



PSHE Education Planning Toolkit  
for key stages 3 and 4

**PSHE**  
Association

## SAMPLE FROM SECONDARY TOOLKIT

*This PSHE education planning toolkit has been designed to be used alongside the [PSHE Association Programme of Study](#).*

### **This sample includes some planning grids from stage 2 of the toolkit**

**Stage 1** of the toolkit focuses on long-term planning. It gives an overview of how you might develop the overarching concepts, essential skills and attributes through the contexts provided in the [PSHE Association Programme of Study](#), within a spiral programme. We have included equal reference to each of the PSHE Association Programme of Study core themes ('Health and Wellbeing', 'Relationships' and 'Living in the Wider World') within the plan.

**Stage 2** of the toolkit comprises a separate 'Stage 2 plan' for each year group, detailing the *learning objectives* (what we intend the students *to learn*), as well as the *learning outcomes* (what they *will be able to do* as a result of the learning), for each suggested lesson or series of lessons in each core theme. Where these are expressed in general terms, it is because the precise nature of the outcomes will depend on the specific teaching and learning activities you choose to use. We have also suggested key questions teachers may wish to use to explore these issues in the classroom, alongside reference to further teaching materials and guidance notes in the 'additional guidance' section on each grid.

**Stage 3** of the toolkit focusses on the final stage of the planning process – lesson planning. This section features a lesson planning flow chart which is intended to clarify your thinking in terms of your learning objectives, intended learning outcomes and how best to assess the learning. This in turn will help you to choose the most appropriate activities to meet your objectives, rather than taking an activity or resource as your starting point. Following the process outlined in this document will help you plan meaningful, relevant learning that is part of a coherent scheme of work, where the learning is enhanced by integrated assessment. This section also features additional assessment guidance.

# YEAR 7 - Overview of planning grids

Half-term / Core theme:	Specific learning:	Programme of study references:	Grid:	Page:
Autumn 1 - Health & wellbeing	<b>Transition</b> to secondary school	H1, H2, H3, H4, H5, H19 R1, R2, R3, R4, R6, R13, R29, R30, R34 L2, L8, L9	<a href="#">A</a> , <a href="#">B</a> , <a href="#">C</a>	10-12
	<b>Diet, exercise</b> and how to make healthy choices	H13, H14, H15, H16, H17, H18, H23, H31, H32 R6, R7, R30, R31	<a href="#">D</a> , <a href="#">E</a>	13-15
Autumn 2 – Living in the wider world	<b>Enterprise skills</b> and introduction to careers	L9, L15, L16	<a href="#">F</a> , <a href="#">G</a>	16-17
	Challenging career stereotypes and <b>raising aspirations</b>	L1, L2, L7, L9, L10, L12	<a href="#">H</a> , <a href="#">I</a>	18-19
Spring 1 – Relationship	<b>Diversity, prejudice and bullying</b> including cyber bullying	H19, H20 R27, R28, R30, R35, R36 L3, L4, L6, L7, L17	<a href="#">J</a> , <a href="#">K</a> , <a href="#">L</a>	20-22
	Managing <b>on- and off-line friendships</b>	R1, R3, R4, R5, R6, R7, R8, R11, R13, R28, R29	<a href="#">M</a> , <a href="#">N</a> , <a href="#">O</a> , <a href="#">P</a>	23-27
Spring 2 – Health & wellbeing	The risks of <b>alcohol, tobacco</b> and other substances	H18, H20, H24, H25, H26, H27, H28, H29, H30, H31 R30, R31, R32	<a href="#">Q</a> , <a href="#">R</a> , <a href="#">S</a>	28-30
	Managing <b>puberty</b> and the issues of unwanted contact and FGM	H4, H5, H7, H8, H9, H10, H31 L5, L6	<a href="#">T</a> , <a href="#">U</a> , <a href="#">V</a>	31-35
Summer 1 – Relationships	<b>Self-esteem and romance</b>	H12 R1, R4, R5, R6, R7, R8, R13, R14, R15, R22, R23, R25	<a href="#">W</a> , <a href="#">X</a>	36-37
	Exploring <b>family</b> life	R1, R6, R8, R9, R10, R11, R17, R22, R25	<a href="#">Y</a>	38
Summer 2 – Living in the wider world	Making <b>ethical financial decisions</b>	L18, L20	<a href="#">Z</a>	39
	Saving, <b>spending and budgeting</b> our money	L18, L20	<a href="#">AA</a>	40

The aim of this series of lessons is: *To develop knowledge, skills and attributes to effectively manage the transition to a new school.*

Suggested number of lessons: 1

#### Learning objectives:

- To explore the differences between being at primary school and at secondary school;
- To reflect on feelings about being somewhere new, including reflection on the chance to create a new identity;
- To establish ground rules for PSHE education learning.

#### Learning outcomes:

Students will be able to:

- identify feelings associated with being in a new school;
- identify ways in which being a secondary school student differs from being a primary school student;
- identify and evaluate new opportunities available at secondary school;
- identify support available in their new school;
- negotiate ground rules to prepare a safe space for PSHE education learning.

#### Essential skills and attributes:

- Resilience
- Self-regulation
- Developing and maintaining a healthy self-concept
- Identifying and accessing help and support
- Respect for others
- Building and maintaining healthy relationships
- Managing risk

#### Key questions:

- What feelings might people have about starting at a new school?
- What are the differences between primary school and secondary school?
- What do you want to strengthen/change/leave behind now you are in your new school?\*
- What new opportunities are available in your new school?
- What can people do if they are finding things difficult at their new school?
- What are the expectations within PSHE education lessons?

#### Additional Guidance:

Guidance on creating a safe environment to support PSHE education teaching is available on the PSHE Association website in the document [Handling sensitive or controversial issues through PSHE education](#). Ensure internal and external signposting for those young people struggling with transition to their new school. Teachers may wish to include lesson content on stress within this context.

*\*Some of the key questions in this grid are intended for quiet, personal reflection rather than whole class discussion. Consider whether students would benefit from a deeper understanding of what PSHE education is at secondary school. At the start of the school year, it is important to introduce expectations in PSHE lessons including regarding assessment.*

The aim of this series of lessons is: *to understand conflict resolution strategies within the context of personal relationships.*

Suggested number of lessons: 1-2

#### Learning objectives:

- To learn how to effectively and safely resolve conflicts within relationships.

#### Learning outcomes:

Students will be able to:

- identify how family members can affect what we do or think;
- demonstrate the development of the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness;
- describe and illustrate ways to effectively and safely resolve conflicts within relationships;
- evaluate when a situation can be resolved safely and effectively by a young person themselves and when additional support may be required;
- recognise when family members are not fulfilling their responsibilities and how young people can seek help in these circumstances;
- identify sources of support if they feel they are in an unhealthy relationship and how to access them.

#### Essential skills and attributes:

- Identifying and accessing help and support
- Clarifying own values
- Empathy and compassion
- Building and maintaining healthy relationships

#### Key questions:

- What causes conflict in personal relationships?
- How can people manage relationship conflicts successfully?
- When should a person get help to resolve a relationship issue?
- How can a person access help for dealing with relationship issues?

#### Additional Guidance:

Ensure suitable ground rules are in place and allow additional time for students to discuss their thoughts and feelings, using suitably distanced language.

Learning on neglect can be particularly sensitive for young people so it is important to discuss this lesson with the pastoral team to check for vulnerabilities and to think carefully about how to approach this topic in lessons. Also ensure appropriate signposting before, during and after the lesson and prepare strategies to deal with any disclosures which may follow.

The aim of this series of lessons is: *to understand the concepts of spending and saving, including managing a simple budget.*

Suggested number of lessons: 1-2

Learning objectives:

- To develop a long-term view of handling money;
- To learn about budgeting and using careful budgeting to achieve financial goals;
- To learn to evaluate how to spend money wisely.

Learning outcomes:

Students will be able to:

- recognise that short term decisions can have long term financial consequences;
- explain the relative benefits of saving and spending in everyday situations;
- explain the importance of careful budgeting for setting and achieving financial goals;
- identify ways someone of their age might increase their income and decrease their spending in order to balance their budget or save money;
- set up a personal budget.

Essential skills and attributes:

- Self-regulation
- Self-organisation
- Clarifying own values
- Enterprise skills and attributes
- Making decisions
- Managing risk

Key questions:

- How can short term financial decisions have long term financial consequences?
- How can a young person increase their income?
- How can a person effectively manage their finances?
- How can a person reduce expenditure in order to balance their budget or save money?

Additional Guidance:

Suitable PSHE Association quality assured resources which can address budgeting include the [Barclays LifeSkills](#) resource pack. Further details are available on the PSHE Association website.