

| Year 7 | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|-----------|--|--|--|---|---|--|
| Knowledge | Transition to secondary school and personal safety <ul style="list-style-type: none"> How to identify, express and manage their emotions in a constructive way How to manage the challenges of moving to a new school How to establish and manage friendships How to improve study skills How to identify personal strengths and areas for development Personal safety strategies and travel safety, e.g. Road, rail and Water How to respond in an emergency situation Basic first aid | Developing skills and aspirations <ul style="list-style-type: none"> How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity About a broad range of careers and the abilities and qualities required for different careers About equality of opportunity How to challenge stereotypes, broaden their horizons and how to identify future career aspirations About the link between values and career choices | Building relationships <ul style="list-style-type: none"> How to develop self-worth and self-efficacy About qualities and behaviours relating to different types of positive relationships How to recognise unhealthy relationships How to recognise and challenge media stereotypes How to evaluate expectations for romantic relationships About consent, and how to seek and assertively communicate consent | Health and puberty <ul style="list-style-type: none"> How to manage physical and emotional changes during puberty About personal hygiene How to recognise and respond to inappropriate and unwanted contact About FGM and how to access help and support | Diversity, prejudice, and bullying <ul style="list-style-type: none"> About identity, rights and responsibilities About living in a diverse society How to challenge prejudice, stereotypes and discrimination The signs and effects of all types of bullying, including online How to respond to bullying of any kind, including online How to support others | Financial decision making <ul style="list-style-type: none"> How to make safe financial choices About ethical and unethical business practices and consumerism About saving, spending and budgeting How to manage risk-taking behaviour Enterprise Project |
| Themes | Health and Wellbeing | Living in the wider world | Relationships | Health and Wellbeing | Living in the wider world | Relationships |
| Skills | <ul style="list-style-type: none"> Helping students to deal with critical issues they face every day such as friendships, emotional wellbeing and change. Giving students a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they will face. | | | | | |

| Year 8 | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|-----------|---|--|---|---|--|--|
| Knowledge | Drugs and alcohol <ul style="list-style-type: none"> About medicinal and recreational drugs About the over-consumption of energy drinks About the relationship between habit and dependence How to use over the counter and prescription medications safely How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes How to manage influences in relation to substance use How to recognise and promote positive social norms and attitudes | Community and careers <ul style="list-style-type: none"> About equality of opportunity in life and work How to challenge stereotypes and discrimination in relation to work and pay About employment, self-employment and voluntary work How to set aspirational goals for future careers and challenge expectations that limit choices | Discrimination <ul style="list-style-type: none"> How to manage influences on beliefs and decisions About group-think and persuasion How to develop self-worth and confidence About gender identity, transphobia and gender-based discrimination How to recognise and challenge homophobia and biphobia How to recognise and challenge racism and religious discrimination | Emotional wellbeing <ul style="list-style-type: none"> About attitudes towards mental health How to challenge myths and stigma About daily wellbeing How to manage emotions How to develop digital resilience About unhealthy coping strategies (e.g. Self-harm and eating Disorders) About healthy coping strategies | Identity and relationships <ul style="list-style-type: none"> The qualities of positive, healthy relationships How to demonstrate positive behaviours in healthy relationships About gender identity and sexual orientation About forming new partnerships and developing relationships About the law in relation to consent That the legal and moral duty is with the seeker of consent How to effectively communicate about consent in relationships About the risks of 'sexting' and how to manage requests or pressure to send an image About basic forms of contraception, e.g. Condom and pill | Digital literacy <ul style="list-style-type: none"> About online communication How to use social networking sites safely How to recognise online grooming in different forms, e.g. In relation to sexual or financial exploitation, extremism and radicalisation How to respond and seek support in cases of online grooming How to recognise biased or misleading information online How to critically assess different media sources How to distinguish between content which is publicly and privately shared About age restrictions when accessing different forms of media and how to make responsible decisions How to protect financial security online How to assess and manage risks in relation to gambling and chance-based transactions |
| | Themes | Health and Wellbeing | Living in the wider world | Relationships | Health and Wellbeing | Living in the wider world |
| Skills | <ul style="list-style-type: none"> Helping students to deal with critical issues they face every day such as friendships, emotional wellbeing and change. Giving students a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they will face. | | | | | |

| Year 9 | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|-----------|---|---|--|---|---|---|
| Knowledge | Healthy lifestyle <ul style="list-style-type: none"> About the relationship between physical and mental health About balancing work, leisure, exercise and sleep How to make informed healthy eating choices How to manage influences on body image To make independent health choices To take increased responsibility for physical health, including testicular self-examination | Setting goals <ul style="list-style-type: none"> About transferable skills, abilities and interests How to demonstrate strengths About different types of employment and career pathways How to manage feelings relating to future employment How to work towards aspirations and set meaningful, realistic goals for the future About GCSE and post-16 options Skills for decision making | Respectful relationships <ul style="list-style-type: none"> About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering About positive relationships in the home and ways to reduce homelessness amongst young people About conflict and its causes in different contexts, e.g. With family and friends Conflict resolution strategies How to manage relationship and family changes, including relationship breakdown, separation and divorce How to access support services | Peer influence, substance use and gangs <ul style="list-style-type: none"> How to distinguish between healthy and unhealthy friendships How to assess risk and manage influences, including online About 'group think' and how it affects behaviour How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively To manage risk in relation to gangs About the legal and physical risks of carrying a knife About positive social norms in relation to drug and alcohol use About legal and health risks in relation to drug and alcohol use, including addiction and dependence | Intimate relationships <ul style="list-style-type: none"> About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex About myths and misconceptions relating to consent About the continuous right to withdraw consent and capacity to Consent About STIs, effective use of condoms and negotiating safer sex About the consequences of unprotected sex, including pregnancy How the portrayal of relationships in the media and pornography might affect expectations How to assess and manage risks of sending, sharing or passing on sexual images How to secure personal information online | Employability skills <ul style="list-style-type: none"> About young people's employment rights and responsibilities Skills for enterprise and employability How to give and act upon constructive feedback How to manage their 'personal brand' online Habits and strategies to support progress How to identify and access support for concerns relating to life online |
| Themes | Health and Wellbeing | Living in the wider world | Relationships | Health and Wellbeing | Living in the wider world | Relationships |
| Skills | <ul style="list-style-type: none"> Helping students to deal with critical issues they face every day such as friendships, emotional wellbeing and change. Giving students a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they will face. | | | | | |

| Year 10 | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
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| Knowledge | Mental health <ul style="list-style-type: none"> How to manage challenges during adolescence How to reframe negative thinking Strategies to promote mental health and emotional wellbeing About the signs of emotional or mental ill-health How to access support and treatment About the portrayal of mental health in the media How to challenge stigma, stereotypes and misinformation | Financial decision making <ul style="list-style-type: none"> How to effectively budget and evaluate savings options How to prevent and manage debt, including understanding credit rating and pay day lending How data is generated, collected and shared, and the influence of targeted advertising How thinking errors, e.g. Gambler's fallacy, can increase susceptibility to gambling Strategies for managing influences related to gambling, including online About the relationship between gambling and debt About the law and illegal financial activities, including fraud and cybercrime How to manage risk in relation to financial activities | Healthy relationships <ul style="list-style-type: none"> About relationship values and the role of pleasure in relationships About myths, assumptions, misconceptions and social norms about sex, gender and relationships About the opportunities and risks of forming and conducting relationships online How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support How to recognise and challenge victim blaming. About asexuality, abstinence and celibacy | Exploring influence <ul style="list-style-type: none"> About positive and negative role models 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 About the impact of drugs and alcohol on individuals, personal safety, families and wider communities How drugs and alcohol affect decision making How to keep self and others safe in situations that involve substance use How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime Exit strategies for pressurised or dangerous situations How to seek help for substance use and addiction | Addressing extremism and radicalisation <ul style="list-style-type: none"> About communities, inclusion, respect and belonging About the equality act, diversity and values About how social media may distort, mis-represent or target information in order to influence beliefs and opinions How to manage conflicting views and misleading information How to safely challenge discrimination, including online How to recognise and respond to extremism and radicalisation | Work experience <ul style="list-style-type: none"> How to evaluate strengths and interests in relation to career development About opportunities in learning and work Strategies for overcoming challenges or adversity About responsibilities in the workplace How to manage practical problems and health and safety How to maintain a positive personal presence online How to evaluate and build on the learning from work experience |
| | Themes | Health and Wellbeing | Living in the wider world | Relationships | Health and Wellbeing | Living in the wider world |
| Skills | <ul style="list-style-type: none"> Helping students to deal with critical issues they face every day such as friendships, emotional wellbeing and change. Giving students a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they will face. Preparing students for GCSE qualifications Preparing students for education and life Post 16 | | | | | |

| Year 11 | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|-----------|--|--|---|--|---|---------------|
| Knowledge | Building for the future <ul style="list-style-type: none"> How to manage the judgement of others and challenge stereotyping How to balance ambition and unrealistic expectations 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 | Next steps <ul style="list-style-type: none"> How to use feedback constructively when planning for the future How to set and achieve smart targets Effective revision techniques and strategies About options post-16 and career pathways About application processes, including writing cvs, personal statements and interview technique How to maximise employability, including managing online presence and taking opportunities to broaden experience About rights, responsibilities and challenges in relation to working part time whilst studying How to manage work/life balance | Communication in relationships <ul style="list-style-type: none"> About core values and emotions About gender identity, gender expression and sexual orientation How to communicate assertively How to communicate wants and needs How to handle unwanted attention, including online How to challenge harassment and stalking, including online About various forms of relationship abuse About unhealthy, exploitative and abusive relationships How to access support in abusive relationships and how to overcome challenges in seeking support | Independence <ul style="list-style-type: none"> 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 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 | Families <ul style="list-style-type: none"> About different types of families and changing family structures How to evaluate readiness for parenthood and positive parenting qualities About fertility, including how it varies and changes About pregnancy, birth and miscarriage About unplanned pregnancy options, including abortion About adoption and fostering How to manage change, loss, grief and bereavement About 'honour based' violence and forced marriage and how to safely access support | NA |
| Themes | Health and Wellbeing | Living in the wider world | Relationships | Health and Wellbeing | Living in the wider world | Relationships |
| Skills | <ul style="list-style-type: none"> Helping students to deal with critical issues they face every day such as friendships, emotional wellbeing and change. Giving students a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they will face. Preparing students for GCSE qualifications Preparing students for education and life Post 16 | | | | | |