



PSHE

Long Term Planning PE & Health Faculty

Head of Faculty: Jay Hill

Date of last review: June 2020

PSHE Schedule OTS Options Stage (KS4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately XX Lessons (45 minutes each) over 6-7 weeks. Add any other information relevant to the subject content.					
ASDAN Schedule	Title: Keeping healthy Context: Having good hygiene practice. How to prevent disease. Support for people who suffer with drug abuse, alcohol related issues and research the physical effects of drugs. Healthy eating. STI's. Eating healthy. Banding: 9—11 Progression Area: Health and wellbeing	Title: Keeping healthy Context: The benefits of cardiovascular exercise. The preventable causes of death in young people. Research GP's and Emergency departments. Research Mindfulness and positive thinking. Take part in physical exercise for a month. Banding: 9—11 Progression Area: Health and wellbeing	Title: Social relationships Context: Ethnic diversity, discrimination and intolerance. Media and society. Conflicts. What can be done to prevent it, personal and internationally. Research what's good about the local community and why people choose to live where they do. Banding: 9—11 Progression Area: British values? Relationships	Title: Social relationships Context: Consider what's regarded rude, bigoted and extreme. Monitor the news and consider the freedom of the press and free speech. Consider methods to prevent bullying and how to improve equality. Bullying Banding: 9—11 Progression Area: British values? Relationships	Title: Careers and your future/ economic responsibility Context: Future career decisions and your rights when employed. CV's and work life balance. Work placement. Taxes, wages, company cars, public services and types of banking and savings. Higher education and student loans. Debt and ambling problems. Banding: 9—11 Progression Area: Careers and finance	Title: Careers and your future/ economic responsibility Context: Getting a job. Gaining a job in your chosen career. Team building skills. Whistleblowing, confidentiality etc. Shopping ethically. Financial products How to budget.. Look at council tax and utility bills. Find ou about consumer rights. Banding: 9—11 Progression Area: Careers and finance
	Title: Wellbeing Context: Happiness. Investigate relationships, resilience, bereavement and divorce. Investigate the life story of a person who has shown great resilience. Banding: 9—11 Progression Area: Relationships	Title: Wellbeing Context: Bullying and discrimination. Celebrities and the media. Investigate the impact social media has on people wellbeing. Frst aid course. Friendship. Drug abuse or mental health issues. Banding: 9—11 Progression Area: Relationships	Title: Intimate relationships Context: Differing sexual orientation. Advice on sex and relationships. Sex and young people and the benefits of marriage, violence in relationships, consensual sex and same sex couples. Advantages and disadvantages of different contraception. Banding: 9—11 Progression Area: Sex education	Title: Intimate relationships Context: Types of relationships people can have. Unplanned pregnancy and talk to peers about physical and social changes in childhood. Organise a health professional to visit. Watch TV programmes aimed at young people. Banding: 9—11 Progression Area: Sex education	Title: Becoming a parent Context: Being a parent. The cost of bringing up a baby Look at life style choices . Rights of the child. How to deal with a child who has a tantrum. Banding: 9—11 Progression Area: Adult life	Title: Becoming a parent Context: Physical punishment to discipline children. Fostering and adopting. Breast feeding . What it will like to be a parent when older and the responsibilities this will bring. The effects on being a parent if a student, in prison, married and in a relationship. Banding: 9—11 Progression Area: Adult life

PSHE and Citizenship Schedule OTS Foundation Stage (KS2 & 3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately XX Lessons (45 minutes each) over 6-7 weeks. Add any other information relevant to the subject content.					
Schedule B	Title: Health and wellbeing Context: Physical, mental and emotional health. Informed choice and consequences. Balanced diet/choices around food. Bacteria and viruses affect health. Drugs: healing or harmful. Making informed choices. Banding: Step 3-6 Progression Area: It's my Body	Title: Health and wellbeing Context: Reflect on Achievements. Identify achievable goals and steps to achieve them. Explain how positive learning attitude can help learn new things. Identify skills and attributes needed to do certain jobs. To know gender doesn't limit our future. Discuss dream jobs, skills required and how to achieve this. Banding: Step 3-6 Progression Area: Aiming High	Title: Relationships Context: I can say what I am proud of. I can identify feeling I have and describe how different emotions feel. I can describe different ways to cope with uncomfortable feelings and understand why this is important. I know how to be assertive. I can explore messages from media and decide if they are helpful or harmful. I know different strategies to use if I make a mistake. Banding: Step 3-6 Progression Area: Be Yourself.	Title: Relationships Context: Talk about changes and how they might make you feel. Explain how we should work sell as a team. Describe how my actions and behaviour affect my team. Pay attention and respond considerately to others. Describe why disputes might happen and strategies to resolve them. Talk about my responsibilities towards my team. Banding: Step 3-6 Progression Area: Team	Title: Living in the wider world Context: Explain what skills are needed for a range of jobs and why people go to work. Different ways people pay for things. Explain ways people can borrow money and discuss some consequences of borrowing. Explain the difference between things we want and things we need. How adverts try to influence our spending and why they do this. Keep track of what I spend and why it is important to do this. Banding: Step 3-6 Progression Area: Money Matters	Title: Living in the wider world Context: Describe what it is like to live in Britain. Talk about what democracy is and understand why it is important. Talk about what rules and laws are and identify how they help us. What liberty means and the rights of British people. Diverse society and why it is important. Know what being British means to me and to others. Banding: Step 3-6 Progression Area: Britain
Schedule C	Title: Health and Wellbeing Context: Responsibility and making good choices. Risks, hazards and danger. Peer pressure. Road safety. Dangerous substances. Stay safe online. Banding: Step 3-6 Progression Area: Safety First	Title: Health and wellbeing Context: Positive attitude. How to manage positive and negative thoughts effectively. Coping with change. Mindfulness techniques. Managing your emotions (you're the boss). Positive attitude towards learning. Banding: Step 3-6 Progression Area: Thinking positively	Title: Relationships Context: Human reproduction. Puberty boys and girls. Changes in feeling when growing up. Different types of relationships relate to family. Where babies come from. Banding: Step 3-6 Progression Area: Growing up	Title: Relationships Context: Making friends. Staying friends. Unhealthy and healthy friendships. Resolving conflicts. Bullying. Anti-bullying. Banding: Step 3-6 Progression Area: VIPs	Title: Living in the wider world Context: What are rights. Understand Rights of humans and separate rights for children. Rules: Democracy. Understand rights are not dependent on responsibility. Respect the rights of others. Equality. Banding: Step 3-6 Progression Area: Respecting rights	Title: Living in the wider world Context: Peoples lives– difference and similarities. Challenge stereotypes. Consider others lives. Recognising own actions and impact on others. Climate change. Volunteering, organisations and community. Banding: Step 3-6 Progression Area: Living in the wider world
Schedule D	Title: Health and wellbeing Context: Your body is your own. Sleep, why it is important. Taking care of our changing bodies. Harmful substances. What is positive body image. Healthy choices. Banding: Step 3-6 Progression Area: It's My Body	Title: Health and Wellbeing Context: How to achieve your goals and reflect on previous achievements. Positive attitude towards learning. Become aware of how to make the most of opportunities in the future. Equal opportunities. Innovation and Enterprise. Discuss future goals and steps to achieve them. Banding: Step 3-6 Progression Area: Aiming High	Title: Relationships Context: Celebrate Uniqueness. How to share your own thoughts and feelings. Explore uncomfortable feelings and understand how to manage them. Understand shy or nervous feelings and how to manage these. Doing the right thing. Making amends. Banding: Step 3-6 Progression Area: Be Yourself	Title: Relationships Context: Attributes of a good team. Communication. Collaboration. Compromise. Caring for individuals in a team. Shared responsibility. Banding: Step 3-6 Progression Area: Team	Title: Living in the wider world Context: being careful with money. Critical consumer. Value for money. Budgeting. Borrowing and saving, Money in the wider world. Banding: Step 3-6 Progression Area: Money Matters	Title: Living in the wider world Context: Identities. Communities. Respecting the Law. Local Government. National Government. Making a difference. Banding: Step 3-6 Progression Area: Britain

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Schedule E	<p>Title: Health and Wellbeing</p> <p>Context: Cognitive Triangle. Thoughts, they are not facts. Recognise and manage uncomfortable feelings. Choices and consequences. Mindfulness— being present. Growth mind-set.</p> <p>Banding: Step 3-6</p> <p>Progression Area: Think positive</p>	<p>Title: Health and Wellbeing</p> <p>Context: Responsibility. Risks. Confidently identify and manage pressure. Act sensibly and responsibly in an emergency. Using mobile devices and the internet safely and responsibly. Understand everyone has the right to feel safe and happy when using mobile phones and the internet.</p> <p>Banding: Step 3-6</p> <p>Progression Area: Safety First</p>	<p>Title: Relationships</p> <p>Context: Describe changes peoples bodies go through during puberty. Describe Changes in the body and how they affect thoughts and feelings. Realise things that affect our bodies. Understand loving relationship and different types of relationships. Understand what a sexual relationship is and who you can have a sexual relationship with. Human Reproduction.</p> <p>Banding: Step 3-6</p> <p>Progression Area: Growing Up</p>	<p>Title: Relationships</p> <p>Context: Importance of Family and Friends. Thinking before acting, different ways to calm down. Understand it is ok to disagree and respect others. Identify negative influences on behaviour and suggest ways to resist. Secrets, when to keep them and when to talk to someone about them and who. False Friends, healthy and unhealthy relationships.</p> <p>Banding: Step 3-6</p> <p>Progression Area: VIPs</p>	<p>Title: Living in the wider world</p> <p>Context: Responsible Global citizens. What global warming is and how to prevent it from getting worse. Using energy and how it can effect the environment. Using water responsibly. Biodiversity. Making choices which make the world a better place and help people across the world.</p> <p>Banding: Step 3-6</p> <p>Progression Area: One World</p>	<p>Title: Living in the wider world</p> <p>Context: Explain Universal declaration of human rights and understand children have their own rights. Understand human rights apply to everyone. Identifying why people rights are sometime not met in the UK and across the world. Explain how to respect others and why it is important. human rights changing. Human rights activists.</p> <p>Banding: Step 3-6</p> <p>Progression Area: Respecting Rights</p>
Schedule F ASDAN	<p>Title: Keeping healthy</p> <p>Context: Having good hygiene practice. How to prevent disease. Support for people who suffer with drug abuse, alcohol related issues and research the physical effects of drugs. Healthy eating. STI's. Eating healthy.</p> <p>Banding: 9—11</p> <p>Progression Area: Health and wellbeing</p>	<p>Title: Keeping healthy</p> <p>Context: The benefits of cardiovascular exercise. The preventable causes of death in young people. Research GP's and Emergency departments. Research Mindfulness and positive thinking. Take part in physical exercise for a month.</p> <p>Banding: 9—11</p> <p>Progression Area: Health and wellbeing</p>	<p>Title: Social relationships</p> <p>Context: Ethnic diversity, discrimination and intolerance. Media and society. Conflicts. What can be done to prevent it, personal and internationally. Research what's good about the local community and why people choose to live where they do.</p> <p>Banding: 9—11</p> <p>Progression Area: British values? Relationships</p>	<p>Title: Social relationships</p> <p>Context: Consider what's regarded rude, bigoted and extreme. Monitor the news and consider the freedom of the press and free speech. Consider methods to prevent bullying and how to improve equality. Bullying</p> <p>Banding: 9—11</p> <p>Progression Area: British values? Relationships</p>	<p>Title: Careers and your future/ economic responsibility</p> <p>Context: Future career decisions and your rights when employed. CV's and work life balance. Work placement. Taxes, wages, company cars, public services and types of banking and savings. Higher education and student loans. Debt and ambling problems.</p> <p>Banding: 9—11</p> <p>Progression Area: Careers and finance</p>	<p>Title: Careers and your future/ economic responsibility</p> <p>Context: Getting a job. Gaining a job in your chosen career. Team building skills. Whistleblowing, confidentiality etc. Shopping ethically. Financial products How to budget.. Look at council tax and utility bills. Find ou about consumer rights.</p> <p>Banding: 9—11</p> <p>Progression Area: Careers and finance</p>
Schedule G ASDAN	<p>Title: Wellbeing</p> <p>Context: Happiness. Investigate relationships, resilience, bereavement and divorce. Investigate the life story of a person who has shown great resilience.</p> <p>Banding: 9—11</p> <p>Progression Area: Relationships</p>	<p>Title: Wellbeing</p> <p>Context: Bullying and discrimination. Celebrities and the media. Investigate the impact social media has on people wellbeing. Frst aid course. Friendship. Drug abuse or mental health issues.</p> <p>Banding: 9—11</p> <p>Progression Area: Relationships</p>	<p>Title: Intimate relationships</p> <p>Context: Differing sexual orientation. Advice on sex and relationships. Sex and young people and the benefits of marriage, violence in relationships, consensual sex and same sex couples. Advantages and disadvantages of different contraception.</p> <p>Banding: 9—11</p> <p>Progression Area: Sex education</p>	<p>Title: Intimate relationships</p> <p>Context: Types of relationships people can have. Unplanned pregnancy and talk to peers about physical and social changes in childhood. Organise a health professional to visit. Watch TV programmes aimed at young people.</p> <p>Banding: 9—11</p> <p>Progression Area: Sex education</p>	<p>Title: Becoming a parent</p> <p>Context: Being a parent. The cost of bringing up a baby Look at life style choices . Rights of the child. How to deal with a child who has a tantrum.</p> <p>Banding: 9—11</p> <p>Progression Area: Adult life</p>	<p>Title: Becoming a parent</p> <p>Context: Physical punishment to discipline children. Fostering and adopting. Breast feeding . What it will like to be a parent when older and the responsibilities this will bring. The effects on being a parent if a student, in prison, married and in a relationship.</p> <p>Banding: 9—11</p> <p>Progression Area: Adult life</p>