



Key Stage 3 Curriculum Map PSHE

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
		Knowledge acquired				
	Health & Well being Transition and safety Transition to secondary school and personal safety in and outside school, including first aid School rules/ RRS charter	Living in the wider world Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations Self esteem	Releationships Diversity Diversity, prejudice, and bullying Peer behaviour Self advocacy	Living in the wider world Financial decision making Saving, borrowing, budgeting and making financial choices RSE carousel	Health & Well Being Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM Personal hygiene	Relationships Building relationships Self-worth, romance and friendships (including online) and relationship boundaries Resilience
	Skills acquired					
Year 7	H30. how to identify risk and manage personal safety in increasingly independent situations, including online H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	L1. study, organisational, research and presentation skills L2. to review their strengths, interests, skills, qualities and values and how to develop them L3. to set realistic yet ambitious targets and goals L4. the skills and attributes that employers value L5. the skills and qualities required to engage in enterprise L6. the importance and benefits of being a lifelong learner KS3 - Choices and pathways L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life KS3 - Work and career L11. different types and patterns of work, including employment, self-employment and voluntary work; that	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R2. indicators of positive, healthy relationships and unhealthy relationships, including online R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise that sexual attraction and sexuality are diverse R6. that marriage is a legal, social and emotional commitment that should be	L15. to assess and manage risk in relation to financial decisions that young people might make L16. about values and attitudes relating to finance, including debt L17. to manage emotions in relation to money L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams	H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R25. about the law relating to sexual consent R26. how to seek, give, not give and withdraw consent (in all contexts, including online) R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected	H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R2. indicators of positive, healthy relationships and unhealthy relationships, including online R3. about the similarities, differences and diversity among people of different race,

Year 8	<p>everyone has a different pathway through life, education and work L12. about different work roles and career pathways, including clarifying their own early aspirations</p>		<p>entered into freely, and never forced upon someone through threat or coercion R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p>		<p>H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society. H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection H21. how to access health services when appropriate H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM.</p>		<p>culture, ability, sex, gender identity, age and sexual orientation R9. to clarify and develop personal values in friendships, love and sexual relationships R10. the importance of trust in relationships and the behaviours that can undermine or build trust R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p>				
	Key Assessments taking place										
	Continues AFL End of unit Evaluations										
Autumn Half Term 1		Autumn Half Term 2		Spring Half Term 1		Spring Half Term 2		Summer Half Term 1		Summer Half Term 2	
Knowledge acquired											
<p>Health & Wellbeing Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use</p>		<p>Living in the wider world Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work</p>		<p>Relationships Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism,</p>		<p>Living in the wider world Digital literacy Online safety, digital literacy, media reliability, and gambling hooks RSE carousel</p>		<p>Health & Wellbeing Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies</p>		<p>Relationships Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>	

homophobia, biphobia and transphobia

Skills acquired

H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines;
responsible use of antibiotics
H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use
H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers
H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use
H27. the personal and social risks and consequences of substance use and misuse including occasional use
H28. the law relating to the supply, use and misuse of legal and illegal substances
H29. about the concepts of dependence and addiction including awareness of help to overcome addictions

L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process
L8. about routes into work, training and other vocational and academic opportunities, and progression routes
L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
Work and career
L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work
L12. about different work roles and career pathways, including clarifying their own early aspirations

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity
L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media
L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues
L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views
L24. to understand how the way people present themselves online can have positive and negative impacts on them
L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
H7. the characteristics of mental and emotional health and strategies for managing these
H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns
H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting

R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
R2. indicators of positive, healthy relationships and unhealthy relationships, including online
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
R4. the difference between biological sex, gender identity and sexual orientation
R5. to recognise that sexual attraction and sexuality are diverse
R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion
R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships
R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex

				<p>L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p> <p>L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p>	<p><i>food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</i></p> <p>H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p>	<p>H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p> <p>H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p> <p>R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>R25. about the law relating to sexual consent</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p>R28. to gauge readiness for sexual intimacy</p> <p>R29. the impact of sharing sexual images of others without consent</p> <p>R30. how to manage any request or pressure to share an image of themselves or others, and how to get help</p>
--	--	--	--	---	---	---

						R31. that intimate relationships should be pleasurable
Key Assessments taking place						
Continues AFL End of unit Evaluations						
	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Knowledge acquired						
	Health & Wellbeing Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Living in the wider world Learning strengths, career options and goal setting as part of the GCSE options process	Relationships Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes Bereavement Marriage / civil partnership	Living in the wider world Employability skills Employability and online presence RSE carousel	Health & Wellbeing Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Relationships Intimate relationships Relationships and sex education including consent, contraception, and attitudes to pornography
Skills acquired						
Year 9	R42. to recognise peer influence and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this R45. about the factors that contribute to young people joining gangs; the social,	L1. study, organisational, research and presentation skills L2. to review their strengths, interests, skills, qualities and values and how to develop them L3. to set realistic yet ambitious targets and goals L4. the skills and attributes that employers value L5. the skills and qualities required to engage in enterprise L6. the importance and benefits of being a lifelong learner	R13. how to safely and responsibly form, maintain and manage positive relationships, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) R15. to further develop and rehearse the skills of team working R16. to further develop the skills of active listening, clear communication, negotiation and compromise	L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work L12. about different work roles and career pathways, including clarifying their own early aspirations L13. about young people's employment rights and responsibilities L14. to manage emotions in relation to future employment	H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities H14. the benefits of physical activity and exercise for physical and mental health and wellbeing H15. the importance of sleep and strategies to maintain good quality sleep H16. to recognise and manage what influences their choices about physical activity H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices	R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R25. about the law relating to sexual consent R26. how to seek, give, not give and withdraw consent (in all contexts, including online) R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected

<p>legal and physical consequences of gang behaviours</p> <p>R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p>	<p>L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process</p> <p>L8. about routes into work, training and other vocational and academic opportunities, and progression routes</p> <p>L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p> <p><i>Work and career</i></p> <p>L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p>	<p>R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p>R18. to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R19. to develop conflict management skills and strategies to reconcile after disagreements</p> <p>R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p>		<p>H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices</p> <p>H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.</p> <p>H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection</p> <p>H21. how to access health services when appropriate</p> <p>H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>	<p>R28. to gauge readiness for sexual intimacy</p> <p>R29. the impact of sharing sexual images of others without consent</p> <p>R30. how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>R31. that intimate relationships should be pleasurable</p> <p>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p>R33. the risks related to unprotected sex</p> <p>R34. the consequences of unintended pregnancy, sources of support and the options available</p> <p>R35. the roles and responsibilities of parents, carers and children in families</p> <p>R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p> <p>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p>
---	---	---	--	---	--

						<p>L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p> <p>L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p>
	Key Assessments taking place					
	<p>Continues AFL End of unit Evaluations</p>					