

KS3 PSHE timetabled lessons x 2 each week						
Bronze Wellbeing Passport – Linked to Jigsaw Outcomes						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Developing Skills with SOLO taxonomy			
Initial	Multi	Relate	Extend
Define	Memorise	Sequence	Generalise
Identify	Define	Compare and contrast	Evaluate
Describe	Name	Explain effects	Prove
	Match	Distinguish	Justify
	Identify	Question	Predict
	Label	Classify	Reflect
	Recall	Explain causes	Argue
	Describe	Analyse	Prioritise
	Outline	Organise	Construct
	List		Generate

Preparation for Adulthood					
KS3 Students access 2 hours each week of multi skills sessions giving learners the opportunity to link the curriculum to their lives					
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Values Liberty Respect Tolerance Democracy Rule of Law Identity Online Consequences	Discrimination Individual Acceptance Inclusion Prejudice Bullying Stereotyping Contribution	Vision Goals Targets Future Choice Decision Motivation Achievement Dream	Mental health Wellbeing Emotions Impact Connections Choices Support Substance Health	Relationship Friendship Online Values Intimacy Consent Conflict Reconcile Respect	Wellbeing Adolescent Body Puberty Change Emotional Physical Self-esteem Expression

101 things to do at Penn Fields – PSHE
<ul style="list-style-type: none"> Attend Friendships Online safety Team player Resilient Confident Happy Visiting Experience



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>Being Me in My World</p> <p>British values: Democracy. The rule of law. Individual liberty. Mutual respect. Tolerance of those of different faiths and beliefs.</p> <p>My influences: Who are your role models why and how do they behave</p> <p>Peer Pressure: I know about different types of bullying (including cyber bullying,) the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>My online identity: The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparisons.</p> <p>What are consequences of what I say online: Rights and freedom</p> <p>CEOP and what happens when you report content.</p>	<p>Celebrating Difference</p> <p>Prejudice and discrimination: I recognise that there are different types of prejudice and stereotyping and know the ways in which individuals have tried to overcome this historically.</p> <p>Discrimination in school: I understand that our school is made up of lots of individuals and am able to contribute to making our school community one that is welcoming to all.</p> <p>Bullying: I know the impact bullying over a longer term; consequences, mental health disengagement in school and the community and how to get help</p>	<p>Dreams and Goals</p> <p>What are my dreams and goals: I have some idea of what I might like to do when I leave school and the path that I will need to take to get there. I can set personal goals based on this.</p> <p>Choices</p> <p>Choices – others</p>	<p>Healthy Me</p> <p>Anxiety and stress: I understand the concept of mental wellbeing and happiness and what it might feel like, how it's linked to connections with others and how I might behave if I were mentally unwell or feeling very sad.</p> <p>Healthy choices – stress: What is anxiety / depression / hysteria / stress / loneliness / anger / self-harm / eating disorders / body image and body dysphoria / low self-esteem and low self-worth / suicidal thoughts / panic attacks</p> <p>Healthy choices – substances: I am beginning to have some understanding of the impact that substance misuse might have on health and wellbeing.</p> <p>Medicines: I know the difference between illegal and legal drugs.</p>	<p>Relationships</p> <p>Healthy relationships: I know the characteristics of a healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.</p>	<p>Changing Me</p> <p>My changing body: the changing adolescent body and mental well-being.</p> <p>The main changes which take place in males and females, and the implications for emotional and physical health.</p> <p>Having a baby</p> <p>Types of relationships: That there are different types of committed, stable relationships.</p> <p>Images and self esteem: I am able to express my own likes and dislikes and I understand that others may have different things that they like or dislike to me.</p> <p>My changing feelings: I understand that my feelings are reactions to things that are happening within and around me. I am beginning to identify the reasons that I am experiencing a particular emotion.</p>