Brookvale ACADEMY

KS3 PSHE Long Term Plan

At this Brookvale Academy, the intent of the KS3 PSHE curriculum is to support pupils to become healthy, safe, confident and responsible individuals who are well prepared for life beyond school. Through a carefully sequenced programme based on the **Jigsaw PSHE** framework, pupils develop the knowledge, understanding and personal skills needed to manage their wellbeing, build positive relationships and make informed choices.

The curriculum places a strong emphasis on social, emotional and mental wellbeing, helping pupils to develop self-awareness, resilience, emotional regulation and confidence. Pupils are supported to understand their own strengths, manage challenges, recognise risk and access support when needed. Learning promotes the school's values of **confidence, creativity, curiosity, challenge and character**, enabling pupils to develop the skills needed to thrive both in school and in the wider community.

PSHE learning covers key areas including mental and physical health, relationships, identity, diversity, safety, careers, financial education and preparation for adulthood. Pupils are encouraged to explore different perspectives, develop empathy and respect for others, and understand their responsibilities as members of society.

The curriculum is responsive to the needs of our pupils and includes opportunities to explore current affairs and issues affecting young people today. Staff adapt learning to address emerging themes, local issues and individual cohort needs, ensuring that PSHE remains relevant, meaningful and impactful.

By the end of KS3, pupils will have developed the knowledge, behaviours and personal qualities needed to stay safe, maintain positive relationships, make healthy decisions and successfully transition to KS4, future employment and adult life.

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Pathway ONE

Priorities: Increased attendance, develop positive relationships, Develop simple learning behaviours

Pathway 1 focuses on re-engagement and building the foundations for learning through a nurturing, structured approach. Lessons are short, practical, and highly scaffolded to develop simple learning behaviours such as listening, turn-taking, and asking for help. The PSHE curriculum prioritises emotional wellbeing, confidence-building, and online safety, ensuring pupils feel secure and ready to learn. Activities are hands-on and relevant, including basic life skills and strategies for managing feelings, so pupils can begin to participate positively and develop trust in relationships.

Pathway TWO

Priorities: Increased attendance, improved engagement and participation in lessons, develop wider relationships, progress in literacy/numeracy

Pathway 2 builds on these foundations by encouraging active participation, improving engagement, and integrating literacy and numeracy into PSHE. Lessons are designed to promote curiosity and discussion, helping pupils explore topics such as healthy choices, diversity, and digital wellbeing. The approach includes collaborative projects, structured debates, and practical tasks that link learning to real-life contexts. Pupils are supported to set goals, overcome obstacles, and develop resilience, while continuing to strengthen relationships and apply strategies for emotional regulation and online safety.

Pathway THREE

Priorities: consistently high attendance, consistently positive engagement and participation in lessons, appropriate positive social interactions, Academic progress.

Pathway 3 provides a rich, inquiry-based PSHE experience for pupils with consistently high attendance and engagement. The teaching approach focuses on developing independence, critical thinking, and leadership skills through deeper exploration of complex topics such as identity, British values, and ethical decision-making. Pupils take ownership of their learning through debates, community projects, and life skills that prepare them for adulthood, including financial planning and career readiness. Wellbeing remains central, with strategies to manage stress and maintain balance, ensuring pupils leave as confident, responsible young adults ready for life beyond school.

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Autumn		Spring		Summer	
BM (Being Me in My World) 'Who am I and how do I fit?'	**CD** (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	**DG** (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	**HM** (Healthy Me) Being and keeping safe and healthy	**RL** (Relationships) Building positive, healthy relationships	**CM** (Changing Me) Coping positively with change
Pupils will be able to: 1. Appreciate that people's identities are complex and can change over time. 2. Recognise and respect the similarities and differences in people's identities and cultures. 3. Understand what stereotypes are and how first impressions can sometimes be wrong. 4. Explain how my family and my	**Pupils will be able to:** 1. Recognise the challenges faced by individuals when trying to make positive change and give examples of people who have succeeded despite prejudice or discrimination. 2. Describe what inequality and social injustice mean in the UK and explain how respect and equality affect relationships. 3. Define what bullying is,	**Pupils will be able to:** 1. Identify areas where I may need to expand my skills and how I might do this. 2. Understand that people have different relationships with money and form my own opinions on moral issues around it. 3. Make reasoned judgments about spending and reflect on the effect money	**Pupils will be able to:** 1. Describe actions that support good physical and mental health, including long-term healthy habits. 2. Understand the law relating to substance use and possession, and recognise links between substances and the exploitation of young people. 3. Identify factors that negatively affect dental health and explain how to	**Pupils will be able to:** 1. Understand that relationship skills need to be learned and practised, and recognise the features, emotions and challenges within positive and less positive relationships. 2. Define personal space, recognise that it varies between individuals and cultures, and understand how it applies across different relationships.	**Pupils will be able to:** 1. Understand different types of close and intimate relationships, including the feelings and experiences associated with physical attraction. 2. Recognise the positive aspects of romantic relationships and identify behaviours that contribute to healthier or less healthy relationships. 3. Know where to access safe,

beliefs help shape who I am. 5. Identify different influences on me and use this understanding to build positive relationships.	including LGBT bullying, and describe steps that can be taken to challenge it. 4. Make a positive contribution to my community and understand that my choices impact my self-confidence and integrity. 5. Recognise that I can make a difference and describe the positive feelings that result from doing something positive.	can have on mental health, including my own. 4. Identify steps I can take to protect my online identity and avoid anything that can negatively impact my future aspirations. 5. Describe how money can influence relationships and communities and explain why it can lead to issues such as gambling.	keep teeth and gums healthy. 4. Understand the role of vaccinations and be aware that people may hold differing views about them. 5. Recognise how emotions influence health and use a range of strategies to stay well and happy.	3. Understand concepts of control, power balance and coercion within relationships. 4. Recognise risks to personal safety, including the consequences of carrying a knife and how safety can be compromised online, and know how to use social media appropriately and legally. 5. Explain what neurodivergent means and appreciate differences in how people think and experience the world.	reliable information about sexuality and understand that some online or media content does not reflect real-life relationships and can influence expectations and self-image. 4. Understand the risks associated with alcohol use, including unsafe or non-consensual sexual situations, and know steps someone could take after engaging in risky behaviour. 5. Understand relevant laws relating to sex and alcohol and recognise how unrealistic or harmful media content and alcohol use can affect relationships and

					personal wellbeing.

PSHE Core Key stage end points. (based on the 5 pillars of PSHE)
KS3 (Years 7–9) **Students will be able to:** 1. Make informed lifestyle choices, understanding their impact on long-term health. 2. Recognise factors that affect mental health and access appropriate support. 3. Form and maintain healthy, respectful, and consenting relationships. 4. Understand rights, responsibilities, and how to participate positively in society. 5. Manage personal safety in complex situations, including online and within relationships.