PSHE\PSHE- Topic Resources\Topic 5. Drugs Alcohol and Tobacco</p>
<p>Topic 6: Health and prevention By the end of KS4 pupils should have been taught the following:</p> <ul style="list-style-type: none"> About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist Late secondary- the benefits of regular self-examination and screening The facts and science relating to immunization and vaccination The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn 	<p>Helpful websites: https://bikeability.org.uk/ https://www.think.gov.uk/education-resources/ http://givingtohelpothers.org/ https://www.samaritans.org/how-we-can-help/schools/deal/</p> <p>Suggested activities: J:\Curriculum\CURRICULUM 2014\PSHE\PSHE- Topic Resources\Topic 6. Health and Prevention\Oral hygiene J:\Curriculum\CURRICULUM 2014\PSHE\PSHE- Topic Resources\Topic 6. Health and Prevention\Personal, Road and Cycle safety</p>

<ul style="list-style-type: none"> • To understand how the inappropriate use of mobile phones can contribute to accidents • To understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bike ability programme) 	<p>J:\curriculum\CURRICULUM2014\PSHE\PSHE-Topic Resources\Topic 6. Health and Prevention</p>
<p>Topic 7: Basic first aid By the end of KS4 pupils should have been taught the following:</p> <ul style="list-style-type: none"> • Basic treatment for common injuries • Life-saving skills, including how to administer CPR • The purpose of defibrillators and when one might be needed • To be able to identify ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations 	<p>Helpful websites: https://www.sia.org.uk/</p> <p>Suggested activities: J:\Curriculum\CURRICULUM 2014\PSHE\PSHE- Topic Resources\Topic 7. Basic First aid</p>
<p>Topic 8: Living in the wider world By the end of KS4 pupils should have been taught the following:</p> <ul style="list-style-type: none"> • To know about laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon • To know about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support • To recognise, clarify and if necessary, challenge their own core values and how their values influence their choices • The knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 4) 	<p>Helpful websites: Helpful websites: https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ https://www.moneymakesense.co.uk/section.php?xSec=14&xPage=1 https://www.young-enterprise.org.uk/teachers-hub/resources/ https://natwest.mymoneysense.com/teachers/resources-8-12s/ https://www.think.gov.uk/education-resources/ https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/secondary-school-resources https://www.rospa.com/leisure-safety/Water/Advice/Children-Young http://www.uksafetystore.com/resources/fire-safety-resources/</p>

- About the potential tensions between human rights, British law and cultural and religious expectations and practices
- About the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored
- About their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills
- To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them
- Different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work
- About the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
- About different work roles and career pathways, including clarifying their own early aspirations
- About the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes
- About the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process
- The benefits of being ambitious and enterprising in all aspects of life.

<https://plprimarystars.com/resources/>

<https://education.rspca.org.uk/education/teachers/secondary/lessonplans/animalsandthelaw>

<http://givingtohelpothers.org/>

<https://barclayslifeskills.com/educators/lessons/>

<https://www.samaritans.org/how-we-can-help/schools/deal/>

Suggested activities:

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This website provides a large range of resources including lessons of cv writing, resilience and self-confidence some have been specifically design to support pupils with SEND - <https://barclayslifeskills.com/educators/lessons/>