

### KS3 Long term plan: Lifeskills: Year 7

Curriculum Aim: We aim to adhere to statutory guidance from the government and PSHE Association to ensure that we cover the 3 core themes and criteria in their entirety. As early RSE adopters, we are malleable and constantly changing to ensure that PSHE provision is not only adhering to this guidance, but is targeted at local need.
Link to prior learning: In key stages 1 and 2, learners cover the same 3 main themes as KS3 and 4.
Rationale of sequencing: Following statutory and PSHE association guidance, the course is split into 3 core themes: Core theme 1: Health and well-being (HWB), 2: Relationships (R) and 3: Living in a wider world (LWW). The lessons in all years (7-11) follow these themes in that order. The lessons have then been grouped to ensure the topics are very similar and not too randomised.

NOTE 1: There are 100 Statutory Core theme criteria. Those listed below are examples of criteria covered, but they are not definitive. Most lessons/ sessions link to 2 or more criteria.

NOTE 2: A number of the statutory criteria link to cross curricular subjects and are delivered elsewhere in other subjects.

	Focus/ topic	Knowledge/ skills (from NC/ programmes of study): Students will develop skills and knowledge in:	Assessment
Autumn 1	Core theme 1: Health and well being	HWB: Transition (6 lessons), which covers CT1: H1: <i>how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing which will lead on to resilience.</i>	Questioning, discussions.
Autumn 2	Core theme 1: Health and well being	HWB: Resilience (3 lessons) H4. <i>Strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing.</i> HWB: exercise (2 lessons) and the importance of physical health H11. <i>To make informed lifestyle choices regarding sleep, diet and exercise, and HWB: balanced diet (1 lesson) H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health.</i>	Questioning, discussions.
Spring 1	Core theme 1: Health and well being	HWB: The second balanced diet lesson is followed by Smoking (1 lesson) and alcohol (2 lessons) H19. <i>The consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities and H21. To identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation.</i> Hygiene (1 lesson).	Questioning, discussions.
Spring 2	Core theme 1: Health and well-being and Core theme 2: relationships	HWB: Hygiene (1) is followed by Sleep H11. <i>To make informed lifestyle choices regarding sleep, diet and exercise, first aid and defibrillators H13. To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health and the first</i> We then move onto (R) core theme 2: CT2: Relationships and the rights of the child R5. <i>The legal rights, responsibilities and protections provided by the Equality Act 2010.</i>	Questioning, discussions. Self-assessment statements no.1
Summer 1	Core theme 2: relationships	R: Rights of the child (2 lessons) is then followed by Bullying and homophobic bullying R29. <i>The law relating to abuse in relationships, including coercive control and online harassment and R30. To recognise when a relationship is abusive and strategies to manage this and R31. The skills and strategies to respond to exploitation, bullying, harassment and control in relationships,</i> before we then move onto same sex relationships R5. The legal rights, responsibilities and protections provided by the Equality Act 2010 and R6. Diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.	Questioning, discussions.
Summer 2	Core theme 2: relationships and core theme 3: Living in a wider world	R: Marriage R4. <i>The importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationship and R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support is followed by online data and use (2 lessons) R14. The opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks and R15. The legal and ethical responsibilities people have in relation to online aspects of relationships.</i> We then move onto CT3 (LWW): Living in a wider world: British Values and careers (types of jobs) L4. <i>About the range of opportunities available to them for career progression, including education, training employment and L5. The need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities and L6. About the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities and a lesson on 'budgeting' L16. How to effectively budget, including the benefits of saving L17. to effectively make financial decisions, challenges involved in taking financial risks and L18. recognise manage range of influences on financial decisions.</i>	Questioning, discussions. Self-assessment statements no.2 Self-assessment statements no.3

