



**Manchester Hospital School  
Long Term Plan**

**All Sites**

**RSHE/PSHE**

Blue: Healthy Lifestyles  
Yellow: Living in the Wider World  
Pink: Relationships  
*Italics: Where Statutory RSHE is covered*

**RMCH and Christie:**

Phase 2 secondary pupils are taught via a range of articles which link to the areas below.  
Phase 3 secondary pupils follow the lessons as detailed below.

|           | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
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| <b>11</b> | <p><b><u>Building for the future</u></b></p> <p><i>identify the causes of stress and ways to manage stressful situations</i></p> <p><i>develop ways to manage and maintain a healthy lifestyle, including online</i></p> <p><i>practise, develop and become increasingly adept at key skills associated with health and wellbeing, such as self-efficacy, motivation, perseverance and resilience</i></p> | <p><b><u>Next steps</u></b></p> <p>devise revision techniques that suit each individual student</p> <p>to construct a CV and personal statement, enhancing employability</p> <p>to practise and develop/refine interview technique</p> | <p><b><u>Communication in relationships</u></b></p> <p><i>identify healthy and unhealthy (aspects of)relationships, including what constitutes abuse</i></p> <p><i>develop assertiveness and challenge unwanted attention, including online</i></p> <p><i>access appropriate support</i></p> | <p><b><u>Independence</u></b></p> <p><i>stay safe in a variety of contexts</i></p> <p><i>to understand the links between lifestyle choices and health and so be better informed when making choices</i></p> <p><i>develop knowledge and skills for self-screening</i></p> <p><i>know how to register and access doctors, sexual health clinics, opticians and other health services</i></p> <p><i>manage influences and risks relating to cosmetic and aesthetic body alterations</i></p> | <p><b><u>Families</u></b></p> <p><i>understand the diversity of family types and their equal worth and validity</i></p> <p><i>explain what constitutes 'readiness' for parenting</i></p> <p><i>demonstrate at least a sound understanding of fertility, conception, pregnancy, birth, miscarriage, abortion.</i></p> <p><i>Fostering, adoption, bereavement, 'honour based' violence and forced marriage</i></p> <p><i>access support for any of these</i></p> | <p><b><u>Where to next?</u></b></p> <p>Support through exams and assessment</p> |

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| <p>10</p> | <p><b><u>Mental Health</u></b><br/> <i>know what constitutes mental health and wellbeing</i></p> <p><i>to know and apply strategies to promote mental health and wellbeing</i></p> <p><i>identify and challenge stereotypes and misinformation about mental health and wellbeing, and challenge stigma</i></p>   | <p><b><u>Work experience</u></b><br/> consider and assess own strengths and aptitudes in relation to career development</p> <p>identify responsibilities in the workplace and how to manage challenges, adversity, practical problems and health &amp; safety</p>  | <p><b><u>Healthy Relationships</u></b><br/> <i>know what constitutes healthy relationships, and describe various elements of them</i></p> <p><i>understand health in terms of sex, gender and relationships and manage the impact of the online world on these, especially of pornography on sexual attitudes</i></p> <p><i>understand what is meant by consent</i></p> <p><i>know how to respond to pressure, coercion and manipulation</i></p> | <p><b><u>Exploring Influences</u></b><br/> <i>identify and describe qualities of role models, and evaluate their relative influence</i></p> <p><i>analyse the media's impact on perceptions of gangs and gang culture</i></p> <p><i>explain the effects on decision-making of drugs and alcohol</i></p> <p><i>use appropriate exit strategies for pressurised or dangerous situations</i></p> <p><i>know how to seek help for substance use and addiction</i></p> | <p><b><u>Addressing extremism and radicalisation</u></b><br/> <i>understand and explain the meaning of the concepts of inclusion, (mutual) respect, belonging, discrimination, extremism and radicalisation</i></p> <p><i>analyse social media and become increasingly adept at identifying media distortion and misrepresentation</i></p> <p><i>know about, and resist, the online media's targeting of information using algorithms and AI technologies</i></p> <p><i>recognise extremist views, and what constitutes an attempt at radicalisation</i></p> | <p><b><u>Financial Decision making</u></b><br/> budget and evaluate a range of savings options</p> <p>understand the concept of 'debt' and options to respond to it</p> <p>describe the targeting of advertising (using algorithms) and enticements to gambling</p> <p>identify and explain the relationship between gambling and debt</p> <p>explain what is meant by cybercrime and manage online risks</p> |
| <p>9</p>  | <p><b><u>Healthy lifestyle</u></b><br/> <i>demonstrate understanding of the direct links between physical and mental health</i></p> <p><i>explain the benefits of balancing work, leisure, exercise and sleep</i></p> <p><i>make informed dietary choices and manage influences on body image, assessing potential detrimental influences and their impact</i></p> | <p><b><u>Setting goals</u></b><br/> identify and evaluate own work-related skills and qualities/strengths</p> <p>describe different types of employment</p> <p>manage feelings and perceptions of possible future employment</p> <p>set (realistic SMART) targets for goal for future</p> <p>to make informed subject (option) choices</p> | <p><b><u>Respectful relationships</u></b><br/> <i>identify a range of family types</i></p> <p><i>describe positive relationships in the home</i></p> <p><i>explain the link between positive relationships and homelessness for young people</i></p> <p><i>describe the feelings and explain the causes of conflict at home</i></p>  | <p><b><u>Peer influence, substance use and gangs</u></b><br/> <i>distinguish between healthy and unhealthy relationships</i></p> <p><i>show an understanding of the dynamics of a group, and how a group may influence our thinking &amp; behaviour</i></p> <p><i>recognise passive, aggressive and assertive behaviour, and how to communicate assertively</i></p> <p><i>identify and then</i></p>   | <p><b><u>Intimate relationships</u></b><br/> <i>choose when ready for sex</i></p> <p><i>understand the concept of intimacy, and intimacy without sexual intercourse</i></p> <p><i>understand the concept of consent, and that it can be withdrawn at any point whatsoever of a sexual encounter</i></p> <p><i>describe the nature, explain the causes of, and ways to avoid, STI's through the use of</i></p>  | <p><b><u>Employability skills</u></b><br/> describe the rights and responsibilities of young people in employment</p> <p>receive and then act upon constructive criticism</p> <p>identify and develop habitual behaviours which aid progress identify and access support for concerns relating to life online</p>   |

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|   | <p>know how to self-examine as part of self-screening (breast and testicular cancer)</p>  | <p>develop skills needed for decision-making</p>  | <p>manage relationship changes, including separation and divorce</p> <p>access appropriate support services to help deal with relationship breakdown (own &amp;/or others')</p> <p>demonstrate an understanding of and the implications of demographic change</p> | <p>manage risks regarding gangs</p> <p>identify and explain legal risks and health risks in relation to drug and alcohol use, including addiction and dependence</p> <p>evaluate health and relationship benefits and detrimental effects of alcohol and drug use</p> | <p>condoms</p> <p>explain the possible consequences of unprotected sex, including STI's and pregnancy</p> <p>explain the possible consequences of the media, and pornography portrayal of relationships and the 'reality gap'</p> <p>secure personal information online about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</p> <p>evaluate vital importance of differentiating between facts and misconceptions about the concept of consent</p> <p>to assess and manage risks of sending, sharing or passing on sexual images</p> <p>understand the idea of the online personal footprint and why this should already be something to manage</p> |   |
| 8 | <p><b><u>Drugs and alcohol</u></b></p> <p>identify and distinguish between medicinal and recreational drugs</p> <p>explain why overconsumption of</p> | <p><b><u>Community and careers</u></b></p> <p>define and exemplify equality of opportunity</p> <p>know about and challenge stereotypes which lead to discrimination</p> | <p><b><u>Discrimination</u></b></p> <p>manage influences on beliefs and decisions</p> <p>be aware of the potential impact of group thinking</p>   | <p><b><u>Emotional wellbeing</u></b></p> <p>manage emotions</p> <p>understand what constitutes mental wellbeing</p> <p>explain the nature and</p>   | <p><b><u>Identity and relationships</u></b></p> <p>identify and describe the qualities of positive relationships</p> <p>understand the concepts</p>  | <p><b><u>Digital literacy</u></b></p> <p>engage in effective, safe communication online</p> <p>use social networking safely</p> |

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|   | <p><i>energy drinks can be detrimental to health</i></p> <p><i>describe accurately the meaning of and difference between habit and dependence</i></p> <p><i>know about safe use of prescription medication</i></p> <p><i>assess the risks of alcohol, tobacco, nicotine and e-cigarettes</i></p> <p><i>manage influences in relation to substance use</i></p> <p><i>recognise and promote positive social norms and attitudes</i></p> | <p>describe the difference between employment, self-employment and voluntary work</p> <p>set aspirational goals for future careers and challenge expectations that limit choices</p>  | <p><i>develop self-worth and confidence, raising self-esteem</i></p> <p><i>define gender, gender identity, and develop the skills to challenge related discriminations e.g. homophobia, transphobia, biphobia, racism, sexism, Islamophobia, anti-semitism</i></p> | <p><i>reasons for, and the effects of the stigma towards mental ill health</i></p> <p><i>identify, describe and distinguish between healthy and unhealthy coping strategies</i></p> <p><i>develop the skills to enhance digital resilience to negative attitudes to mental ill health</i></p> | <p><i>of gender identity and sexual orientation</i></p> <p><i>understand the process of forming new partnerships and developing relationships</i></p> <p><i>explain what constitutes consent and the law regarding consent</i></p> <p><i>communicate consent in relationships</i></p> <p><i>identify what a 'sext' is, and know the risks of 'sexting'</i></p> <p><i>manage and resist pressures to send sexual images</i></p> <p><i>describe and explain the mechanisms of basic forms of contraception</i></p> | <p><i>recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</i></p> <p><i>to know how to respond and seek support in cases of online grooming</i></p> <p><i>understand the criteria, and develop the skills needed, to decide on the authenticity and accuracy of online information, and recognise biased or misleading information</i></p> <p><i>distinguish between online content which is publicly and privately shared</i></p> <p><i>make responsible, informed decisions regarding age restricted media</i></p> <p><i>protect financial security online</i></p> <p><i>assess and manage risks in relation to gambling and chance-based transactions</i></p> |
| 7 | <p><b><u>Transition and safety</u></b></p> <p><i>identify, express and manage their emotions in a constructive way</i></p> <p>manage the challenges of moving to a new school</p> <p><i>establish and manage</i></p>  | <p><b><u>Developing skills and aspirations</u></b></p> <p>have developed a range of skills which encourage entrepreneurship, decision-making, problem-solving, communication, teamworking, leadership, risk-management, and</p> | <p><b><u>Diversity</u></b></p> <p><i>understand the various elements of individual identity</i></p> <p><i>describe diversity, and the benefits of living in a diverse society</i></p> <p><i>define stereotyping, prejudice and</i></p>                             | <p><b><u>Health and puberty</u></b></p> <p><i>distinguish between healthy and unhealthy lifestyle choices, and manage influences relating to unhealthy ones</i></p> <p><i>manage physical and emotional changes of puberty</i></p>  | <p><b><u>Building relationships</u></b></p> <p><b><i>identify and describe</i></b> qualities and behaviours relating to different types of positive relationships</p> <p><i>recognise (features of) unhealthy relationships</i></p> <p><i>identify stereotypes in</i></p>  | <p><b><u>Financial decision making</u></b></p> <p>make safe financial choices</p> <p>differentiate between ethical and unethical business practices</p> <p>demonstrate an understanding of the ideas of saving,</p>   |

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|          | <p><i>friendships</i></p> <p>develop and enhance a range of study skills</p> <p>identify personal strengths and areas for development</p> <p><i>to understand the practical strategies to maintain personal safety e.g. road, rail and water</i></p> <p><i>to know how to respond in an emergency situation</i></p> <p><i>demonstrate a basic level of 1st aid skills</i></p> | <p>creativity</p> <p>describe a broad range of careers, and link the appropriate skills and qualities required for them</p> <p>explain the meaning and reasons for the importance of equality of opportunity</p> <p>challenge stereotypes, and so become ambitious despite any current stereotyping constraints</p> <p>describe and explain the links between values and career choices</p> | <p><i>discrimination</i></p> <p><i>identify, and develop the confidence and skills required to challenge - stereotyping, prejudice and discriminations</i></p> <p><i>define, and describe the effects of bullying, including online</i></p> <p><i>respond appropriately to bullying</i></p> <p><i>support others who are victims of bullying</i></p> <p><i>access support</i></p> | <p><i>know about a range of ways of maintaining personal hygiene</i></p> <p><i>respond assertively to unwanted contact (including online)</i></p> <p><i>know what is meant by FGM, the law regarding FGM, and how to access support</i></p> | <p><i>the media</i></p> <p><i>set realistic expectations for romantic relationships</i></p> <p><i>define the concept of 'consent', know how to assertively communicate your desire to seek it</i></p> | <p>spending and budgeting</p> <p>manage risk-taking behaviours</p>  |
|          | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Summer 2</b>   |
| <b>6</b> | <p><b><u>Physical Health and Mental Well-being</u></b></p> <p><i>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</i></p> <p><b><u>Keeping safe -</u></b><br/><i>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</i></p>                          | <p><b><u>Belonging to a community</u></b><br/><i>Valuing diversity; challenging discrimination and stereotypes</i></p> <p><b><u>Media literacy and digital resilience</u></b><br/><i>Evaluating media sources; sharing things online</i></p>  | <p><b><u>Families and Friendships</u></b><br/><i>Attraction to others; romantic relationships; civil partnership and marriage</i></p> <p><b><u>Respecting ourselves and others</u></b><br/><i>Expressing opinions and respecting other points of view, including discussing topical issues</i></p>  | <p><b><u>Growing and Changing</u></b><br/><i>Human reproduction and birth; increasing independence; managing transition</i></p>   | <p><b><u>Safe relationships</u></b><br/><i>Recognising and managing pressure; consent in different situations</i></p>   | <p><b><u>Money and work</u></b><br/><i>Influences and attitudes to money; money and financial risks</i></p> |
| <b>5</b> | <p><b><u>Physical Health and Mental Well-being</u></b><br/><i>Healthy sleep habits;</i></p>   | <p><b><u>Belonging to a community</u></b><br/><i>Protecting the</i></p>   | <p><b><u>Families and Friendships</u></b><br/><i>Managing friendships</i></p>   | <p><b><u>Growing and Changing</u></b><br/><i>Personal identity; recognising individuality</i></p>   | <p><b><u>Safe relationships</u></b><br/><i>Physical contact and feeling safe</i></p>  | <p><b><u>Money and work</u></b><br/><i>Identifying job interests and aspirations; what</i></p>              |

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|   | <p>sun safety; medicines, vaccinations, immunisations and allergies</p> <p><b><u>Keeping safe -</u></b><br/>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p>  | <p>environment; compassion towards others</p> <p><b><u>Media literacy and digital resilience</u></b><br/>How information online is targeted; different media types, their role and impact</p>  | <p>and peer influence</p> <p><b><u>Respecting ourselves and others</u></b><br/>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>  | <p>and different qualities; mental wellbeing</p>  |  | <p>influences career choices; workplace stereotypes</p>  |
| 4 | <p><b><u>Physical Health and Mental Well-being</u></b></p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p><b><u>Keeping safe -</u></b><br/>Medicines and household products; drugs common to everyday life</p>              | <p><b><u>Belonging to a community</u></b><br/>What makes a community; shared responsibilities</p> <p><b><u>Media literacy and digital resilience</u></b><br/>How data is shared and used</p>   | <p><b><u>Families and Friendships</u></b><br/>Positive friendships, including online</p> <p><b><u>Respecting ourselves and others</u></b><br/>Respecting differences and similarities; discussing difference sensitively</p>                        | <p><b><u>Growing and Changing</u></b></p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> | <p><b><u>Safe relationships</u></b></p> <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> | <p><b><u>Money and work</u></b><br/>Making decisions about money; using and keeping money safe</p>         |
| 3 | <p><b><u>Physical Health and Mental Well-being</u></b><br/>Health choices and habits; what affects feelings; expressing feelings</p> <p><b><u>Keeping safe -</u></b><br/>Risks and hazards; safety in the local environment and unfamiliar places</p> | <p><b><u>Belonging to a community</u></b><br/>The value of rules and laws; rights, freedoms and responsibilities</p> <p><b><u>Media literacy and digital resilience</u></b><br/>How the internet is used; assessing information online</p> | <p><b><u>Families and Friendships</u></b><br/>What makes a family; features of family life</p> <p><b><u>Respecting ourselves and others</u></b><br/>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> | <p><b><u>Growing and Changing</u></b></p> <p>Personal strengths and achievements; managing and reframing setbacks</p>   | <p><b><u>Safe relationships</u></b></p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p>   | <p><b><u>Money and work</u></b><br/>Different jobs and skills; job stereotypes; setting personal goals</p> |

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| 2    | <p><b><u>Physical Health and Mental Well-being</u></b><br/> <i>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</i></p> <p><b><u>Keeping safe -</u></b><br/> <i>Safety in different environments; risk and safety at home; emergencies</i></p> | <p><b><u>Belonging to a community</u></b><br/> <i>Belonging to a group; roles and responsibilities; being the same and different in the community</i></p> <p><b><u>Media literacy and digital resilience</u></b><br/> <i>The internet in everyday life; online content and information</i></p> | <p><b><u>Families and Friendships</u></b><br/> <i>Making friends; feeling lonely and getting help</i></p> <p><b><u>Respecting ourselves and others</u></b><br/> <i>Recognising things in common and differences; playing and working cooperatively; sharing opinions</i></p> | <p><b><u>Growing and Changing</u></b><br/> <i>Growing older; naming body parts; moving class or year</i></p>                                  | <p><b><u>Safe relationships</u></b><br/> <i>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</i></p> | <p><b><u>Money and work</u></b><br/> <i>What money is; needs and wants; looking after money</i></p> |
| 1    | <p><b><u>Physical Health and Mental Well-being</u></b><br/> <i>Keeping healthy; food and exercise, hygiene routines; sun safety</i></p> <p><b><u>Keeping safe -</u></b><br/> <i>How rules and age restrictions help us; keeping safe online</i></p>   | <p><b><u>Belonging to a community</u></b><br/> <i>What rules are; caring for others' needs; looking after the environment</i></p> <p><b><u>Media literacy and digital resilience</u></b><br/> <i>Using the internet and digital devices; communicating online</i></p>                          | <p><b><u>Families and Friendships</u></b><br/> <i>Roles of different people; families; feeling cared for</i></p> <p><b><u>Respecting ourselves and others</u></b><br/> <i>How behaviour affects others; being polite and respectful</i></p>                                  | <p><b><u>Growing and Changing</u></b><br/> <i>Recognising what makes them unique and special; feelings; managing when things go wrong</i></p> | <p><b><u>Safe relationships</u></b><br/> <i>Recognising privacy; staying safe; seeking permission</i></p>                                | <p><b><u>Money and work</u></b><br/> <i>Strengths and interests; jobs in the community</i></p>      |
| EYFS | LMTW - Happy to be me   | LMTW - Tell us a story   | LMTW - no place like home  | LMTW - What on earth  | LMTW - Under the sea   | LMTW - come fly with me   |