

Key stage 3 PSHE - students should learn...

Core Theme 1 - Health & Wellbeing

H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing	year 7 curriculum
H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)	Year 9 PSHE Day
H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health	Year 9 PSHE Day
H4. simple strategies to help build resilience to negative opinions, judgements and comments	year 7 curriculum
H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing	Year 9 PSHE Day
H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary	Year 9 PSHE Day
H7. the characteristics of mental and emotional health and strategies for managing these	Year 9 PSHE Day
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	Year 9 PSHE Day
H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks	year 7 curriculum
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	Year 8 Curriculum
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 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).]	Year 8 Curriculum
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	Year 9 PSHE Day
H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities	Year 7 curriculum
H14. the benefits of physical activity and exercise for physical and mental health and wellbeing	Year 7 curriculum
H15. the importance of sleep and strategies to maintain good quality sleep	Year 8 Curriculum
H16. to recognise and manage what influences their choices about physical activity	Year 7 curriculum
H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices	Year 7 curriculum
H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices	Year 7 curriculum
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.	Year 9 Curriculum
H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection	Year 7 PSHE Day
H21. how to access health services when appropriate	in all health sessions
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	Year 9 Curriculum

Core Theme 2 - Relationships

R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	year 7 curriculum
R2. indicators of positive, healthy relationships and unhealthy relationships, including online	Year 9 Curriculum
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	year 7 curriculum
R4. the difference between biological sex, gender identity and sexual orientation	Year 8 Curriculum
R5. to recognise that sexual attraction and sexuality are diverse	Year 8 Curriculum
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	year 7 curriculum
R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships	Year 8 Curriculum
R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex	Year 9 Curriculum
R9. to clarify and develop personal values in friendships, love and sexual relationships	Year 8 Curriculum
R10. the importance of trust in relationships and the behaviours that can undermine or build trust	Year 8 Curriculum
R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships	Year 8 Curriculum
R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex	Year 9 Curriculum
R13. how to safely and responsibly form, maintain and manage positive relationships, including online	Year 8 Curriculum
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)	year 7 curriculum
R15. to further develop and rehearse the skills of team working	TNEC Year 8
R16. to further develop the skills of active listening, clear communication, negotiation and compromise	TNEC Year 8
R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help	year 7 curriculum
R18. to manage the strong feelings that relationships can cause (including sexual attraction)	Year 8 Curriculum
R19. to develop conflict management skills and strategies to reconcile after disagreements	TNEC Year 8
R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations	Year 9 Curriculum
R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships	Year 8 Curriculum
R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support	Year 8 Curriculum
R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them	Year 9 Curriculum
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	Year 9 Curriculum
R25. about the law relating to sexual consent	Year 9 Curriculum
R26. how to seek, give, not give and withdraw consent (in all contexts, including online)	Year 9 Curriculum
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	Year 9 Curriculum
R28. to gauge readiness for sexual intimacy	Year 9 Curriculum

Core Theme 3 - Living in the wider world

L1. study, organisational, research and presentation skills	year 7 curriculum
L2. to review their strengths, interests, skills, qualities and values and how to develop them	year 7 curriculum
L3. to set realistic yet ambitious targets and goals	year 7 curriculum
L4. the skills and attributes that employers value	Year 9 Curriculum
L5. the skills and qualities required to engage in enterprise	TNEC year 8
L6. the importance and benefits of being a lifelong learner	aspirations assemblies
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	Year 9 Curriculum Options assemblies
L8. about routes into work, training and other vocational and academic opportunities, and progression routes	Year 8 Curriculum
L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life	aspirations assemblies
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations	aspirations assemblies
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	Year 8 Curriculum
L12. about different work roles and career pathways, including clarifying their own early aspirations	year 7 curriculum
L13. about young people's employment rights and responsibilities	Year 9 Curriculum
L14. to manage emotions in relation to future employment	Year 9 Curriculum
L15. to assess and manage risk in relation to financial decisions that young people might make	Year 8 Curriculum
L16. about values and attitudes relating to finance, including debt	Year 8 Curriculum
L17. to manage emotions in relation to money	Year 9 Curriculum
L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	Year 9 Curriculum
L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams	Year 9 Curriculum
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	Year 8 PSHE Day
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	Year 8 PSHE Day
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	Year 8 PSHE Day
L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views	P4C KS3
L24. to understand how the way people present themselves online can have positive and negative impacts on them	Year 8 PSHE Day
L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them	Year 8 PSHE Day
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	P4C KS3
L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	Year 8 PSHE Day

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	Year 9 Curriculum
H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use	Year 8 Curriculum
H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers	Year 8 Curriculum
H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use	Year 8 Curriculum
H27. the personal and social risks and consequences of substance use and misuse including occasional use	Year 8 Curriculum
H28. the law relating to the supply, use and misuse of legal and illegal substances	Year 8 Curriculum
H29. about the concepts of dependence and addiction including awareness of help to overcome addictions	Year 9 Curriculum
H30. how to identify risk and manage personal safety in increasingly independent situations, including online	Year 8 Curriculum
H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	year 7 curriculum
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	Year 9 Curriculum
H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	year 7 curriculum
H34. strategies to manage the physical and mental changes that are a typical part of growing of growing up, including puberty and menstrual wellbeing	Year 7 PSHE Day
H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)	Year 9 Curriculum
H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	Year 9 Curriculum

R29. the impact of sharing sexual images of others without consent	Year 8 PSHE Day
R30. how to manage any request or pressure to share an image of themselves or others, and how to get help	
R31. that intimate relationships should be pleasurable	Year 9 Curriculum
R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')	Year 9 Curriculum
R33. the risks related to unprotected sex	Year 9 Curriculum
R34. the consequences of unintended pregnancy, sources of support and the options available	Year 9 Curriculum
R35. the roles and responsibilities of parents, carers and children in families	Year 9 Curriculum
R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children	year 7 curriculum
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	Year 8 PSHE Day
R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	Year 7, 8 & 9 Curriculum
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships	Year 9 Curriculum
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice	Year 9 Curriculum
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online	Year 9 Curriculum
R42. to recognise peer influence and to develop strategies for managing it, including online	Year 8 Curriculum
R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support	year 7 curriculum
R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this	year 7 curriculum
R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours	Year 8 Curriculum
R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support	Year 8 Curriculum
R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon	Year 8 Curriculum

Key stage 4 PSHE - Students should learn...

Core Theme 1 - Health & Wellbeing

H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback	Year 11 YFC
H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this	Year 10 Curriculum
H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this	Year 10 Curriculum
H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing	Year 10 Curriculum
H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health	Year 11 Curriculum
H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences	Year 11 Curriculum
H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns	Year 10 Curriculum
H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available	Year 11 Curriculum
H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting 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).]	Year 10 Curriculum
H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help	Year 11 Curriculum
H11. to make informed lifestyle choices regarding sleep, diet and exercise	Year 11 Curriculum
H12. the benefits of having a balanced approach to spending time online	Year 11 Curriculum
H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health	In all Health sessions
H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help	In all Health sessions
H15. the purpose of blood, organ and stem cell donation for individuals and society	Year 10 Curriculum
H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination	Year 10 Curriculum
H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds	Year 10 Curriculum
H18. the ways in which industries and advertising can influence health and harmful behaviours	Year 10 Curriculum
H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities	Year 10 Curriculum
H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle	Year 10 Curriculum
H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation	Year 10 Curriculum
H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online	Year 10 Curriculum
H23. strategies for identifying risky and emergency situations, including online; ways ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)	Year 10 Curriculum
H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	Year 10 Curriculum
H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others	Year 10 Curriculum
H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)	Year 11 PSHE Day
H27. about specific STIs, their treatment and how to reduce the risk of transmission	Year 10 PSHE Day
H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)	Year 10 PSHE Day
H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services	Year 10 PSHE Day
H30. about healthy pregnancy and how lifestyle choices affect a developing fetus	Year 11 PSHE Day
H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors	Year 10 PSHE Day

Core Theme 2 - Relationships

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality	Year 10 Curriculum
R2. the role of pleasure in intimate relationships, including orgasms	y11 pshe day
R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary	Year 10 PSHE Day
R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships	Year 10 Curriculum
R5. the legal rights, responsibilities and protections provided by the Equality Act 2010	Year 10 Curriculum
R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	Year 10 Curriculum
R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed	Year 11 Curriculum
R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours	Year 10 Curriculum
R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours	Year 10 Curriculum
R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values	Year 10 Curriculum
R11. strategies to manage the strong emotions associated with the different stages of relationships	Year 11 Curriculum
R12. to safely and responsibly manage changes in personal relationships including the ending of relationships	Year 11 Curriculum
R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them	Year 11 Curriculum
R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks	Year 11 PSHE Day
R15. the legal and ethical responsibilities people have in relation to online aspects of relationships	Year 11 PSHE Day
R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help	Year 10 Curriculum
R17. ways to access information and support for relationships including those experiencing difficulties	Year 11 Curriculum
R18. about the concept of consent in maturing relationships	y11 pshe day
R19. about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online	Year 11 PSHE Day
R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour	Year 11 Curriculum
R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple	Year 11 Curriculum
R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences	Year 10 PSHE Day
R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner	Year 10 PSHE Day
R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support	Year 11 PSHE Day
R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families	Year 10 PSHE Day
R26. the reasons why people choose to adopt/foster children	y11 pshe day
R27. about the current legal position on abortion and the range of beliefs and opinions about it	Year 11 PSHE Day
R28. to recognise when others are using manipulation, persuasion or coercion and how to respond	Year 10 PSHE Day
R29. the law relating to abuse in relationships, including coercive control and online harassment	Year 10 PSHE Day
R30. to recognise when a relationship is abusive and strategies to manage this	y10 pshe day
R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships	Year 10 PSHE Day
R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them	Year 10 PSHE Day
R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support	Year 10 Curriculum
R34. strategies to challenge all forms of prejudice and discrimination	Year 10 Curriculum
R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs	Year 11 Curriculum
R36. skills to support younger peers when in positions of influence	Year 11 Curriculum
R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help	Year 11 Curriculum

Core Theme 3 - Living in the wider world

L1. to evaluate and further develop their study and employability skills	Y11 YFC
L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting	Year 10 Curriculum
L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability	Year 10 Curriculum
L4. about the range of opportunities available to them for career progression, including in education, training and employment	Y11 Careers assemblies
L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities	aspiration assemblies
L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities	Y11 Careers assemblies
L7. about the labour market, local, national and international employment opportunities	Year 11 YFC / Start Profile
L8. about employment sectors and types, and changing patterns of employment	Year 10 Curriculum
L9. to research, secure and take full advantage of any opportunities for work experience that are available	Year 10 Curriculum
L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities	Year 11 Curriculum
L11. the benefits and challenges of cultivating career opportunities online	Year 11 Curriculum
L12. strategies to manage their online presence and its impact on career opportunities	Year 11 Curriculum
L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures	Year 10 Curriculum
L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken	Year 10 Curriculum
L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it	Year 10 Curriculum
L16. how to effectively budget, including the benefits of saving	Year 10 Curriculum
L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks	Year 10 Curriculum
L18. to recognise and manage the range of influences on their financial decisions	Year 10 Curriculum
L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights	Year 10 Curriculum
L20. the skills to challenge or seek support for financial exploitation in different contexts including online	Year 10 Curriculum
L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts	Year 10 Curriculum
L22. that there are positive and safe ways to create and share content online and the opportunities this offers	Year 11 Curriculum
L23. strategies for protecting and enhancing their personal and professional reputation online	Year 11 Curriculum
L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events	PREVENT Assemblies
L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this	Year 11 Curriculum
L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this	Year 11 Curriculum
L27. strategies to critically assess bias, reliability and accuracy in digital content	Embedded into all lessons
L28. to assess the causes and personal consequences of extremism and intolerance in all their forms	PREVENT Assemblies
L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern	PREVENT Assemblies

H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy

Year 11
PSHE Day

H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

Year 10 & 11
PSHE Day

R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime

Year 10 Curriculum

Autumn Term Themes - Half Term 1 - Careers & Wider World, Half Term 2 - Anti-Bullying

Year Group / Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Year 7	Introduction to PSHE & Settling in to BBS	<p>H1. how we are all unique; that recognising and demonstrating personal strengths</p> <p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L3. to set realistic yet ambitious targets and goals</p>	<p>L12. about different work roles and career pathways, including clarifying their own early career aspirations</p> <p>L1. study, organisational, research and presentation skills</p> <p>Introduce START Profile for Careers</p>	Launch Key Stage 3 Takeover Day	<p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p>	<p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p>	<p>R44. that the need for peer approval can generate feelings of pressure and lead to increase risk taking. Strategies to manage this.</p>
Year 8	Recap on ground rules and START Profile	<p>L8. about routes into work, training and other vocational and academic opportunities, and progression routes</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>	Launch Key Stage 3 Takeover Day	<p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p>	<p>R42. to recognise peer influence and to develop strategies for managing it, including online</p>	<p>R45. about the factors that contribute to young people joining gangs; the social, 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>
Year 9	Recap on ground rules and START Profile	<p>L4. the skills and attributes that employers value</p> <p>L14. to manage emotions in relation to future employment</p>	<p>L13. about young people's employment rights and responsibilities</p>	Launch Key Stage 3 Takeover Day	<p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p>	<p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely including online</p>	<p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice (inc unacceptable language at BBS)</p>
Year 10 (Including EEL day half term 1)	Work Experience Preparation & Start Profile recap	<p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future careers and employability</p>	<p>L9. to research, secure and take full advantage of any opportunities for work experience that is available</p>	<p>L8. about employment sectors and types, and changing patterns of employment</p> <p>L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero hour contracts</p>	<p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust and equality (link to anti bullying)</p>	<p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</p>	<p>R38. factors which contribute to young people becoming involved in serious organised crime including cybercrime</p> <p>H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p>
Year 11	Work Experience Debrief and launch of Your Future Conference	<p>L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities (Future Focus link)</p>	<p>L11. the benefits and challenges of cultivating career opportunities online</p> <p>L12. strategies to manage their online presence and its impact on career opportunities</p>	<p>L22. that there are positive and safe ways to create and share content online and the opportunities this offers</p> <p>L23. strategies for protecting and enhancing their personal and professional reputation online</p> <p>L25. how personal data is generated, collected and shared, including by individuals and the consequences of this</p> <p>L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this</p>	Recognising equality & diversity (link to protected characteristics)	<p>R36. skills to support younger peers when in positions of influence</p>	<p>R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</p> <p>R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</p>

Spring Term Themes - Half Term 1 - Relationships, Half Term 2 - Health & Relationships

Year Group / Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 7 (Including EEL day half term 2)	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them 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)	R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation (LGBTQ+)	R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children 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	H9. strategies to understand and build resilience, as well as how to respond to disappointments & setbacks H4. simple strategies to help build resilience to negative opinions, judgements and comments	H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	H30. how to identify risk and manage personal safety in increasingly independent situations, including online
Year 8 (Including EEL day half term 1)	R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support	R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise that sexual attraction and sexuality are diverse R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships	R18. to manage the strong feelings that relationships can cause (including sexual attraction) R7. how the media portrays relationships and the potential impact of this on peoples expectations of relationships	R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support	H24. to evaluate myths, misconceptions, social norms and cultural values relating 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 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
Year 9	R2. indicators of positive, healthy relationships and unhealthy relationships, including online R23. the services available to support healthy relationships and manage unhealthy relationships and how to access them	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	R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex R28. to gauge readiness for sexual intimacy R31. that intimate relationships should be pleasurable	R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships R33. the risks related to unprotected sex R34. the consequences of unintended pregnancy, sources of support and the options available R35. the roles and responsibilities of parents, carers and children in families	H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections	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.
Year 10	R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support	R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help	H18. the ways in which industries and advertising can influence health and harmful behaviours H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation	H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination	H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle
Year 11	R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed R11. strategies to manage the strong emotions associated with the different stages of relationships	H12. the benefits of having a balanced approach to spending time online R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks R15. the legal and ethical responsibilities people have in relation to online aspects of relationships	R12. to safely and responsibly manage changes in personal relationships including the ending of relationships R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them R17. ways to access information and support for relationships including those experiencing difficulties	R18. about the concept of consent in maturing relationships R20. to recognise the impact of drugs and alcohol on choices and sexual relationships R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple	R2. the role of pleasure in intimate relationships, including orgasms H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)	R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support R26. the reasons why people choose to adopt/foster children R27. about the current legal position on abortion and the range of beliefs and opinions about it H30. about healthy pregnancy and how lifestyle choices affect a developing foetus H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy

Summer Term Themes - Half Term 1 - Health & Wellbeing, Half Term 2 - Health & The Wider World

Year Group / Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 7	H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection (link to puberty)	H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices (inc relationship with food) H18. what might influence decisions about eating a balanced diet and strategies managing eating choices	H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	H14. the benefits of physical activity and exercise for physical and mental health and wellbeing H16. to recognise and manage what influences their choices about physical activity	H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities
Year 8	H5. to recognise and manage internal and external influences on decisions which affect health & wellbeing 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 H15. the importance of sleep and strategies to maintain good quality sleep	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 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).]	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 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).]	Behaviour in the community - anti social behaviour	L15. to assess and manage risk in relation to financial decisions that young people might make (including saving / budgeting)	L16. about values and attitudes relating to finance, including debt
Year 9 (Including EEL day half term 2)	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	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	H29. about the concepts of dependence and addiction including awareness of to overcome addictions R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations	L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	L17. to manage emotions in relation to money L19. to recognise financial exploitation in different contexts e.g. drug and money mules and online scams 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	Launch Work Experience
Year 10	H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns	H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds	H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting 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).]	L16. how to effectively budget, including the benefits of saving L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others L18. to recognise and manage the range of influences on their financial decisions L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights L20. the skills to challenge or seek support for financial exploitation in different contexts including online ALSO COVERED ON A FULL MATHS EEL DAY IN MARCH	L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online	Work Experience Placement
Year 11	H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health	H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences H11. to make informed lifestyle choices regarding sleep, diet and exercise	H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help	Exam Study	Exam Study	Exam Study

PSHE on EEL days 2022-23

Year 7 Theme - Staying Safe		Year 8 Theme - Online Safety		Year 9 Theme - Mental Health		Year 10 Theme - Sexual Health	
Session A Water Safety	H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	Session A Sexual Texting	R29. the impact of sharing sexual images of others without consent R30. how to manage any request or pressure to share an image of themselves or others, and how to get help	Session A Recognising triggers	H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing	Session A Contraception	R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services
Session B Road Safety (inc cycling)	H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	Session B Grooming	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	Session B (100 minutes) Impact of the media	H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health	Session B STI	H27. about specific STIs, their treatment and how to reduce the risk of transmission H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services) H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors
Session C Railway Safety	H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	Session C Bullying inc cyber	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	Session C Accessing help	H7. the characteristics of mental and emotional health and strategies for managing these 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 H15. the importance of sleep and strategies to maintain good quality sleep	Session C Online Safety & Sexting	R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
Session D Fire Safety	H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	Session D Using Social Media	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 L24. to understand how the way people present themselves online can have positive and negative impacts on them L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	Session D Eating Disorders & Self Harm	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 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).)	Session D Domestic Abuse	R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R28. to recognise when others are using manipulation, persuasion or coercion and how to respond R29. the law relating to abuse in relationships, including coercive control and online harassment R30. to recognise when a relationship is abusive and strategies to manage this R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
Session E First Aid	H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	Session E Other online problems such as sharing information	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 L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them 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	Session E Different mental health conditions	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 H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary	Session E Teenage Pregnancy	H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families
Session F Online Safety	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 L24. to understand how the way people present themselves online can have positive and negative impacts on them L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	Session F Exploitation	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			Session F Consent & Intimate relationships	R18. about the concept of consent in maturing relationships R19. about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)