

Curriculum Overview				
Year Group	Module	Unit of Work	Assessment Content	Vocabulary mapping
7	1	Unit title: Valuing Myself and Others Why this? Why now? Valuing yourself and others is important in Year 7 PSHE because it builds self-esteem, encourages respectful relationships, supports mental wellbeing, and promotes inclusion. It helps students make responsible decisions, handle peer pressure, and treat people with empathy and kindness, creating a safer and more positive school environment for everyone. The content of this unit, Valuing Myself and Others, helps students to think about their place in their community, supporting them to settle into secondary school. It encourages them to think about how they can work well as a member of a team, and how they must learn to balance their own need to articulate emotions with the need to employ social skills and build relationships. They will learn about different viewpoints and what it means to have extreme viewpoints, which will support them as they find their place in a much larger and more diverse school community that they have experienced before. The work on relationship behaviours and risk-taking supports the increased independence that young people experience as they transition from year 6 to year 7.	EOY assessment based of units 1, 2 and 3	Issue Viewpoint Diversity Prejudiced Based Behaviour Perspective Intimate Mental Health Emotional Health Affect Labelling Regulation Risk Consequence Confirmation Bias
		Students will know/ be able to: • Practical steps we can take in a range of different contexts to improve or support respectful relationships. • Opportunities online. • Showing due respect to others and due tolerance of other people's beliefs.		

		• Stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • In school and in wider society we can expect to be treated with respect by others. • The characteristics of positive and 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 relationship. • Judge when a family, friend, intimate or other relationship is unsafe. • Talking about emotions accurately and sensitively, using appropriate vocabulary. • Happiness is linked to being connected to others. • Critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe. • Practical steps they can take in a range of different contexts to improve or support respectful relationships.		
	2	Unit title: Responsibilities and Values Why this? Why now? Responsibilities and values are important in PSHE because they help students understand how their actions affect themselves and others. Learning about responsibilities encourages accountability, good decision-making, and active participation in school and society. Exploring values—like respect, honesty, and kindness—guides behaviour, builds character, and supports positive relationships.	EOY assessment based of units 1, 2 and 3	Confirmation Bias Feedback Priority Social Responsibility

	Together, they help students become thoughtful, respectful, and responsible individuals. This unit, Responsibilities and values, builds on the work on perspectives and differences that students have done in 7.01. Students will review their own strengths, interests, skills, qualities and values and think about how to develop them, considering how these align with positive relationship behaviours. Students will think about how their healthy choices impact upon them, learning about the responsibilities pertaining to vaccinations. They will learn about roles and responsibilities within families, and consider how their values affect their choices, boundaries and behaviours, focusing on finances and then different relationships. Students will know/ be able to: • Different types of committed stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed. • The characteristics of positive and healthy friendships, in all contexts including online, such as trust, respect, honesty, kindness, generosity, boundaries, privacy,	Habit Vaccinate Immune Contagious Herd Immunity Value Extreme Views Personal Boundaries Equality Equity Ethics Cultural Norms Income Inequality Individual Liberty
--	--	--

		consent and the management of conflict reconciliation and ending relationships, this includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice). • In school, and in wider society, they can expect to be treated with respect by others, and in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010); everyone is unique and equal. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. • The facts and science relating to immunisation and vaccination.		
--	--	--	--	--

	3	Unit title: Making Safe Choices Why this? Why now? Making safe choices is important in PSHE because it helps students protect their health, wellbeing, and future. It teaches them to assess risks, resist peer pressure, and make informed decisions about things like friendships, online behaviour, substances, and personal safety. Learning to make safe choices builds confidence, responsibility, and helps students stay safe both in and out of school. Making safe choices introduces students to the idea that the way people present themselves online can have positive and negative impacts on them. We teach strategies to manage pressure to share an image of themselves or others before considering how this relates to issues of consent and the law. Students are encouraged to think about managing personal safety in increasingly independent situations, including how to give first aid to themselves and others. Students will consider the safe choices they can make to set clear boundaries around aspects of life that they want to remain private. Students will know/ be able to: • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	EOY assessment based of units 1, 2 and 3	Tone Indecent Image Consent Risk Cyberbullying Privacy Addiction Inappropriate Content Civic Engagement Social Responsibility First Aid Values Personal Boundaries Audit Online Safety
--	---	---	--	---

		• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • Violence against women and girls. • Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.). • Basic treatment for common injuries.		Emotional Safety Physical Safety
8	1	Unit title: 8.01 Building Perspectives Why this? Why now? Building on their exploration of identity, values and respectful relationships, students will now develop the skills to consider and challenge wider social perspectives. Students will learn to distinguish between correlation and causation and use evidence to support opinions in discussion and debate, practising active listening, respectful questioning and calm disagreement. The unit introduces the legal framework around freedom of speech, hate crime and discrimination, helping students understand their rights and responsibilities. Students will explore how stereotyping and prejudice harm mental health, relationships and social cohesion. Students will learn how to respond to setbacks, adapt goals and use feedback constructively. Students will also reflect on how life changes, relationships and	EOY assessment	Correlation Causation Viewpoints Freedom of Speech Conflict Resolution Prejudice Discrimination Resilience Growth Mindset

	achievements affect well-being and learn the value of strong support networks during challenges. Link to previous learning etc This topic links to the previous Year 7 topic, Valuing Myself and Others. Students will know/be able to: Lesson 1 – Assessing Evidence and Challenging Prejudice • Judge how trustworthy and up-to-date information is. • Understand the difference between correlation and causation. • Reflect on others' views before speaking and use respectful questions and clear challenges to support healthy discussion. • Understand the law relating to freedom of speech and the importance of using it responsibly. • Define hate crime and understand how the law protects against it. • Describe how stereotyping, prejudice and discrimination can harm mental health and well-being. Lesson 2 – Building Resilience and Managing Stress • Learn strategies to respond to disappointments and setbacks. • Learn strategies to help build resilience to negative opinions, judgements and comments. • Explain how a growth mindset turns setbacks into learning opportunities. • Describe how life changes, relationships, achievements and work affect well-being and resilience. • Understand the value of a strong support network during tough times		
--	---	--	--

		Lesson 3 – Goal Setting - Understand how goals and deadlines can support productivity. - Use feedback to stay on track and improve progress. - Know how to stay flexible and adjust goals when situations or priorities change. - Know how to break tasks into smaller steps with deadlines to stay focused and motivated.		
	2	Unit title: 8.02 Everyday Safety Why this? Why Now? Building on prior learning about safe relationships, boundaries and responsible choices, students will now deepen their confidence in recognising and managing influence, risk and personal safety across a wider range of real-life situations. They will use social and psychological research to consider how personal identity and group behaviour affect decisions, learning to recognise peer pressure and practise strategies to resist unsafe or unequal influence. Through discussion and role play, students will develop conflict-management and de-escalation skills, including how to stay calm and safe online. Applying these skills to real-world settings, students will learn how to plan safe journeys, assess transport and public-space risks, and understand key legal and safety rules for pedestrians, cyclists, and users of e-bikes or e-scooters. Finally, students will take ownership of personal and community safety by identifying fire and animal hazards, creating escape plans, and explaining how to act responsibly around fireworks and dogs. Link to previous learning etc This topic builds on the previous Year 7 topic – Responsibilities and Values Students will know/ be able to: Lesson 1 – Resisting Influence and Calming Conflict	EOY assessment	Social Identity Theory Peer Pressure Influence Escalation Family-Stress Spillover Online Disinhibition Public Transport Ride-share Body Language Appeasement Licking Resource Guarding

		• Explain pack mentality using Social Identity Theory and its effect on decision making • Practise strategies to resist unsafe influence, including in unequal relationships • Recognise triggers that escalate conflict in school, family, and online settings • Use words and body language to reduce tension in role play scenarios • Practise digital de-escalation strategies Lesson 2 – Safe Travel • Plan a safe route using public transport and identify key safety considerations • Evaluate taxi and ride share safety • Identify safe behaviours at railway stations • Explain the dangers of e-bikes and e-scooters • Summarise legal requirements for e-scooters and e-bikes • Understand road safety rules for pedestrians and cyclists, including helmet use Lesson 3 – Managing Everyday Risks • Be able to interpret dog body language to spot early warning signs of aggression • Understand safe behaviour when approached by an unfamiliar dog • Know what to do if a dog attacks • Identify common fire hazards at home and in public spaces and how to reduce them • Explain firework safety rules and why they matter		Fire Hazard Pack Mentality Inoculation Theory Summarise
	3	Unit title: 8.03 Changing Bodies	EOY assessment	Adams Apple

		Why this? Why Now? Building on prior learning about puberty and the foundations of self-awareness, students will now extend their understanding of how physical, emotional and cognitive changes interact to shape wellbeing during adolescence. They will deepen their confidence in recognising the impact of hormones, sleep, and lifestyle choices on daily routines, and practise strategies for maintaining balance and resilience. As part of this, students will explore how puberty is experienced differently in male and female bodies, learning to empathise with and respect the changes faced by the other sex. This knowledge will help reduce stigma, encourage open discussion, and foster supportive relationships among peers. Through discussion, reflection and practical activities, students will consider how to care for themselves and support others, developing skills to manage reproductive health, hygiene, and screen use responsibly. By applying this knowledge to real-life contexts, they will strengthen their ability to make informed decisions, sustain healthy habits, and take ownership of their personal growth and wellbeing. Students will know: Lesson 1 – Brains in Transition – Sleep and Cognition • Understand the effect of the brain changes that take place during puberty on cognition • Understand the effect of hormone and lifestyle changes that take place during puberty on sleep • Understand the role of different phases within the sleep cycle for health and wellbeing • Analyse how screen use at night can impact sleep cycles Lesson 2 – Puberty – Female Body Changes	Adenosine Adenosine Receptor Antibodies Areola Blue Light Breast Buds Caffeine Cartilage Cervix Chronotype Circadian Rhythm Cognition Contagious Delayed Sleep Phase Dilate Dopamine
--	--	--	--

		- Understand that the purpose of breasts is to enable female bodies to feed babies, but that cultural views can affect ideas about breasts and breastfeeding. - Know that girls' breasts grow at different rates during puberty because of hormones, and that changes like size differences or tenderness are normal. - Know that most menstrual cycles last between 21-35 days, but periods can be irregular during puberty - Understand that different challenges can accompany the different stages of the menstrual cycle - Recognise the self-care strategies that girls and women can use during their period Lesson 3 – Puberty – Male Body Changes - Understand that gynaecomastia is breast swelling in males due to temporary hormone imbalance which usually resolves naturally - Describe the physical changes in boys' voices during puberty - Explain what erections are and why they happen during puberty - Understand what wet dreams are and why they happen during puberty		Duct Ejaculation Endometriosis Erection
	4	Unit title: 8.04 Water Safety Why this? Why Now? Building on prior learning about safety and first aid, students extend their understanding to the principles of water safety. They learn that open water is unpredictable, shaped by currents, depth, temperature, and hidden hazards, and that personal choices such as alcohol use can increase risk. The unit emphasises how to approach natural environments responsibly, from recognising coastal dangers like rip currents, tides, and unstable terrain, to preparing for swimming by checking conditions, water quality, and permissions. Students also explore the importance of clear communication, knowing when and	EOY assessment	Canal Drowning Gravitational Pull Hypothermia Inland Waters Reservoir River

	how to seek help, and understanding the role of lifeguards and national organisations in keeping people safe. Through practical activities, they develop strategies for safe rescue, prioritising self-protection, recognising silent signs of drowning, and practising adapted CPR for casualties. They learn to monitor those rescued, respond to hypothermia, and escalate to emergency services when needed. Overall, the unit builds confidence in applying core principles: respect for the power of water, responsibility for personal and collective safety, and readiness to act calmly in emergencies. This holistic approach helps students make informed decisions, support others effectively, and foster resilience in challenging situations as we approach the summer months. Link to previous learning etc This topic builds on the topic of Everyday Safety taught in the final term of Year 7. Students will know: Lesson 1 – Hazards, Currents and Tides. • Recognise common hazards found in canals, rivers, and reservoirs • Explain why reservoirs pose unique dangers • Identify and explain the dangers of soft sand • Recognise rip currents and know how to respond if caught in a rip • Explain what tides are and how to check tide times before visiting the coast Lesson 2 – Wild Swimming Safety • Interpret RNLI beach flags and explain what actions to take • Explain how to seek help from a lifeguard and what information to provide • List key safety checks before wild swimming • Identify signs of drowning and why they may go unnoticed Lesson 3 – Water Rescue and Emergency Response	Rip Current RLSS – Royal Live Saving Society RNLI – Royal National Lifeboat Institution Soft Sand Summarise Surf craft Tides Wild Swimming
--	---	--

		- Understand how alcohol and cold water can increase the risk of drowning - Outline the “shout-reach-throw” method and when to use it. - Outline CPR steps for drowning casualties and key differences from standard CPR - Practise what to say when calling 999 in a water emergency		
	5	Unit title: 8.05 Responding to Risk Why this? Why Now? Building on prior learning about personal safety and decision-making, students deepen their understanding of online and offline risks. They learn how risky situations are shaped by peer pressure, social dynamics and digital environments, and how recognising early warning signs can prevent harm. Students also explore how laws, trusted adults and community organisations help protect young people from exploitation, violence and criminal activity. The unit emphasises identifying and responding to emerging risks, from group pressure and unsafe friendships to the misuse of online platforms for grooming, extortion, gambling-like features and harmful challenges. Students examine why some young people are drawn into gangs or criminal behaviour, and the techniques used to recruit or manipulate others. Through scenario-based learning, students practise strategies for resisting or exiting risky situations, prioritising safety and making informed choices. They explore how to recognise criminal exploitation, unhealthy relationships and unsafe patterns within peer, family or online interactions. Students also learn about risks associated with knives, violence and illegal online activity, and when to involve emergency services or safeguarding professionals. Students will know: Lesson 1 – Human Connections and Hidden Risks	EOY assessment	Criminalising Deep Fake Dipper Exploit Exploitative Exploitation Female Genital Mutilation Forced Marriage Gang Gang-Involved Genuine Friendship Hymen Hymenoplasty

		• Understand why humans are wired for relationships and how this shapes behaviour • Understand the different ways police avoid criminalising young people • Evaluate the effect of risky or illegal behaviour on wellbeing • Identify gambling-like features in games and explain the risks • Understand how some popular apps are used for illegal activity • Identify short- and long-term risks of using the internet for illegal activities Lesson 2 – Gangs, Exploitation and Staying Safe • Identify what a gang is and understand the risks associated with gang affiliation • Recognise how gangs exploit the need for belonging and distinguish genuine friendships from exploitative relationships • Recognise what attempts at gang recruitment might look like • Identify signs and impacts of criminal exploitation and understand how the law protects exploited children and young people from being criminalised • Recognise online behaviours commonly used in sextortion and know how to report • Evaluate strategies to resist or exit risky situations safely Lesson 3 – Violence, Power and the Law • Summarise some of our laws relating to knives and violence • Know about the relationship between the internet and knife crime • Identify which adults can support with worries about violence and/ or knife crime • Identify when a family relationship may be unsafe and know how to seek help safely • Understand the impact of unequal power on family relationships • Outline laws on forced marriage and FGM and how to report		Knife Crime Long-term Risk Loot Boxes Oxytocin Power Imbalance Sextortion Short-term Risk Trap Phone Variable Rewards Virginit Virginit Testing
--	--	---	--	--

		Explain what virginity testing and hymenoplasty are and the beliefs behind them.		
	6	Unit title: 8.06 Intimate Relationships Why this? Why Now? Building on prior learning about relationships and personal decision-making, students deepen their understanding of how stability, commitment and family life connect to intimacy and long-term wellbeing. They explore how consent underpins respectful relationships, recognising that informed consent involves understanding consequences, navigating power dynamics and acting with care and responsibility. Students examine how online and offline relationships can differ, including the risks of over-reliance on social media and the impact this can have on real-life connections and wellbeing. They also develop awareness of online safety, particularly the legal and ethical issues around sharing sexual images, and how to respond safely if encountered. The unit further develops understanding of intimate and sexual relationships, including the emotional risks of underage sex, the legal age of consent, and the value of delaying sexual activity. Students consider how intimacy can be expressed in different ways, and how family values, beliefs and personal circumstances can shape relationship choices, supporting them to make informed, responsible decisions. Students will know: Lesson 1 – Relationships, Boundaries and Healthy Intimacy - Identify some of the risks of over-relying on online relationships - Understand the laws about keeping or sharing "nudes" - Know how and where to seek support for concerns around sexual relationships - Understand that the age of consent is 16, and the rationale for this - Identify some of the emotional risks of underage sexual activity	EOY assessment	Age of consent Algorithm Arranged Marriage Boundary Capacity Care Giver Causation Coercion Cohabit Commitment Common-law Marriage Connotation Consent Correlation Divorce

		Lesson 2 – Choices and Consequences • Understand the negative impacts of intimacy without enthusiastic, ongoing consent • Identify the ways relationships can be intimate without sex • Learn that one aspect of giving informed consent is that you know what the possible outcomes are and are prepared to tackle them if necessary • Identify the personal challenges and financial implications of successful parenting, which go far beyond caring for a baby Lesson 3 – Commitment, Values and Rights • Identify the ways family values and religious beliefs can impact on our relationship choices • Recognise some of the ways people in long term relationships can show their commitment to one another • Identify the positive impacts of stability on the whole family • Know the legal rights, benefits and protections that marriage offers couples • Understand what is meant by the term 'common-law marriage' and why it isn't accurate to call it a marriage		Family Values Financial Commitment Financial Implication Financial Support Indecent Image Informed Consent Instability Interoception Intimacy Legal Protection Legal Responsibility Legal Right Limbic System Misconception Nudes
--	--	--	--	--

				Next of Kin Parasocial Personal Challenge Predictability Prefrontal Cortex Practical Commitment Property Sexual Activity Sexual Intercourse Sexual Offences Act 2003 Stability Tax Allowance Underage Will
	1	Unit title: Transition Why this? Why now?	EOY assessment based of units 1, 2, 3 and 4	Mental health Change

9

Transition is a key aspect of PSHE education because it equips students with the skills and support needed to navigate significant changes in their lives, such as moving to a new school, changing classes, or experiencing personal growth. Understanding and managing transitions fosters resilience, emotional wellbeing, and adaptability, which are essential for personal development and academic success. By addressing these changes proactively, PSHE helps students build confidence, develop coping strategies, and maintain positive relationships, ensuring they feel supported and prepared for the challenges ahead.

Students gain a greater understanding of coping strategies to deal with life changes and impacts on mental and emotional health. This re-visits prior learning in year 7. We draw on ideas about the importance of supporting others as well dealing with grief and various types of loss. Students start to develop study skills including time management whilst making connections between study skills and mental health.

Students will know/ be able to:

- To recognise new opportunities that change can bring
- Skills to improve adaptability and resilience during periods of change or transition and strategies to manage change
- Learning skills for key stage 4, e.g. organisation, time management and goal setting
- About common mental health concerns, such as anxiety, depression and stress and how to respond to early warning signs of unhealthy coping strategies
- Strategies for managing common mental health concerns, including stress management techniques

Time management

Mental health

Grief and loss

Supporting others

	2	Unit title: Identity Why this? Why now? Identity is a central focus in PSHE because it helps students understand who they are, what they value, and how they relate to others. This self-awareness is crucial during adolescence, a time of significant personal and social development. Exploring identity in PSHE encourages students to reflect on their personal characteristics, beliefs, and cultural backgrounds, fostering a sense of belonging and boosting self-esteem. It also promotes respect for diversity, as students learn to appreciate differences and challenge stereotypes. By understanding their own identity and the identities of others, students are better equipped to navigate relationships, make informed choices, and contribute positively to their communities. At this stage of year 9 students are starting to think about GCSE options and their future. The topic of identity feeds into the development of character and who students want to be/ beliefs about what makes a 'good' person. Students build on these ideas by studying how to be assertive about their beliefs whilst also keeping themselves safe. Students reflect on previous learning about values and being a successful member of their community by looking at marginalised members of our community. For example, challenging discrimination, toxic masculinity and homophobia. Students will know/ be able to: • About group-think and persuasion and how it affects behaviour • How to develop self-worth and confidence • Develop an awareness of how their relationship to identity and self-worth is linked to possible manipulation or exploitation • How to assertively communicate values and beliefs in challenging situations • Strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime • About the legal and physical risks of carrying a knife	EOY assessment based of units 1, 2, 3 and 4	Confidence Peer pressure and influence Values Knife crime Values Change Discrimination Allyship
--	---	---	---	---

		- To evaluate attitudes and social norms in relation to substance use - Reflect on how their personal identity and core values have changed or evolved over time and explore reasons/influences on this - Explore relationship between their identity with the words 'racism', 'masculinity', 'feminism', 'discrimination', 'homophobia', 'biphobia', 'transphobia', 'ally', 'bystander' - Developing empathy towards those marginalised in society because of differences		
	3	Unit title: Community Why this? Why now? Community is a vital component of PSHE education because it helps students understand their roles and responsibilities within various groups, fostering a sense of belonging and mutual respect. By exploring topics such as diversity, inclusion, and social responsibility, students learn to appreciate differences and contribute positively to their communities. This understanding promotes empathy, reduces prejudice, and encourages active participation in societal issues, preparing students to become responsible and engaged citizens. Through studying different marginalised groups in our society students develop a sense of empathy. The topic starts with understanding the difference between discrimination and prejudice and continues by looking at different types of discrimination and the impacts on those affected. The topic then moves onto focusing on racism and student's role and responsibility in promoting a culture of anti-racism. The role of the by-stander is also studied. Students then make the link between sexism, toxic masculinity and sexual violence. This topic builds on the topic of Community that is taught in year 8. Students will know/ be able to:	EOY assessment based of units 1, 2, 3, and 4	Discrimination Diversity Extremism Radicalisation Harassment GBV Sexual violence Rape culture Sexting Sexism

		• Acknowledge that everyone has a responsibility to defend people who are being stigmatized or discriminated against • Strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010) • Describe self-inflicted stigma and its consequences (e.g. silence, denial and secrecy) • How to manage conflicting views and misleading information • How to safely challenge discrimination, including online • How to recognise and respond to extremism and radicalisation • List examples of GBV (e.g. bullying, sexual harassment, psychological violence, domestic violence, rape, FGM/C, CEFM, homophobic violence) and identify spaces where GBV may occur, including at school, in the home, in public or online • Explain how gender stereotypes can contribute to bullying, discrimination, abuse and sexual violence • Explain that sexual abuse and GBV are crimes about power and dominance, not about one's inability to control one's sexual desire • How to identify the signs of abusive relationships, and where and how to access support and report concerns, including online • Demonstrate ways to argue for gender equality and to stand-up to gender discrimination or GBV		
	4	Unit title: Body Awareness Why this? Why now? Body awareness is a crucial aspect of PSHE education because it empowers students to understand and respect their own bodies and the bodies of others. This knowledge fosters self-esteem, promotes healthy relationships, and enhances personal safety.	EOY assessment based of units 1, 2, 3 and 4	Emotions Moods Sleep Knowing your body Social media

		By learning about body awareness, students can identify appropriate and inappropriate physical contact, understand the concept of consent, and recognize their rights regarding personal space. This understanding is vital for preventing abuse and ensuring that individuals feel safe and respected in various environments. Twinkl Furthermore, body awareness education addresses the impact of media and societal pressures on body image. It encourages students to appreciate the diversity of body types and to develop a positive self-image, reducing the risk of mental health issues associated with negative body perceptions. In summary, integrating body awareness into PSHE helps students build confidence, make informed decisions about their bodies, and cultivate respectful interactions with others, contributing to their overall well-being and personal development. This topic builds on the Body Awareness topic that is taught in Year 8. Students make links between their physical health and emotional health. Students will develop a deeper understanding of their emotions and how these can link to mood. Students will cultivate a positive relationship with their body and revisit previous Wellbeing lessons on the impacts of false advertising, photoshopped images and the use of AI on our own body image. Students then move onto looking at what physical attraction is and how this changes and evolves over time. Students again think about how the media and our behaviour online particularly viewing of pornography can impact our perceptions of gender norms, sexuality and romantic relationships. Students then study puberty and personal hygiene before moving onto period poverty which builds on previous teaching of periods and the menstrual cycle. This then leads onto the importance of consent and understanding readiness for sex. The topic concludes with a focus on STD's and STI's building on the Year 8 lesson on contraception.		Sexuality
		Media		
		Social norms		
		Gender norms		
		Body acceptance		
		Diversity		
		Hygiene		
		Change		
		Puberty		
		Peer pressure		
				Social norms
				Hormones
				Periods
				Supporting others
				Inequality
				Being ready

		Students will know/ be able to: • How sleep supports energy and mental health. • Strategies to observe moods and how they influence behaviour and connection with others. • Develop tools to connect to the body in order to develop a positive relationship with it to make healthy, informed decisions about maintaining physical health and therefore mental health. • How to access appropriate support in relation to mental and physical health • Describe differences in what people find attractive when it comes to physical appearance • Acknowledge that what people think is physically attractive changes over time and can vary between cultures • Developing knowledge of variation in body types and acquiring positive body image and self-esteem • Discuss the benefits of feeling good about their bodies • Identify and critique unrealistic images in the media concerning sexuality and sexual relationships • Examine the impact of these images on gender stereotyping • Acknowledge that media influences ideals of beauty and gender stereotypes • Appreciate the importance of personal hygiene • Distinguish between puberty and adolescence • Assess and categorise examples of the different types of changes that occur during adolescence (e.g. physical, emotional, social, cognitive) • Feel empowered by the knowledge of hormones affecting their brains and bodies during puberty • Reflect on relationship with changing body parts, hair and skin • Describe the menstrual cycle and identify the various physical symptoms and feelings that girls may experience during this time • Appreciate the importance of knowing your own body and tracking patterns and when to seek support if they change		Sex Sexuality Social norms Diversity Mental health Consent Communication Law STIs Contraception Communication Health
--	--	--	--	--

	• Describe how to access, use and dispose of sanitary pads and other menstrual aids • Develop an appreciation of factors which might limit access to menstrual products and period poverty • Demonstrate positive and supportive strategies for girls to feel comfortable during their menstruation • Understand that sexual stimulation involves physical and psychological aspects, and people respond in different ways, at different times • Recognize that sexual response can be impacted by issues such as illness, stress, sexual abuse, medication, substance use and trauma • State that sexual feelings, fantasies and desires are natural and not shameful, and occur throughout life • Explain why not all people choose to act on their sexual feelings, fantasies and desires • How the portrayal of relationships in the media and pornography might affect expectations • State that interest in sex may change with age and can be expressed throughout life • Appreciate the importance of respecting the different ways that people express sexuality across cultures and settings • Demonstrate ways to manage emotions related to sexual feelings, fantasies, and desires • About readiness for sexual activity, that sex should be pleasurable, the choice to delay sex, or enjoy intimacy without sex • How to recognise factors that might affect capacity to consent • About myths and misconceptions relating to consent • About the continuous right to withdraw consent and capacity to consent • About the legal and moral responsibilities in relation to seeking consent • How to recognise manipulation and coercion, how to seek and assertively give or not give consent • How to make informed decisions about sexual health and access reliable advice and support		
--	---	--	--

		- About sexually transmitted infections and how to reduce chances of transmission - About STIs, effective use of condoms and negotiating safer sex - Conclude that discrimination against people on the basis of their HIV status is illegal - Recognize that some people have been living with HIV since birth and can expect to live full, healthy and productive lives with treatment and support - Describe ways to reduce the risk of acquiring or transmitting HIV, before (i.e. using a condom and where available, voluntary medical male circumcision (VMMC) or Pre-Exposure Prophylaxis (PrEP) in combination with condoms); and after (i.e. where available, Post-Exposure Prophylaxis (PEP)) exposure to the virus - Describe at what age and where the vaccine for genital human papillomavirus (HPV) can be accessed		
	5	Unit title: Independence Why this? Why now? Independence is a fundamental aspect of PSHE education because it empowers students to take responsibility for their own learning, decisions, and actions. By fostering independence, PSHE helps students develop confidence, resilience, and critical thinking skills, enabling them to navigate challenges and make informed choices. This autonomy is crucial for personal development and prepares students for future responsibilities in both education and adulthood In this topic links are made to the year 9 transition unit and the wellbeing topic where drugs and alcohol are taught. The independence topic is taught at the end of the year before students have the summer holiday and may encounter challenging decisions in social situations. The topic starts with looking at decision making during real life risky situations as well online. For example, online scams and gambling. This topic also sign posts students where to get help and support inside and outside school. The topic then	There is no formal assessment for this unit	Safety Drugs Online safety Time management Diet Exercise Knowing your body Sleep

		moves onto making healthy decisions about sleep, diet and exercise. Before concluding with decision making regarding peer pressure. Students will know/ be able to: • Exit strategies in risky or dangerous situations and how to access support • The risks and consequences of substance misuse • To identify common forms of fraud and online scams • How to assess and manage risks in relation to gambling and chance-based transactions • How to identify and access support for concerns relating to life online • To revisit and further develop first aid and life-saving skills • About balancing work, leisure, exercise and sleep • How to make informed healthy eating choices • About health prevention measures and cancer awareness • To take increased responsibility for physical health and the importance of self-examination, especially for early detection of testicular cancer • How to distinguish between healthy and unhealthy friendships • Compare how friends can influence one another positively and negatively • How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • Explain how poverty, gender inequality and violence can all influence decision-making • Understand that there are many factors that influence people's decisions about behaviour, some of which are out of their control		Health Friendships Communication Peer influence Diversity Decision making
	1	Unit Title: Relationships Why this? Why now?		Marriage Parenthood Forced marriage

10

Relationships are a fundamental component of PSHE education because they shape how students interact with others and understand themselves. By learning about healthy relationships, students develop essential skills such as empathy, communication, and conflict resolution. This knowledge enables them to build trust, respect, and positive connections with peers, family, and teachers. Understanding relationships also helps students recognize and address unhealthy or unsafe interactions, promoting emotional wellbeing and personal safety. Furthermore, exploring diverse relationship dynamics fosters inclusivity and respect for differences, contributing to a supportive and cohesive school community.

Students will be know/ able to:

Lesson 1

- List key features of long-term commitments, marriage and parenting
- Describe ways that culture, religion, society and laws affect long-term commitments, marriage and parenting
- Express their views and make informed decisions on long-term commitments, marriage and parenting
- Acknowledge that all people should be able to decide if, when and whom to marry
- About the unacceptability of forced marriage and how to safely seek help
- Describe social and health consequences of CEFM and unintended parenting

Lesson 2

- Acknowledge that some of their values may be different from their parents/guardians
- Apply strategies for resolving conflict and misunderstandings with parents/guardians
- Identify characteristics of a healthy functioning family
- Assess their contributions toward healthy family functioning

Values

Parents

Conflict

Romantic relationships

Communication

Break ups

Jealousy

Manipulation

Coercion

Supporting others

Contraception

Consent

Virginity

STIs

Sex

Pregnancy

		Lesson 3 • revisit definition of respect and what this looks like in different types of relationships • about the features of healthy, intimate relationships, including that they should be equitable and pleasurable • about relationship expectations and how to identify and evaluate own beliefs and values in relation to these • how to assertively communicate relationship expectations • how to manage relationship changes safely and respectfully • about relationship challenges, how to manage strong emotions and communicate effectively at such times • how to recognise manipulation and coercion, how to seek and assertively give or not give consent • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent Lesson 4 • How to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional and social consequences • Explain possible choices that people can make to minimize risks associated with sexual behaviour and support their life plans • Explain that condoms and other contraceptives reduce the risk of unintended consequences of sexual behaviours (e.g. HIV, STIs or pregnancy) • Recall that non-penetrative sexual behaviours are without risk of unintended pregnancy, offer reduced risk of STIs, including HIV, and can be pleasurable • Make well-informed choices about their sexual behaviour Lesson 5 • Describe the signs of pregnancy and stages of foetal development • Define too early child-bearing and explain the associated health risks • Recognize the importance of delaying and spacing pregnancies		Responsibility Health Birth Abuse Friendships Supporting others Relationships Romantic relationships
--	--	---	--	--

		• Appreciate that steps can be taken to promote a healthy pregnancy and childbirth • Describe the tests available to confirm a pregnancy and recall that pregnancies can be planned and can be prevented • Understand that there is a difference between reproductive function and sexual feelings • Acknowledge that men and women experience changes in their sexual and reproductive functions and desires throughout life • Plan for how to prevent unintended pregnancy in the future Lesson 6 • How to respond to harassment, including online, and violence; where to seek help • How to identify the signs of abusive relationships, and where and how to access support and report concerns, including online • Acknowledge that stigma, shame, self-worth, culture, religion etc might prevent someone involved in an abusive relationship talking about it, whether they are receiving or exhibiting these behaviours • Explore how they can dismantle this shame in order to have honest conversations about changing behaviour • Describe risks associated with transactional sexual activity • Recognize that intimate relationships involving transactions of money or goods increase unequal dynamics • Demonstrate assertive communication and refusal skills for declining transactional sexual activity		
	2	Unit Title: Wellbeing Why this? Why now? Wellbeing is important in PSHE (Personal, Social, Health and Economic education) because it is central to helping students lead happy, healthy, and fulfilling lives.		Consent Law Violence

	Learning about wellbeing helps young people understand their feelings, build resilience, manage stress, and develop healthy habits. It encourages self-care and seeking help when needed, which leads to better focus, relationships, and overall happiness in and out of school. Students will know/ be able to: Lesson 1 - Analyse local and/or national laws and policies concerning CEFM, FGM/C, non-consensual surgical interventions on intersex children, forced sterilization, age of consent, gender equality, sexual orientation, gender identity, abortion, rape, sexual abuse, sex trafficking; and people's access to sexual and reproductive health services and reproductive rights - Advocate for local and/or national laws that support human rights - To evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online - Developing knowledge of the definition and potential examples of rape culture Lesson 2 - Evaluate how these rights affect the online world - Evaluate and manage the opportunities and risks of establishing and conducting relationships online - How to behave legally, ethically and responsibly online, including in online aspects of relationships - Strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010), including online Lesson 3 - About positive and negative role models	Victim blaming Reproductive rights Online safety Discrimination Human rights Gangs Peer pressure County lines drug trafficking Violence Role models Safety Extremism Radicalisation Disinformation Online safety Friendships
--	---	--

		- How to evaluate the influence of role models and become a positive role model for peers - About the media's impact on perceptions of gang culture - How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime - Exit strategies for pressurised or dangerous situations		Supporting others
				Media
				Mental health
				Friendships
				Gender norms
				Supporting others
		Lesson 4 - How personal data is generated, collected and shared and may be used with the aim of influencing decisions - How to recognise when social media disproportionately features inaccurate information or extreme viewpoints; how to evaluate the potential impact of this - About extremism, how to reduce the risks and where to seek help - How to recognise and respond to extremism and radicalisation		Representation
		Lesson 5 - How to have a conversation about mental health, access support and treatment - About the portrayal of mental health in the media - How to challenge stigma, stereotypes and misinformation strategies for overcoming challenges or adversity		Positivity
				Emotions
				Mental health
				Introvert/extrovert
				Diversity
				Supporting others
				Friendships
				Supporting others
		Lesson 6 - About the signs of emotional or mental ill-health - How to reframe negative thinking - Strategies to promote mental health and emotional wellbeing including gratitude		Addiction

11				Family Drugs and alcohol Mental health
	1	Unit Title: Transition Why this? Why now? Transition is a vital component of PSHE education because it equips students with the emotional and practical tools needed to navigate significant changes in their lives, such as moving to a new school or year group. Understanding and managing transitions fosters resilience, self-confidence, and adaptability, which are essential for personal development and academic success. By addressing these changes proactively, PSHE helps students build coping strategies, develop a positive mindset, and maintain a sense of continuity and security during periods of uncertainty. This support is crucial for ensuring that students feel prepared and supported as they progress through different stages of their education. Students will be able to: - About the challenges and opportunities transition to adulthood brings - how to build self-worth by reflecting on and celebrating successes and reframing setbacks or perceived failures		Success and failure Celebrating successes Self-worth Adulthood
	2	Unit Title: Identity Why this? Why now? Identity is a fundamental aspect of PSHE education because it helps students understand who they are, what they value, and how they relate to others. This self-awareness is crucial during adolescence, a time of significant personal and social		Talking about feelings Mental health Values

		development. Exploring identity in PSHE encourages students to reflect on their personal characteristics, beliefs, and cultural backgrounds, fostering a sense of belonging and boosting self-esteem. It also promotes respect for diversity, as students learn to appreciate differences and challenge stereotypes. By understanding their own identity and the identities of others, students are better equipped to navigate relationships, make informed choices, and contribute positively to their communities. Students will know/ be able to: Lesson 1 • Reflect on the influence of personal belief system, culture, values and ethnicity on mental health • How personal values influence decisions and behaviour in all aspects of life • About core values and emotions and how to have conversations about them Lesson 2 • Deeper understanding of gender identity, gender expression and sexual orientation • Identify how societal norms shape identity, desires, practices and behaviour • Recognize that beliefs about gender norms are created by societies • Acknowledge that gender roles and expectations can be changed • Demonstrate ways to treat people without bias		Family Gender identity Sexuality Bias Gender norms
	3	Unit Title: Community Why this? Why now? Community is a vital component of PSHE education because it helps students understand their roles and responsibilities within various groups, fostering a sense of belonging and mutual respect. By exploring topics such as diversity, inclusion, and		Discrimination Diversity Social norms Gender norms

		social responsibility, students learn to appreciate differences and contribute positively to their communities. This understanding promotes empathy, reduces prejudice, and encourages active participation in societal issues, preparing students to become responsible and engaged citizens. Additionally, engaging in community activities can enhance students' emotional well-being and self-esteem, as they experience the positive impact of their contributions. Students will know/ be able to: Lesson 1 - Analyse how stigma and discrimination impact negatively upon individuals, communities and societies - Summarize existing laws against stigma and discrimination - Acknowledge that it is important to challenge discrimination against those perceived to be 'different' - Express support for someone being excluded - Advocate against stigma and discrimination and for inclusion, non-discrimination, and respect for diversity Lesson 2 - Analyse the impact of different norms and stereotypes of protected characteristics, on romantic relationships (including norms relating to masculinity and femininity) - Illustrate how relationship abuse and violence are strongly linked to gender roles and stereotypes - Question roles, stereotypes and power within relationships and how these exhibits themselves within their own communities		Equality Relationships Family
	4	Unit Title: Body Awareness Why this? Why now?		Stress Motivation

	Body awareness is a crucial aspect of PSHE education, as it lays the foundation for understanding personal boundaries, self-esteem, and respectful relationships. At this age, students undergo significant physical and emotional changes, making it essential to cultivate a positive body image and recognize the importance of consent. By fostering body awareness, PSHE education empowers students to make informed decisions about their health, well-being, and interactions with others, promoting a safe and supportive school environment and lifestyle. Students will know/ be able to: Lesson 1 • How to develop self-efficacy, including motivation, perseverance and resilience • How to maintain a healthy self-concept • About the nature, causes and effects of stress • Stress management strategies, including maintaining healthy sleep habits • About positive and safe ways to create content online and the opportunities this offers • How to balance time online and FOMO Lesson 2 • Evaluate ways that sexually explicit media can contribute to unrealistic expectations about men, women, sexual behaviour, sexual response and body appearance • Acknowledge that sexually explicit media can reinforce harmful gender and racial stereotypes and can normalize violent or non-consensual behaviour • Reflect on how sexually explicit media can impact their self-image, self-confidence, self-esteem and perception of others as a result of unrealistic portrayals of men, women and sexual behaviour Lesson 3	Failure Body acceptance Pornography Sexuality Pleasure Media Stereotypes Beauty standards Health Social norms Eating disorders Parenthood Gender norms Pregnancy Fertility Pleasure
--	--	---

		- Analyse common things that people do to try and change their appearance (e.g. using diet pills, steroids, bleaching cream) and evaluate the dangers of those practices - Critically assess gendered, racialised, age and ability standards of beauty that can drive people to want to change their appearance - Explain the various disorders (e.g. anxiety and eating disorders such as anorexia and bulimia) that people can struggle with connected to their body image - Perceive that using drugs to change your body image can be harmful - Demonstrate how to access services that support people struggling with their body image Lesson 4 - About responsibilities of parents - Compare the different ways that adults can become parents (e.g. intended and unintended pregnancy, adoption, fostering, with medical assistance and surrogate parenting) - How to identify and evaluate parenting skills and assess readiness for parenthood - To recognise that fertility changes over time and evaluate the implications of this - To evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy - How to access appropriate advice and support in relation to pregnancy, including miscarriage - Strategies to manage grief and loss, including bereavement and how to access support for self or others - How to show compassion and empathy for others who are experiencing challenging situations Lesson 5 - Summarize key elements of sexual pleasure and responsibility		Knowing your body Sex Sexuality Violence Gender norms Consent STIs Communication Law
--	--	--	--	---

		• Recall that many people have periods in their lives without sexual contact with others • Justify why good communication can enhance a sexual relationship • Reflect on how gender, racial, cultural norms and stereotypes influence people's expectations and experience of sexual pleasure • Recognize that understanding their body's sexual response can help them understand their body, and can help identify when things are not functioning properly so they can seek help • Acknowledge that both sexual partners are responsible for preventing unintended pregnancy and STIs, including HIV • Be able to communicate sexual needs and limits Lesson 6 • Analyse the benefits of giving and refusing sexual consent and acknowledging someone else's sexual consent or lack of consent • Compare and contrast how men's and women's bodies are treated differently and the double standards of sexual behaviour that can affect consensual sexual behaviour • Think critically about how these standards affect LGBTQIA+ sex and relationships • Recognize that consensual sexual behaviour is an important part of a healthy sexual relationship • Demonstrate ways to communicate giving and refusing consent and to recognize consent or lack of consent • About 'honour based' violence and forced marriage and how to safely access support Lesson 7 • Describe the different ways that people acquire STIs, including HIV (i.e. through sexual transmission, during pregnancy, birth or breastfeeding, through blood transfusion with contaminated blood, sharing of syringes, needles or other sharp instruments)		
--	--	---	--	--

		- Explain that if one is sexually active, there are specific ways to reduce the risk of acquiring or transmitting HIV and other STIs including: consistently and correctly using condoms; avoiding penetrative sex; practising 'mutual monogamy'; reducing the number of sexual partners; avoiding concurrent partnerships; and getting tested and treated for STIs - Explain that in certain settings where there are high levels of HIV and other STIs, age-disparate/intergenerational relationships can increase vulnerability to HIV - Demonstrate skills in negotiating safer sex and refusing unsafe sexual practices - Demonstrate the steps for correct condom use		
		Unit Title: Becoming independent Personal safety and first aid Why this? Why now? Independence is a key theme in PSHE (Personal, Social, Health and Economic) education because it empowers students to take control of their lives, make informed decisions, and develop into confident, responsible individuals as they leave school and enter the wider world. Students will know/ be able to: Lesson 1 - How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) - Emergency first aid skills - How to assess emergency and non-emergency situations and contact appropriate services Lesson 2		Safety Emergencies Fire Traffic Health Cosmetic surgery Beauty standards Health prevention Body acceptance Organ donation Peer influence

	• About the links between lifestyle and some cancers • About the importance of screening and how to perform self-examination • About vaccinations and immunisations • About registering with and accessing doctors, sexual health clinics, opticians and other health services • How to manage influences and risks relating to cosmetic and aesthetic body alterations • About blood, organ and stem cell donation Lesson 3 • Reflect on what influence they can have on younger students and in their communities • Evaluate which messages from Life Lessons they feel should be shared most • Be able to share these lessons within their community	Sexuality Health Role models
--	---	---