

Personal, Social, Health and Citizenship Key stage 3

We follow guidance from the NYCC PSHE and Citizenship Entitlement Framework Key Stage 3 - 4 and The PSHE association

Careers is taught over 3 sessions in Summer 1 alongside our careers advisor this will include a 1-1 session

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Money | Relationships | Gaming | Mental Health | British values | Bad Habits |
| Key learning aims- knowledge and skills | <p>How to manage a personal budget and contribute to household and can provide examples of this</p> <p>Developing understanding of the function and uses of money</p> <p>know the importance of protecting myself when buying products online</p> | <p>Different healthy relationships both on and offline, including those within families, friendships and romantic</p> <p>Understanding what consent means in relation to sexual intercourse and other activities and that being pressured, persuaded,</p> | <p>Making them aware of the benefits of rationing time online and the impact of positive and negative content online on mine and others mental and wellbeing</p> <p>Raising awareness of the risks in the on-line world and have ensured that they can</p> | <p>A range of common mental health issues including self harm</p> <p>I understand how my mental wellbeing can be affected by a range of factors, such as family, friends, achievements and school and I have the ability to respond when it is</p> | <p>Develop as understanding how and why the UK is a multi-cultural, multi-faith society and understand the need for tolerance, mutual respect and understanding.</p> <p>Recognise and challenge stereotypes about different religious and ethnic groups living in the UK</p> | <p>I can explain the short and long term impacts of both a healthy and unhealthy lifestyle choices</p> <p>I can describe how to make healthy choices as part of a balanced lifestyle understanding why it is important to make positive choices</p> |

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| | <p>I know the difference between a credit and debit card</p> | <p>coerced into something is not 'consent</p> <p>To be able to recognise the qualities and features of a positive relationship both on and offline (trust, respect, boundaries, privacy, consent) and I am able to positively act upon the signs when a relationship is not healthy</p> <p>I am able to positively act upon the signs when a relationship is not healthy</p> | <p>protect themselves how data is generated, collected, shared and used on line</p> <p>Understanding that any material a person provides on line has the potential to be shared and therefore may always be accessible on line and that I have a responsibility not to share my own or other people's personal material or information</p> <p>Making then aware of the benefits of rationing time online and the</p> | <p>having a negative effect on my mental wellbeing.</p> <p>I understand what makes a person mentally well and the importance of a balance between schoolwork, leisure, exercise, and community participation.</p> <p>I know what constitutes a healthy lifestyle and its benefits and can assess the risks of some lifestyle choices eg over exercising and extreme dieting</p> | <p>I can understand how and why some people are radicalised and drawn into extremist behaviour and am able to give a counter narrative</p> | <p>about my physical and emotional health</p> <p>I understand about the range of legal and illegal substances including alcohol, volatile substances, tobacco (including ecigarettes), their effects, the law and explain the risks associated with their use, including the impact on mental health</p> <p>I understand the physical and psychological risks associated with</p> |
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| | | | impact of positive and negative content online on mine and others mental and wellbeing | I am aware of some mental health issues that affect young people including eating disorders and self harm and know where to access sources of support | | alcohol consumption, what constitutes safe alcohol consumption and consequences of addiction I have considered the impact on myself and others when making decisions regarding substance (including alcohol) I understand how to access local health services and other sources of support such as smoking cessation services or if concerned |
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| | | | | | | about others' alcohol or substance uses |
| Assessment | Chris's mystery booklet | Self assessment sheet | Self assessment sheet | Mental health display | British values display | Poster showing where to access services |