**The EC Resources 3 Years of KS3 Pack includes:**

**Year 7 (37 hours of lessons) All available at** [**www.psheresources.com**](http://www.psheresources.com) **or the** [**EC Resources Tes store**](https://www.tes.com/teaching-resources/shop/EC_Resources)

1. Introduction to secondary school (Year 7 transition lesson)
2. Introduction to PSHE Lesson (introduces PSHE as a subject).

**The following are distinct lessons and can be used in any order, however they fall into the PSHE Association’s recommended three categories:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Health and Wellbeing** |  |  | **Living in the Wider World** |  |  | **Relationships (RSE)** |  |  |
|  |  |  |  |  |  |  |
|  | What do we mean by a healthy |  | Being an aspirational student |  | Keeping good friendships |  |
|  | lifestyle? Health introduction. |  |  |  |  | and avoiding toxic ones. |  |
|  |  |  |  | The importance of self esteem |  |  |  |  |
|  | How can I keep healthy? Food groups, |  |  |  |  | Family relationships – the |  |
|  | diet and nutrition. |  | How can we budget our money? |  | different types and why we |  |
|  |  |  |  |  |  |  | don’t always get along. |  |
|  | Eating responsibly – Food labels and |  | How can I create a personal |  |  |  |  |
|  | health hazards. |  | budgeting plan? (2x hours) |  | Love and relationships – |  |
|  |  |  |  |  |  |  | falling in love and dealing |  |
|  | Healthy Living – exercise and keeping |  | What are savings, loans and |  | with new feelings. |  |
|  | active. |  | interest? |  |  |  |  |
|  |  |  |  |  |  |  | Bullying or banter? Why do |  |
|  | Not eating healthily - what are the |  | What are the different types of |  | people bully others and how |  |
|  | consequences? |  | financial transactions? |  | can we help stop this? |  |
|  | What’s the big deal about energy |  | What are the different types of |  | What is cyberbullying? Why |  |
|  | drinks? |  | financial products? |  | do people bully online? |  |
|  | The dangers of cigarettes and passive smoking |  | How can we shop ethically? |  | How do we keep safe and |  |
|  |  |  |  |  |  | positive relationships (on |  |
|  |  |  |  | What are wants and needs and |  | and off-line)? |  |
|  | Puberty – what happens, when and |  | why do we need to know the |  |  |  |  |
|  | why. |  | difference? |  | What is my personal identity |  |
|  |  |  |  |  |  |  | and why is diversity |  |
|  | Periods – what happens, when and |  | How can we enjoy social media |  | important? |  |
|  | why. |  | but keep our accounts safe and |  |  |  |  |
|  |  |  |  | private? |  | Extremism – why does |  |
|  | FGM – what is this and why is it so |  |  |  |  | radicalisation happen and |  |
|  | dangerous? |  | What is stereotyping and |  | how does it challenge our |  |
|  |  |  |  | prejudice? Racism focus. |  | values? |  |
|  | Introduction to mental health issues – |  |  |  |  |  |  |  |
|  | depression focus. |  | How can we be resilient and face |  |  |  |  |
|  |  |  |  | challenges? |  |  |  |  |
|  | What are drugs? Why are they |  |  |  |  |  |  |  |
|  | dangerous? (class A, B and C) |  |  |  |  |  |  |  |
|  | How can we manage our anger? |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

**Year 8 (37 hours of lessons) All available at** [**www.psheresources.com**](http://www.psheresources.com) **or the** [**EC Resources Tes store**](https://www.tes.com/teaching-resources/shop/EC_Resources)

**The following are distinct lessons and can be used in any order, however they fall into the PSHE Association’s recommended three categories:**

|  |  |  |
| --- | --- | --- |
| **Health and Wellbeing** | **Living in the Wider World** | **Relationships (RSE)** |
| Personal development and | Internet Safety – what is online | How do we have safe sex and use |
| target setting – how can I | grooming and why must we be so | different forms of contraception? |
| improve my skills and | careful? |  |
| behaviour? |  | How do we keep good sexual health and |
|  | How can we care for our | avoid STIs? |
| How can self-confidence | environment and why is it |  |
| boost our achievement? | changing? (2 hours) | What is consent and why is it important |
|  |  | we know about it? |
| How can I manage my | Careers + development focus |  |
| behaviour to achieve targets | - how can we develop our | What is sexting and why is it so risky to |
| and goals? | communication skills? | send personal images? |
| Why do teenage parents have | Careers + development focus - | What is pornography and why can it be |
| it so tough? How we can avoid | how can we develop our | dangerous? |
| teenage pregnancy. | teamwork skills? |  |
|  |  | How can we prevent radicalisation and |
| Stereotyping, discrimination | How can we become | recognise the signs of extremism? |
| and prejudice. Disability focus | entrepreneurs? |  |
|  |  | Who are the extremist groups and why |
| How can we look after | LGBT+ focus: Homophobia | are they so dangerous? |
| ourselves and others in an |  |  |
| emergency? Personal safety |  | Where does extremism come from? |
| and first aid. | Finance – what is income and |  |
|  | expenditure? | How do religious extremists attract |
| What is vaping and is this as |  | converts? |
| bad as smoking? | Finance – budgeting and saving |  |
|  | personal finances | Islamophobia – do Muslims really want |
| What is mindfulness? How |  | Sharia Law in Britain? |
| can | Careers + Finance - What are |  |
| this aid positive mental | national insurance and income | Stereotyping, discrimination and |
| health? | tax? Reading payslips | prejudice. Religion focus. |
| Emotional literacy – why is | Why do we pay tax and how is | How can British Values teach us tolerance |
| self-awareness in our actions | this spent? | and respect for others? |
| towards others so important? |  |  |
| (2 hours) | Stereotyping, discrimination and | Domestic conflict – why do people run |
|  | prejudice. Teens and the media | away from home and why is this so |
| Cancer Awareness | focus. | dangerous? |
|  |  | Body image and the media part 1 with a |
|  |  | focus on boys. |
|  |  |  |

**Year 9 (37 hours of lessons) All available at** [**www.psheresources.com**](http://www.psheresources.com) **or the** [**EC Resources Tes store**](https://www.tes.com/teaching-resources/shop/EC_Resources)

**The following are distinct lessons and can be used in any order, however they fall into the PSHE Association’s recommended three categories:**

|  |  |  |
| --- | --- | --- |
| **Health and Wellbeing** | **Living in the Wider World** | **Relationships (RSE)** |
| Why do we need to keep to rules | How does knife crime impact on our | Who are the LGBT+ |
| in order to succeed? | communities, why do teens get involved and | community and what |
|  | what are the consequences?  | would they like us to know? |
| How can we foster a Growth |  |  |
| Mindset to succeed and achieve? | How does the law deal with young offenders? | Why are British |
|  |  | communities so diverse? |
| How can I develop interpersonal |  | Immigration and diversity |
| skills to help me succeed? | How can we be self-disciplined to achieve our | focus. |
|  | aims at school and in the wider world? |  |
| How can we manage the stress of |  | What are domestic violence |
| school and exams? | Employability Skills – preparing for and | and abusive relationships? |
|  | applying to the world of work and careers | Healthy and unhealthy |
| Why do people take illegal drugs |  | relationships. |
| and what does the law say about | What other skills do we need to develop for |  |
| drug use? | the work environment? | CSE – how are children and |
|  |  | young people lured into |
| Why do people become selfie | What does it mean to be ‘enterprising’ and | dangerous relationships |
| obsessed and consequences can | what is an ‘enterprising personality?’ | and what do these look |
| this have? |  | like? |
|  | What is sustainability and why is this essential |  |
| What are the short and long-term | to our environment? | Body image and the media |
| consequences of excess alcohol |  | 2 – focus on girls |
| drinking? | Navigating accounts, savings loans and |  |
|  | financial institutions. | Body image and the media |
| What is self-harm and why do |  | 3 – does the media |
| people do this? | What rights do we have as shoppers and | contribute to eating |
|  | consumers? | disorders? |
| Why can’t some people access |  |  |
| education? | How can I stay financially savvy and avoid | Can we respect and |
|  | debt? | celebrate British values and |
| How are we protected from |  | the religion and culture of |
| prejudice and discrimination? | What can we learn from successful business | our choice? (2 hour display |
|  | people and entrepreneurs. | lesson) |
| Mental health – how can I deal |  |  |
| with and manage anxiety? | Should we send aid to foreign countries – is | What is peer-pressure – |
|  | aid the answer? | why is it so powerful and |
| Acid attacks – why are these on |  | how can we overcome this? |
| the increase and what can we do | How can extreme views lead to human rights |  |
| if we witness one? | abuses and atrocities? |  |
| Responsible health choices – blood donation, stem cells, vaccinations (2 hours) | How do charities like UNICEF help across the |  |
|  | world?   |  |
|  |  |  |