

Long Term Overview KS3 PSHE

Year 10	Unit Title	It's OK to Talk	Don't Be Daft, Don't Be Silly...	Make-ups and Break-ups	Life Changes Everything	Drugs and Stuff	Meet the Parents
	Term	Autumn (a)	Autumn (b)	Spring (a)	Spring (b)	Summer (a)	Spring (b)
	No. Weeks	6 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
	What We Will Learn	This unit is about how to handle students' own mental health, know where to go for help and support, recognise the signs in themselves and others. In Year 10 we start by looking at some of the myths and facts surrounding mental health. We focus on the types of mental health and identify various famous people who suffer from mental health issues. Students will consider signs and triggers, and specifics such as depression, self-harm and eating disorders. We look at signs of positive and negative mental health; helping students become more aware of how they present, as well as how they feel, and how to recognise the signs in others.	This unit is designed to encourage students to understand the potentially damaging role that pornography plays in the modern world. It underlines the reality that when young people watch pornography it sets in place unrealistic expectations. This might include when people are expected to have sex and what they are expected to do within a sexual relationship. The lack of emotions exhibited within pornography is a corrosive message for young people and this unit aims to remind students of the importance of loving, caring relationships and the role that communication plays within them.	This unit's intent is to increase knowledge and awareness of consent, sexual assault, and rape. We explicitly explain what consent is, in terms of both asking for it and giving it. Students will consider the capacity to consent and detail the stages followed a rape is reported. There is clear guidance given on what the law says, and we are specific in our definitions e.g., of rape. We spend time myth-busting and looking at the difference between belief and fact around the issue of sexual assault, rape and domestic violence.	In this unit, students will explore ethical issues when peers need help and know where to seek help and support. They will know the purpose and benefits of blood, organ and stem cell donation for individuals and society and focus on how religion plays a role in some people's life choices not to receive blood donations. It is important to know about signs and symptoms to look for in yourself and others. The focus is on testicular cancer primarily as teenage boys enter a higher risk group from the age of 15 and so it is prudent for them to get to know their own bodies. This topic is to instil them with the confidence to check themselves by providing the knowledge of how to do this and what to look for.	Throughout this unit Child Criminal Exploitation is a focus, linked to County Lines. We begin with cocaine as the focus for risk. A greater focus is on more specific drugs that are in our local communities such as prescription pills. This unit encourages students to consider all risk-taking behaviour. It reflects upon how we as humans take risks and how we rationalise that risk in our heads.	In his unit, students will learn about different types of relationships and commitments, including legal rights of marriages, civil partnerships, and the legal status of other long-term relationships. They will focus on the legal rights, responsibilities and protections provided by the Equality Act 2010 and research the variety of faith and cultural practices and beliefs concerning relationships and sexual activity Students will also identify and know how to access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner and comment on the emotional responses people may have to unintended pregnancy.
Year 10	What We Will Do	Students will identify a range of cognitive and practical strategies to help them, and others avoid negative thoughts. They will understand the warning signs associated with negative thinking and promote positive thinking in young people. Through understanding negative thoughts, students will identify key areas for support and how to access this. This unit is designed to encourage students to reflect on the pressures around them and to rationalise the best and most effective way to cope with them.	The use of historical artefacts to allow students to discuss in an informal way. Looking at Chinese and Greek artefacts, phallic items, and chastity belts, gives students a way into discussing consent and healthy relationships and helps students realise these are not just modern issues. This also means students can talk initially with some distance, thus bringing more of an ease to the discussion. Students will consider the impact of pornography on relationships, in particular highlighting the fantasy, stereotyped attitude towards women and men, how it affects body image and the link with addiction.	Students will follow a reconstructed trial of a rape case via a film and students then act as the jury - this helps students apply their knowledge of consent from previous learning and allows them to consider their own views on the issues. It also allows them to see the issues around putting themselves in a vulnerable situation, where the outcome could be a court case where the judgement is decided by a judge and jury rather than any of those directly involved. After the trial we consider why there is a lack of reporting of rapes and we also focus on the reporting system, true life cases in the media and places that students can go for advice and support.	As always knowing where to go for help and advice is crucial but, in this unit, it is also about getting over the embarrassment or fear of talking to the doctor, especially when you feel there may be an issue with a sexual part. Guidance is given on how a student can be encouraged to visit the doctor, we use scenarios here and signpost students to areas for support.	The rigour and reality of the drugs are addressed in scenarios within a party situation in addition to environmental concerns. Popular culture is used not to demonise or idolise drugs, alcohol and other RTBs, but to reassure students of role models e.g., Billie Eilish who chooses to not get involved in a scene that some students may believe is the norm. All students are asked to consider their own reflection on how they come to decisions in their life and the level of risk they are happy taking. From this point students are asked to consider danger signs when their behaviour begins to change, or their decisions become more daring.	Students are invited to reflect on the dynamics of family life. They are given the opportunity to reflect on the reasons people may want to marry or become civil partners and form their own opinions on this. Finally, students explore parental responsibilities and different types of families. They will comment on arranged and forced marriages and consider the legal implications of these types of marriage. Students will identify why people will have different influences and different reasons for coming to the decisions they do regarding an unplanned pregnancy. Students will learn how to access contraception and options available for unplanned pregnancies e.g., abortion.
	Skills Learned	<ul style="list-style-type: none"> Identify the range of opportunities and challenges young people might encounter as they move into adulthood Explain strategies to help manage these challenges 	<ul style="list-style-type: none"> Analyse where the incorrect myths about sex come from Demonstrate confidence in finding professional health advice and help others to do so The different types of intimacy 	<ul style="list-style-type: none"> Identify when asking for consent becomes inappropriately pressuring or persuasive Recognise everyone's right to not give, or withdraw consent, and challenge victim blaming narratives Explain the legal consequences of pressure, persuasion, and coercion in relation to consent 	<ul style="list-style-type: none"> Identify the purpose of blood, organ and stem cell donation for individuals and society Know how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination 	<ul style="list-style-type: none"> Analyse why people continue to use drugs in Britain, despite having knowledge of the risks Describe in detail what is happening in a range of criminal case studies and how young people are groomed by gangs to get involved in County Lines 	<ul style="list-style-type: none"> Describe the options available to people who wish to make a long-term commitment Recognise the unacceptability of forced marriage Identify the possible outcomes in the event of an unplanned pregnancy

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Year 11	Unit Title	It's OK to Talk	Don't Be Daft, Don't Be Silly...	Make-ups and Break-ups	Life Changes Everything
	Term	Autumn (a)	Autumn (b)	Spring (a)	Spring (b)
	No. Weeks	6 Weeks	7 Weeks	6 Weeks	6 Weeks
	What We Will Learn	This unit examines challenges facing young people as they prepare to transition to Post-16 a and how to promote positive mental health to manage change, now and in the future. There is a focus on mental health issues that can affect young people, examining mental ill-health warning signs and the range of sources of support available.	This unit addresses how fertility changes over a person's lifetime and the factors that may affect male and female fertility and healthy pregnancy, as well as the different routes someone might take to becoming a parent. Lessons will be fully inclusive and will include information on LGBTQ+ routes and choices. Students will learn that a trans man can become pregnant if 'he did not transition physically (i.e., he transitioned socially but did not have surgery), or he transitioned physically but retained his ovaries and uterus when he had surgery. Students will be taught about the current legal position on abortion and the range of beliefs and opinions about it in the UK and across the world.	The topic areas covered in this resource include some sensitive issues, the delivery of which can sometimes be challenging for both young people. Students will learn about the opportunities and potential risks of establishing relationships online, and strategies to manage the risks. They will understand the legal and ethical responsibilities people have in relation to online aspects of relationships and gain a greater understanding of stalking and harassment.	The focus on stress and relaxation is timed to run alongside the preparation for KS4 exams. Students can select and use strategies to help them manage exam stress, including revision techniques. They will learn how to make informed choices regarding sleep, diet, and exercise and how these can promote healthy mental health.
	What We Will Do	Students will identify and evaluate their own mental health and learn how to recognise signs that others may be struggling with their own mental health. They will identify and discuss mental health problems most associated with young people and consider strategies to help prevent this.	Students will learn about how fertility changes over time, and the different ways that people can become parents including LGBTQ+ parents. They will show an understanding of the different ways to become pregnant including IVF, surrogacy and issues which affect people becoming pregnant. They will focus on the laws related to abortion, addresses misconceptions and facts, and explores options for help and support for unplanned pregnancies.	This unit will allow students to learn about Alice Ruggles. They will research her story and discuss the dangers of online relationships. They will identify the different types of stalking and harassment and focus on consent and personal online safety. Students will understand the law around stalking and different types of harassment with a focus on all genders and sexual orientations.	Within this unit, students will consider their own stress levels and identify ways in which they can reduce/prevent stress. They will focus on and compare suicide rates between males and females and draw conclusions about this. Students will work in small groups to identify images of mainstream beauty from magazines. They will discuss what elements contribute to contemporary ideals of beauty in relation to male and female celebrities. They will explore the processes and manipulations involved in creating magazine photos during preproduction, production, and post-production. Students will also consider the risks associated with cosmetic procedures, piercings and tattoos and comment on re-al-life case studies.
	Skills Learned	<ul style="list-style-type: none"> Recognise signs that someone might need support for mental health concerns Know about mental health issues that most commonly affect young people. 	<ul style="list-style-type: none"> Explain how fertility changes over a person's lifetime and some of the factors affecting this Describe different routes to parenthood# Identify the range of options available in the event of an unplanned pregnancy 	<ul style="list-style-type: none"> Know their rights, responsibilities and opportunities online Understand the concepts of, and laws relating to, abuse, coercion, harassment, rape and how these can affect current and future relationships 	<ul style="list-style-type: none"> Know about the challenges young people might face as they move through adolescence Identify ways to promote positive mental health to help manage these challenges Recognise signs that someone might have mental health issues such as a mood disorder, stress or anxiety