



BLACKMINSTER MIDDLE SCHOOL

Community – Aspiration – Respect – Excellence

PSHE Curriculum Overview

At Blackminster, we are passionate and committed to the teaching and learning of PSHE. Our intentions are to enable students to become independent learners with enquiring minds, who can question and discuss PSHE issues that will affect their own lives. We recognise that our PSHE curriculum has a positive impact on both academic and non-academic outcomes for children, particularly the most vulnerable and disadvantaged. The lessons are delivered by the tutor as they are in the best position to know their pupils and can personalise the learning to suit their needs.

The 'taught' PSHE programme is far more than 'just' the topics taught, and it provides a strong foundation for our collective work in developing citizens of the future who are confident, happy and successful and to understand our 'British Values'. The PSHE programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and pupils' wellbeing. In addition, the learning provided, through a comprehensive PSHE education provision, is essential to safeguarding our pupils.

The PSHE programme is designed looking across a pupil's three years with us at Blackminster, and to complement and be complemented by activities across other subjects, and the pastoral programme.

We use Jigsaw age 10-13 and the content has been updated to ensure it strongly complies with all the statutory RSHE requirements (New DfE guidance 2026 England) and all mapping documents are provided.

Included is a revised assessment process comprising a summative assessment workbook in each unit

	Autumn term	Spring term	Summer term
	Being Me Celebrating Difference	Dreams & Goals Healthy Me	Relationships Changing Me
Key Substantive Knowledge: What will students learn?			
Year 6	Being Me My year ahead PSHE learning intention. Students can identify my goals for this year, understand my fears and worries about the future and know how to express them. They know how to use their Jigsaw Journal. Social and emotional development learning. Students intention feel welcome and valued and know how to make others feel the same. Being a global citizen (1) PSHE learning intention. Students know that there are universal rights for all children but for many children these rights are not met. Social and emotional development learning intention. Students understand their own wants and needs, and can compare these with children in different communities. Being a global citizen (2) PSHE learning intention. Students understand that their actions affect other people locally and globally. Social and emotional development learning Students intention understand their own wants and needs and can compare these with children in different communities. The learning charter	Dreams & Goals Personal learning goals PSHE learning intention. Students know their learning strengths and can set challenging but realistic goals for themselves (e.g. one in-school goal and one out-of- school goal). Social and emotional development learning intention. Students understand why it is important to stretch the boundaries of their current learning. Steps to success PSHE learning intention. Students can work out the learning steps they need to take to reach goals and understand how to motivate themselves to work on these. Social and emotional development learning intention. Students can set success criteria so that they will know whether they have reached their goal. My dream for the world PSHE learning intention. Students can identify problems in the world that are concerning and talk to other people about them. Social and emotional development learning intention. Students recognise the emotions they experience when they consider people in the world who are suffering or living in difficult situations.	Relationships What is mental health? PSHE learning intention. Students know that it is important to take care of their mental health. Social and emotional development learning intentions. Students understand that people can get problems with their mental health and that it is nothing to be ashamed of. My mental health PSHE learning intention. Students know how to take care of their mental health. Social and emotional development learning intentions. Students can help themselves and others when worried about a mental health problem. Love and loss PSHE learning intention. Students understand that there are different stages of grief and that there are different types of loss that cause people to grieve. Social and emotional development learning intention. Students can recognise when they are feeling those emotions and have strategies to manage them. Power and control PSHE learning intention. Students can recognise when people are trying to gain power or control.

	PSHE learning intention. Students can make choices about their own behaviour because they understand how rewards and consequences feel. They understand how these relate to their rights and responsibilities. Social and emotional development learning intentions. Students understand that their actions affect themselves and others; they care about other people's feelings and try to empathise with them. Our learning charter PSHE learning intention. Students understand how an individual's behaviour can impact on a group. Social and emotional development learning intention. Students can contribute to the group and understand how we can function best as a whole. Owning our learning charter PSHE learning intention. Students understand how democracy and having a voice benefits the school community. Social and emotional development learning intention. Students understand why our school community benefits from a Learning Charter and how they can help others to follow it by modelling it themselves.	Helping to make a difference PSHE learning intention. Students can work with other people to help make the world a better place. Social and emotional development learning intention. Students can empathise with people who are suffering or who are living in difficult situations. Helping to make a difference PSHE learning intention. Students can describe some ways in which they can work with other people to help make the world a better place. Social and emotional development learning intention. Students can identify why they are motivated to do this. Recognising our achievements PSHE learning intention. Students know what some people in their class like or admire about them and can accept their praise. Social and emotional development learning intentions. Students can give praise and compliments to other people when they recognise their contributions and achievements.	Social and emotional development learning intentions. Students can demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control. Being online: safe or unsafe? PSHE learning intention. Students can judge whether something online is safe and helpful for them. Social and emotional development learning intentions. Students can resist pressure to do something online that might hurt themselves or others. Using technology safely PSHE learning intention. Students can use technology positively and safely to communicate with their friends and family. Social and emotional development learning intentions. Students can take responsibility for their own safety and well-being.
	Celebrating Differences Am I normal? PSHE learning intention. Students understand there are different perceptions about what normal means. Social and emotional development learning intentions. Students can empathise with people who are different. Understanding difference PSHE learning intention. Students understand how being different could affect someone's life. Social and emotional development learning intention. Students are aware of my attitude towards people who are different to me. Power Struggles PSHE learning intention. Students can explain some of the ways in which one person or a group can have power over another. Social and emotional development learning intention. Students know how it can feel to be excluded or treated badly by being different in some way. Why bully? PSHE learning intention. Students know some of the reasons why people use bullying behaviour. Social and emotional development learning intention. Students can tell you a range of strategies for managing their feelings in bullying situations and for problem-solving when they are part of one. Celebrating difference	Healthy Me Taking responsibility for my health and well-being PSHE learning intention. Students can take responsibility for their health and make choices that benefit their health and well-being. Social and emotional development learning intention. Students are motivated to care for their physical and emotional health. Drugs PSHE learning intention. Students know about different types of drugs and their uses and their effects on the body particularly the liver and heart. Social and emotional development learning intention. Students are motivated to find ways to be happy and cope with life's situations without using drugs. Exploitation PSHE learning intention. Students understand that some people can be exploited and made to do things that are against the law. Social and emotional development learning intention. They can suggest ways that someone who is being exploited can help themselves. Gangs	Changing Me My self-image PSHE learning intention. Students are aware of their own self-image and how their body image fits into that. Social and emotional development learning intentions. Students know how to develop their own self-esteem. Puberty PSHE learning intention. Students can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. Social and emotional development learning intentions. Students can express how they feel about the changes that will happen to them during puberty. Babies, conception to birth PSHE learning intention. Students can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Social and emotional development learning intentions. Students can recognise how they feel when they reflect on the development and birth of a baby. Boyfriends and girlfriends PSHE learning intention. Students understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend. Social and emotional development learning intentions. Students understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that they should not feel pressured into doing something they don't want to.

	PSHE learning intention. Students can give examples of people with disabilities who lead amazing lives. Students can explain ways in which difference can be a source of conflict and a cause for celebration. Social and emotional development learning intention. Students appreciate people for who they are. They can show empathy with people in either situation	PSHE learning intention. Students know why some people join gangs and the risks this involves. Social and emotional development learning intention. Students can suggest strategies someone could use to avoid being pressurised. Emotional and mental health PSHE learning intention. Students understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. Social and emotional development learning intention. Students know how to help themselves feel emotionally healthy and can recognise when they need help with this. Managing stress and pressure PSHE learning intention. Students can recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse. Social and emotional development learning intention. Students can use different strategies to manage stress and pressure.	Real self and ideal self PSHE learning intention. Students are aware of the importance of a positive self-esteem and what they can do to develop it. Social and emotional development learning intention. Students can express how they feel about their self-image and know how to challenge negative 'body-talk'. The year ahead PSHE learning intention. Students can identify what they are looking forward to and what worries them about the transition to secondary school /or moving to their next class. Social and emotional development learning intention. Students know how to prepare themselves emotionally for the changes next year.
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Disciplinary Knowledge (Key skills)

Year 6	Being Me	Dreams & Goals	Relationships
	1. My Year Ahead – Key Skills Set goals for academic work, behaviour, friendships and personal growth. Identify strengths and areas they want to improve. Plan steps to help reach their goals. Recognise challenges that might arise and how to overcome them. Develop a positive and motivated mindset for the year. 2. Being a Global Citizen – Key Skills Understand what it means to be part of a global community. Recognise how their actions affect other people and the environment. Show respect for different cultures, beliefs and perspectives. Identify global issues (e.g., fairness, sustainability, inequality) in an age-appropriate way. Take responsibility for small actions that help make the world a fairer place. 3. The Learning Charter – Key Skills Understand why rules, expectations and rights help create a safe learning environment. Identify what they need from others to learn well. Recognise what others need from them in return. Develop shared class values (respect, kindness, responsibility).	1. Personal Learning Goals – Key Skills Identify realistic and meaningful goals they want to achieve. Explain why these goals are important to them. Break down larger goals into manageable tasks. Recognise how effort, attitude and resilience contribute to success. Reflect on their progress and adapt goals when needed. 2. Steps to Success – Key Skills Plan practical steps for achieving a goal. Identify resources or support they might need. Recognise possible obstacles and develop strategies to overcome them. Use organisation and time-management skills effectively. Monitor progress and make adjustments to stay on track. 3. My Dream for the World – Key Skills Describe a positive vision for the world (fairness, peace, equality, sustainability). Understand global issues in an age-appropriate way (poverty, environment, rights). Recognise how individuals and groups can work to bring about change. Develop empathy by considering the experiences of people around the world. Explore how their own values influence their hopes for the future.	1. What Is Mental Health? – Key Skills Understand that mental health refers to thoughts, feelings and emotional wellbeing. Recognise that everyone has mental health and it changes over time. Identify myths and facts about mental health. Explain that looking after mental health is as important as caring for physical health. Know when and how to seek help when things feel difficult. 2. My Mental Health – Key Skills Recognise their own emotions and how they affect behaviour. Identify personal triggers for stress, worry or low mood. Use healthy coping strategies (talking, exercise, creativity, breathing). Build resilience by learning from challenges. Share worries with trusted adults and understand that asking for help is positive. 3. Love and Loss – Key Skills Identify different types of love (family, friends, pets, hobbies). Understand that loss can take many forms (moving house, changing school, bereavement). Recognise the range of emotions linked to love and loss. Use strategies to manage difficult feelings (talking, expressing emotions safely).

	Contribute ideas to build a positive learning community. 4. Our Learning Charter – Key Skills Collaborate with classmates to agree expectations for behaviour and learning. Listen respectfully to different viewpoints. Negotiate and compromise to create shared agreements. Demonstrate responsibility by upholding classroom rights and responsibilities. Understand the role of consequences (positive and negative) in supporting learning. 5. Owning Our Learning Charter – Key Skills Commit to following the class charter and reflecting it in behaviour. Take responsibility for actions that support or challenge the charter. Recognise how their choices impact the whole class community. Use self-regulation strategies to stay on track with expectations. Review and adapt the charter when needed to keep it meaningful and effective. Celebrating Differences 1. Am I Normal? – Key Skills Recognise that everyone develops and behaves differently, and that variation is normal. Understand that emotions, abilities, and interests vary from person to person. Challenge the idea of a “perfect” standard or stereotype. Reflect on their own strengths and areas for growth. Develop self-confidence by valuing their individuality. 2. Understanding Difference – Key Skills Identify similarities and differences between themselves and others (appearance, culture, beliefs, abilities). Explain why diversity is important in school and society. Show empathy and respect for people who are different from themselves. Challenge stereotypes or unfair assumptions. Recognise that everyone has equal rights to respect and inclusion. 3. Power Struggles – Key Skills Understand that disagreements and conflicts are normal. Recognise situations where one person tries to control or dominate others. Use strategies to negotiate, compromise, or assert themselves respectfully. Reflect on their own behaviour in conflicts and how it affects others. Seek help from trusted adults if conflicts escalate or become unsafe. 4. Why Bully? – Key Skills Identify reasons why people bully (insecurity, peer pressure, jealousy, seeking control).	4. Helping to Make a Difference – Key Skills Identify practical actions they can take to help others locally or globally. Understand the importance of teamwork when making change. Take part in a group project or charity initiative. Use problem-solving and creativity to contribute effectively. Reflect on how even small actions create positive impact. 5. Recognising Our Achievements – Key Skills Reflect on their accomplishments and strengths. Identify what helped them succeed (effort, resilience, teamwork). Celebrate successes in a positive and respectful way. Recognise areas of growth and new skills developed. Identify realistic and meaningful goals they want to achieve. Explain why these goals are important to them. Break down larger goals into manageable tasks. Recognise how effort, attitude and resilience contribute to success. Reflect on their progress and adapt goals when needed. Healthy Me 1. Taking Responsibility for My Health and Wellbeing – Key Skills Identify daily choices that affect health (food, sleep, hygiene, exercise). Explain why taking responsibility becomes more important as they grow older. Recognise early signs that their physical or emotional health may need attention. Use simple strategies to maintain positive wellbeing. Seek help from a trusted adult when needed. 2. Drugs (Medicines, Harmful Substances & Legal Expectations) – Key Skills Understand the difference between helpful medicines and harmful substances. Identify risks linked to misusing medicines, smoking, vaping, and household chemicals. Explain why some substances are illegal or age-restricted. Recognise peer pressure related to substances and how to refuse safely. Make safe choices and know when to get adult support. 3. Exploitation – Key Skills (Taught safely: recognising early warning signs, not explicit content) Recognise unsafe or worrying behaviour from others (bribery, secrets, manipulation).	Show empathy and support peers experiencing loss. 4. Power and Control – Key Skills Recognise situations where power is used positively or negatively. Identify signs of controlling, manipulative or unfair behaviour. Use assertive communication to stand up for themselves safely. Understand personal boundaries and the importance of respecting those of others. Know who to talk to if someone uses power to pressure or threaten them. 5. Being Online: Safe or Unsafe – Key Skills Identify safe vs. unsafe online behaviour and situations. Recognise risks such as strangers online, oversharing, scams, and inappropriate content. Understand that people online may hide their identity or intentions. Know what to do if they see or experience something unsafe online. Apply the “STOP, BLOCK, TELL” principle when something feels wrong. 6. Using Technology Safely – Key Skills Use privacy settings and strong passwords to protect themselves. Understand the importance of keeping personal information private. Communicate respectfully online and think before posting. Recognise how online behaviour affects wellbeing (screen time, pressure to respond). Know how to report concerns through trusted adults or online reporting tools. Changing Me 1. My Self-Image – Key Skills Identify how they see themselves and what influences their self-image. Recognise that everyone has strengths and areas for growth. Understand how media, peers and family can affect self-image. Develop positive self-talk and confidence. Challenge unhelpful or unrealistic messages about appearance. 2. Puberty – Key Skills Describe the physical and emotional changes of puberty. Understand that everyone develops at different rates and this is normal. Know how to maintain good hygiene and health during puberty. Recognise changing emotions and use strategies to manage them. Identify trusted adults to talk to when they have questions or worries. 3. Babies – Key Skills Understand that families grow in different ways (pregnancy, adoption, fostering).
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	Recognise the effects of bullying on the victim, bystanders, and the bully. Develop empathy for people experiencing bullying. Use assertiveness and problem-solving to respond to bullying safely. Know how to report bullying and support others in doing so. 5. Celebrating Difference – Key Skills Recognise and value diversity in school and community. Demonstrate inclusive behaviour in friendships and group work. Challenge prejudice, stereotypes, and discrimination appropriately. Reflect on their own attitudes and behaviours towards difference. Celebrate achievements and qualities in themselves and others.	Identify when someone may be trying to use or take advantage of them. Use assertive communication to protect themselves. Know how to report worrying behaviour to trusted adults. Understand that no one should be asked to do something that makes them uncomfortable. 4. Gangs – Key Skills (Focus on safety, peer influence, and decision-making) Understand what gangs are and why people may feel pressure to join. Recognise tactics used to influence young people (belonging, gifts, threats). Identify the risks and consequences of gang involvement. Use strategies to resist pressure and stay safe. Know who to talk to if they are worried about themselves or someone else. 5. Emotional and Mental Health – Key Skills Identify a range of feelings and how they change. Recognise when emotions feel overwhelming or difficult. Use healthy coping strategies (talking, exercise, creative activities). Understand that mental health is as important as physical health. Seek support from trusted adults when needed. 6. Managing Stress and Pressure – Key Skills Recognise situations that cause pressure or worry. Identify physical and emotional signs of stress. Use practical strategies to manage stress (organisation, breathing, problem-solving). Develop resilience by learning from mistakes and setbacks. Know when to ask for help and who to turn to.	Recognise the basic needs of a baby (care, love, safety, health). Develop empathy by understanding the responsibility involved in raising a child. Explain that adults make decisions about starting a family when ready. Identify who provides support for new parents (family, community, health services). 4. Conception to Birth – Key Skills (Age-appropriate, scientific, non-explicit) Understand that a baby develops inside the uterus during pregnancy. Describe the basic stages of human development from conception to birth. Recognise that conception happens when a sperm and egg join (no details required). Understand the timeline of pregnancy and how the baby grows. Know that only adults who are ready and able to care for a child choose to have a baby. 5. Boyfriends and Girlfriends – Key Skills (Focus on friendships, respect, and boundaries) Recognise that relationships should be respectful, kind and safe. Understand that it's normal to have friendships and crushes, but no one should feel pressured to be in a relationship. Identify the qualities of a healthy relationship (respect, trust, communication). Set personal boundaries and respect the boundaries of others. Know who to speak to if a relationship or friendship feels uncomfortable. 6. Real Self and Ideal Self – Key Skills Differentiate between the person they are now (real self) and goals for who they want to become (ideal self). Set realistic expectations for themselves. Recognise that confidence comes from actions, values and effort—not perfection. Challenge unhelpful comparisons with others. Develop resilience by understanding that growth takes time. 7. The Year Ahead – Key Skills Set personal goals for learning, wellbeing and friendships. Identify strategies to stay organised and manage responsibilities. Recognise challenges of transition and how to cope with them. Use self-motivation and resilience as they prepare for secondary school. Seek help from trusted adults when facing difficulties.
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National Curriculum links to topic Aims: Key stage 2 Pupils should be taught: Key stage 3 Pupils should be taught:	During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils’ increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities. At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.
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Key vocabulary	Being Me 1. - Goals - Worries - Fears - Value - Welcome 2. - Choice - Ghana - West Africa - Cocoa plantation - Cocoa pods - Rights - Community - Education 3. - Wants - Needs - Maslow - Empathy - Comparison - Opportunities - Education 4. - Choices - Behaviour - Rights - Responsibilities - Rewards - Consequences - Empathise - Learning Charter - Obstacles 5. - Rights - Responsibilities - Rewards - Consequences - Cooperation - Collaboration - Legal - Illegal - Lawful 6. - Laws - Learning Charter - Collaboration - Participation - Motivation - Rights - Responsibilities - Rewards - Consequences - Democracy - Decision - Proud	Dreams and Goals 1. - Dream - Goal - Learning - Strengths - Stretch - Achievement - Personal - Realistic - Unrealistic 2. - Dream - Hope - Goal - Feeling - Achievement - Success - Criteria Learning steps 3. - Dream - Feeling - Achievement - Global - Issue - Suffering - Concern 4. - Dream - Achievement - Money - Sponsorship - Suffering 5. - Dream - Goal - Suffering - Leadership skills 6. - Admire - Achievement - Praise - Compliment - Contribution - Recognition Healthy Me 1. - Responsibility - Choice - Immunisation - Prevention 2. - Drugs - Effects - Motivation - Prescribed - Unrestricted	Relationships 1. - Mental health - Ashamed - Stigma - Stress - Anxiety - Support 2. - Mental health - Worried - Signs - Stress - Anxiety - Warning - Support 3. - Emotions - Feelings - Sadness - Loss - Grief - Denial - Despair - Guilt - Shock - Anger - Acceptance 4. - Power - Control - Authority - Bullying - Assertive - Strategies 5. - Risks - Pressure - Influences - Self-control - Real/Fake - AI (Artificial Intelligence) 6. - Communication - Technology - Power - Control - Cyberbullying - Abuse - Safety Changing Me 1. - Self-image - Self-esteem - Real self - Celebrity 2.
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Year 7	Being Me Who am I? Students can recognise that identity is affected by a range of factors, I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.) My Influences I can understand that identity is affected by a range of factors, I can identify what influences my life. Peer Pressure and Belonging I understand how peer pressure operates within groups, I can achieve an appropriate level of independence from others while maintaining positive relationships with them. My online identity I can recognise how I present myself online, I understand how my online identity can affect what others think and feel about me What are the consequences of what I do and say online? I understand what can influence my behaviour online, I understand that what I say and do online can have consequences for myself and others. Celebration Difference Prejudice and discrimination PSHE Learning Intentions. Students can describe what prejudice and discrimination are. They know what bystanders are and their impact on bullying. They can explain some ways the Equality Act protects against prejudice and discrimination. Social and Emotional Skills Learning Intentions. Students know how they can challenge prejudice and discrimination assertively and can be assertive when appropriate. They can identify what is important to them and what they would expect from themselves. Bubbles of Influence PSHE Learning Intentions. Students can challenge my own and others' attitudes and values, and accept difference in others. Social and Emotional Skills Learning Intentions. Students can see the world from other people's points of view and take account of their intentions, preferences and beliefs. Students know they have choices in how they allow others to influence each other. Challenging Stereotypes PSHE Learning Intentions. Students can understand the wide range of roles in society and the variety of individuals that	Dreams and Goals What are my dreams and goals? PSHE Learning Intentions. Students can identify their dreams and goals and recognise that these may change over time Social and Emotional Skills Learning Intentions. Students can set goals and challenges for themselves, set criteria for success and celebrate when they can achieve them. Achieving my dreams and goals PSHE Learning Intentions. Students can identify the key skills they will need for success in future careers, like communication, creativity, and problem-solving Social and Emotional Skills Learning Intentions. Students can reflect on their dreams and goals to start thinking about their future. Coping Strategies PSHE Learning Intentions. Students can use their experiences, including mistakes and setbacks, to make appropriate changes to any plans and behaviour Social and Emotional Skills Learning Intentions. Students can anticipate and plan to work around or overcome potential obstacles. They can identify barriers to achieving a goal and identify how they are going to overcome them. Building skills for the future and teamwork PSHE Learning Intentions. Students can apply imagination and critical thinking to design a creative solution for a futuristic challenge. They can reflect on their own dreams, goals, and skills, and think about how they keep developing them for the future. Social and Emotional Skills Learning Intentions. Students can work respectfully and cooperatively with others in a team, listening to different perspectives. They can communicate their ideas clearly and confidently, while also supporting their peers and teammates. How making risky or unsafe choices can affect someone’s dreams and goals PSHE Learning Intentions. Students can give an example of when a risky or unsafe choice could affect a person’s dreams and goals. Social and Emotional Skills Learning Intentions. They can understand that a risky or unsafe choice could affect their own dreams and goals First Aid – This topic is optional and will be discussed with the tutor team	Relationships Qualities of Healthy Relationships PSHE Learning Intentions. Students can identify characteristics and benefits of positive, strong, supportive relationships. They can understand what expectations might be of having a romantic relationship. They understand what is meant by consent. Social and Emotional Skills Learning Intentions. They understand/recognise the range of positive qualities people bring to relationships and understand why respect for the other person's wishes is important in relationships. My changing supportive relationships PSHE Learning Intentions. Students can identify the supportive relationships in their life. They know that relationships change and can suggest how to manage this. Social and Emotional Skills Learning Intentions. Students can understand/recognise the characteristics of some of the supportive relationships in their life and can recognise that emotions and feelings can change regularly. Getting on and falling out PSHE Learning Intentions. Students can identify why people sometimes fall out. They can suggest ways to manage conflict within their friendship groups. Social and Emotional Skills Learning Intentions. They can identify emotions that can be associated with falling out. Discerning external factors in relationships PSHE Learning Intentions. Students can understand that discernment is an important skill when being a consumer of media/ Social and Emotional Skills Learning Intentions. They can understand discernment and how it is important in relationships. Assertiveness in relationships PSHE Learning Intentions. Students can recognise when to use assertiveness in some of their relationships. They can understand the personal and legal consequences of sexting. Social and Emotional Skills Learning Intentions. They can suggest skills which will keep their relationships happy and healthy. They can apply assertiveness to their own relationships when appropriate.
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	operate within them. They understand what stereotyping means and its potential impact and can define stereotyping and explain why it is unhelpful. Social and Emotional Skills Learning Intentions Students know what makes them a unique individual, and can think about themselves and others on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.).	Healthy Me Nutrition and Exercise I understand how physical activity can help combat stress. Students understand the positive impact of healthy lifestyle choices such as good nutrition, exercise on their body and mind Social and Emotional Skills Learning Intentions - Stuednts can explain why everyone needs to take responsibility for their health	Changing Me Puberty PSHE Learning Intentions. Students can understand the changes that happen to someone’s body during puberty. They can understand how some of the changes that happen during puberty can affect their own feelings and emotions. Social and Emotional Skills Learning Intentions. They can express how they feel about the changes that happen during puberty, and that people develop at different rates, and what to do if they are concerned.
	Human Rights and Protective Characteristics PSHE Learning Intentions. Students can challenge prejudice and discrimination assertively. They know what the United Nations Universal Declaration of Human Rights is and how it protects people. They know what the Equality Act is and can give some examples of protected characteristics. Social and Emotional Skills Learning Intentions. Students understand the impact of bullying, prejudice and discrimination on those involved and can think through how this can be alleviated. They can take others' thoughts and feelings into account in how to manage relationships. They know where and how to get help if they are on the receiving end of bullying, prejudice or discrimination (local and national sources of help).	Sleep PSHE Learning Intentions. Students will understand the positive impact of healthy lifestyle choices such as good sleep on their body and mind Social and Emotional Skills Learning Intentions. Students can explain why good sleep is important and how it can have an impact on their physical and mental well-being Stress PSHE Learning Intentions – Students can explain ways to help themselves when they feel stressed and to recognise feelings of being stressed, and the triggers associated with this Social and Emotional Skills Learning Intentions. Students can describe techniques use to manage their emotions	Having a baby PSHE Learning Intentions. Students know some of the ways a baby can be conceived. They understand how a baby develops inside the uterus and is born. Social and Emotional Skills Learning Intentions. They can express the different feelings and choices that people may have and make about conception, pregnancy and having a baby. They can appreciate that a baby comes with responsibilities.
	Bullying PSHE Learning Intentions. Students can understand what bullying is and what it is not and some of the motivations behind bullying behaviours. Social and Emotional Skills Learning Intentions. Students understand the impact bullying, prejudice and discrimination can have on those involved, and can use appropriate strategies to alleviate this and support them. They know where and how to get help if they are on the receiving end of bullying, prejudice or discrimination (local and national sources of help).	Health protection & Systems PSHE Learning Intentions. Students can explain ways to help themselves when they feel stressed. They can recognise when they feel stressed, and the triggers associated with this Social and Emotional Skills Learning Intentions. Students can describe techniques to use to manage their emotions. Substances – nicotine & caffeine PSHE Learning Intentions. Students know about different substances and the effects they have on the body and why some people use them. They understand that they can make choices about their own lifestyle Social and Emotional Skills Learning Intentions. Students know what makes them feel good and know how to enjoy themselves in ways that are not damaging to them and others.	Family relationships and choices PSHE Learning Intentions. Students know there are different types of committed stable relationships and that some people may choose to have children or not. They can make links between positive, healthy family relationships and effective parenting. They can identify some of the roles and responsibilities of being a parent. Social and Emotional Skills Learning Intentions. They can understand that stable intimate relationships can be linked to happiness. Image and self-esteem PSHE Learning Intentions. Students know that the media can have a positive or negative impact on a person's self-esteem or body image. They know where to go for help if they are worried about their body image or self-esteem. Social and Emotional Skills Learning Intentions. They understand how self-image is linked to self-esteem and can identify strategies to build their own self-esteem.
			My changing feelings PSHE Learning Intentions. Students know about some of the changes in their brain during puberty. They are aware of some of the emotional changes during puberty. They know where to access support if they are worried about adolescence. Social and Emotional Skills Learning Intentions. They know some ways to

			support themselves and others during times of change.
Disciplinary Knowledge (Key skills)			
Year 7	Being Me 1. Who am I? – Key Skills Recognise personal strengths, interests and qualities. Describe aspects of identity (personality, values, culture, family, experiences). Reflect on how identity can change and grow over time. Develop self-awareness and positive self-esteem. Respect differences in other people’s identities. 2. My Influences – Key Skills Identify different influences (family, friends, culture, media, trends). Recognise positive and negative influences on choices and behaviour. Explain how role models shape aspirations and actions. Think critically about messages they see in everyday life. Make independent, informed decisions based on personal values. 3. Peer Pressure and Belonging – Key Skills Define peer pressure and explain how it works. Recognise the difference between positive and negative peer influence. Use assertive skills to resist pressure safely. Understand why belonging to a group feels important. Support others who may be feeling left out or pressured. 4. My Online Identity – Key Skills Explain what an online identity is and how it might differ from offline identity. Recognise how photos, posts and usernames shape others’ perceptions. Understand how digital footprints are created. Make safe and responsible choices about what to share online. Protect personal privacy and information. 5. What Are the Consequences of What I Do and Say Online? – Key Skills Identify how online actions can affect themselves and others (emotionally, socially, legally). Explain the permanence of digital content and the impact of digital footprints. Recognise harmful online behaviours (trolling, harassment, sharing unkind content). Apply respectful communication online and offline. Know how to report, block or seek help in unsafe or uncomfortable online situations. Celebrating Difference 1. Prejudice and Discrimination – Key Skills	Dreams and Goals 1. What Are My Dreams and Goals? – Key Skills Identify personal hopes, dreams and short-/long-term goals. Reflect on what motivates them and what they enjoy. Recognise how interests, strengths and values shape ambitions. Describe what success means to them. Respect that everyone’s dreams and goals are different. 2. Achieving My Dreams and Goals – Key Skills Break down goals into manageable steps. Plan simple actions needed to achieve a goal. Use organisation and time-management skills. Recognise obstacles that might get in the way. Show perseverance and adaptability when plans change. 3. Coping Strategies – Key Skills Identify feelings linked to challenge, disappointment or stress. Recognise when they are struggling and need help. Use positive coping strategies (breathing, talking to someone, problem-solving). Develop emotional resilience when facing setbacks. Know how to seek support from trusted adults. 4. Building Skills for the Future & Teamwork – Key Skills Recognise transferable skills (communication, problem-solving, creativity). Work cooperatively with others toward shared goals. Listen to other people’s ideas and contribute respectfully. Resolve simple disagreements within a group. Reflect on their role in a team and how they can improve. 5. How Making Risky or Unsafe Choices Can Affect Someone’s Dreams and Goals – Key Skills Identify what risky or unsafe choices might look like (online, social, health-related). Recognise the potential short- and long-term consequences of unsafe behaviour. Assess risks and make safer, informed decisions.	Relationships 1. Qualities of Healthy Relationships – Key Skills Identify what makes a relationship healthy (trust, respect, kindness, equality, boundaries). Recognise the difference between healthy, unhealthy and abusive behaviours. Describe how positive communication supports healthy relationships. Show empathy and consideration for others’ feelings. Understand personal boundaries and how to respect others’ boundaries. 2. My Changing Supportive Relationships – Key Skills Recognise which people provide support (family, friends, teachers, community). Identify how relationships can change during adolescence. Explain how to ask for help when it’s needed. Build new positive connections while maintaining important existing ones. Reflect on who they trust and why. 3. Getting On and Falling Out – Key Skills Explain why disagreements happen and that they are normal. Use strategies to manage conflict calmly. Listen to others’ viewpoints without interrupting. Resolve differences using negotiation and compromise. Reflect on their own role in conflicts and how to repair relationships. 4. Discerning External Factors in Relationships – Key Skills Recognise influences on relationships (social media, peer pressure, stereotypes, advertising). Identify when influence becomes unhealthy or manipulative. Evaluate messages about friendships and relationships seen online. Develop critical thinking to make independent, safe decisions. Understand how comparison culture can affect self-esteem and friendships. 5. Assertiveness in Relationships – Key Skills Communicate needs, feelings and boundaries clearly but respectfully. Say no confidently when needed. Differentiate between passive, aggressive and assertive behaviour. Respond to pressure with assertive techniques (e.g., repeating a firm statement, walking away). Support others to make assertive choices too.

	Define what prejudice and discrimination mean. Identify different forms of discrimination (e.g., racism, sexism, ableism, homophobia). Recognise how prejudice can affect individuals and communities. Show empathy and respect toward people who are different from themselves. Challenge unfair or prejudiced behaviour safely and appropriately.	Explain how harmful choices can affect education, relationships and future opportunities. Use assertiveness to resist pressure and protect their goals.	
	2. Bubbles of Influence – Key Skills (Also known as understanding "circles of influence" or "what I can and can't control") Identify what they can control, what they can influence, and what is outside their control. Explain how focusing on controllable factors reduces stress and worry. Recognise when a situation is too big to handle alone and know when to seek help. Use problem-solving strategies within their bubble of influence. Reflect on personal responsibilities and choices in different situations.	Healthy Me 1. Nutrition and Exercise – Key Skills Identify the main food groups and what the body needs to stay healthy. Explain what a balanced diet is and why it is important. Recognise the benefits of regular physical activity for physical and mental health. Make simple, healthy choices about food and activity in daily life. Interpret basic nutritional information (e.g., food labels, sugar content). 2. Sleep – Key Skills Explain why sleep is important for growth, concentration and wellbeing. Identify how much sleep young people need and signs of sleep deprivation. Recognise behaviours that improve sleep (healthy routines, limits on screens). Create a simple sleep routine or plan to support good rest. Reflect on how sleep affects mood, learning and physical health. 3. Stress – Key Skills Define stress and understand that everyone experiences it. Identify common sources of pressure (schoolwork, friendships, changes). Recognise physical and emotional signs of stress. Use basic stress-management strategies (breathing techniques, organisation, talking to someone). Know when to seek help from a trusted adult. 4. Health Protection & Systems – Key Skills (Understanding how health is kept safe at personal and public levels) Describe basic body systems relevant to health (respiratory, circulatory, immune). Recognise the role of hygiene, vaccinations and medical advice in preventing illness. Identify how to access health services (GP, pharmacy, school nurse). Understand simple first-aid principles and how to respond in an emergency. Make informed choices about staying safe and protecting others. 5. Substances – Nicotine & Caffeine – Key Skills Explain what nicotine and caffeine are and where they are found (vapes, cigarettes, energy drinks). Recognise the short- and long-term effects on the body (sleep disruption, addiction, heart rate). Identify risks linked with early use, including peer pressure and misleading marketing.	Changing Me 1. Puberty – Key Skills Identify physical and emotional changes that occur during puberty for boys and girls. Recognise that puberty happens at different times for different people. Describe the role of hormones in physical and emotional development. Develop strategies to manage mood changes, hygiene, and self-care. Respect that everyone experiences puberty differently. 2. Having a Baby – Key Skills Understand the basics of human reproduction in a simplified, age-appropriate way. Recognise the responsibilities involved in caring for a baby. Explain how family, support networks, and community services help parents. Reflect on the life changes and challenges that come with becoming a parent. Develop empathy for parents and carers. 3. Family Relationships and Choices – Key Skills Identify different family structures and roles. Recognise the importance of support, care, and respect within families. Explain how relationships with family members can change over time. Make thoughtful choices about personal behaviour in family settings. Resolve conflicts within families using communication and compromise. 4. Image and Self-Esteem – Key Skills Recognise what self-esteem and body image are. Identify positive ways to improve self-esteem and confidence. Recognise external influences on body image (media, peers, social media). Reflect on personal strengths and achievements. Demonstrate self-respect and respect for others' differences. 5. My Changing Feelings – Key Skills Identify a range of emotions and how they might change over time. Recognise that mood changes during adolescence are normal. Develop strategies to manage strong emotions (e.g., talking, journaling, relaxation). Express feelings in a safe and respectful way. Understand the connection between feelings, behaviour, and relationships.

		Use refusal and assertiveness strategies to avoid unwanted pressure. Make informed, healthy decisions about safe substance use and avoidance.	
National Curriculum links to topic			
National Curriculum links to topic Aims: Key stage 3 Pupils should be taught: Key stage 4 Pupils should be taught:	At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.		
Key vocabulary	Being Me 1. - Unique - Influence - Individual - Attitudes - Values 2. - Influence - Influencers - Emotions - Self Esteem 3. - Peer pressure - Similarities - Differences - Positive relationships 4. - Online identity - Online reputation - Privacy 5. - Sexting - Influencer Celebrating Differences 1. - Discrimination - Prejudice 2. - Influence - Values 3. - Stereotype 4. - Equality - Human rights - Bullying - Prejudice - Discrimination 5. - Bullying Cyberbullying	Dreams and Goals 1. - Success - Dreams - Goals 2. - Work - Technology - Change 3. - Failure - Setback - Growth mindset - Fixed mindset 4. - Influence - Consequence 5. - Group - Gang - Exploitation - County lines Healthy Me 1. - Mindfulness - Emotion - Thinking - Instinct 2. - Carbohydrates - Energy 3. - Light sleep - Deep sleep - REM sleep 4. - Stress 5. - Illness - Medicine - Pharmacy - Active ingredient - Drug Substance	Relationships 1. - Consent - Relationship 2. - Supportive - Trust - Honesty - Open communication 3. - Conflict - Friendship 4. - Social media - Discernment - Fake news - Authenticity 5. - Assertive - Passive - Aggressive - Sexting Changing Me 1. - Puberty - Physical changes - Emotions 2. - Conception - Uterus 3. - Family - Relationships - Parent 4. - Body image - Self-esteem - Beauty 5. - Sleep Diet - Physical activity Mood regulation

Assessment checkpoint and evidence of learning	Discussion. Socratic Questioning -Probe assumption, question viewpoints, probe consequences, question the question.	Discussion. Socratic Questioning -Probe assumption, question viewpoints, probe consequences, question the question.	Discussion. Socratic Questioning -Probe assumption, question viewpoints, probe consequences, question the question.	Discussion. Socratic Questioning -Probe assumption, question viewpoints, probe consequences, question the question.	Discussion. Socratic Questioning -Probe assumption, question viewpoints, probe consequences, question the question.	Discussion. Socratic Questioning -Probe assumption, question viewpoints, probe consequences, question the question.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me Celebrating Difference		Dreams & Goals Healthy Me		Relationships Changing Me	
Key Substantive Knowledge: What will students learn?						
Year 8	Being Me Who am I? PSHE Learning Intentions. Students can appreciate that identities are complex and can change over time. They can appreciate the similarities, differences and diversity of people’s identities. Social and Emotional Skills Learning Intentions. Students understand that faith, families, communities and cultures influence identity and can start to identify the influences in their life. My ‘family’ PSHE Learning Intentions. Students understand about collective and individual identities and cultural diversity. They understand the influence family has on self-identity. Social and Emotional Skills Learning Intentions. Students can make sense of what has happened their life. They can understand the influences from their own history and how they have shaped their self-identity, including those that have been chosen to reject. ‘Family factors’ PSHE Learning Intentions. Students can define what stereotypes are. Social and Emotional Skills Learning Intentions. They can listen actively to other people. Students can identify what is important for them and what to expect from themselves, taking into account the beliefs and expectations of, for example, ‘my family’. The power of first impressions PSHE Learning Intentions. Students understand that first impressions can lead to judgements that may be misinformed. Social and Emotional Skills Learning Intentions. Students understand to make accurate and inaccurate assumptions about my own and others’ identities. Students understand that they can make choices about the influences and accept as part of their personal identity. Faith and beliefs		Dreams & Goals Your long-term goals PSHE Learning Intentions. Students can explain the difference between short-term and long-term goals. They can set their own career, personal, academic, and financial goals. They can understand what “grit” means and why it is important for success. Social and Emotional Skills Learning Intentions. Students can identify areas where they may need to expand their skills and how they might do this. What money can’t buy PSHE Learning Intentions. Students understand some of the positive and negative roles that money can play in society. Social and Emotional Skills Learning Intentions. Students understand that people have different relationships with money. They understand that money can be a divisive element in relationships and communities. They are able to form their own opinions on moral issues around money. Online safety PSHE Learning Intentions. Students can describe how activity online can be both positive and negative. Social and Emotional Skills Learning Intentions. Students can identify the steps to protect their online identity and avoid anything that can negatively impact they future aspirations. Money and earnings PSHE Learning Intentions. Students understand the variations in income across the world. Social and Emotional Skills Learning Intentions. Students understand that money can be a divisive element in relationships and communities. They can make reasoned judgements about spending. The price of life		Relationships Being in control of myself PSHE Learning Intentions. Students understand that relationship skills must be learned and practised, including the one with ourselves. Social and Emotional Skills Learning Intentions. Students understand that social media can affect both positively and negatively how they feel about themselves. Being in control of my relationships PSHE Learning Intentions. Students understand that relationships can cause strong feelings and emotions. They understand the features of positive and stable relationships. They understand that all relationships have positive and less positive aspects. Social and Emotional Skills Learning Intentions. Students understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised. Being in control of my personal space PSHE Learning Intentions. Students can define what is meant by personal space and how this varies across relationships. They can discuss how personal space differs across different cultures. Social and Emotional Skills Learning Intentions. Students understand etiquette and manners in relation to privacy both online and offline. They know some steps that can be taken if their personal space, privacy or both are being threatened. Staying safe in the physical world PSHE Learning Intentions. Students understand what is meant by control, power balance and coercion in a relationship. They understand that carrying a knife can lead to serious consequences for them and others around them. Social and Emotional Skills Learning Intentions. Students know what a good relationship looks like and how to protect themselves from an unhealthy relationship. They know where to seek help if they feel unsafe in a relationship.	

	PSHE Learning Intentions. Students understand that there is a range of beliefs within any community and can recognise the beliefs they hold as important to them. They can appreciate that people’s faiths and beliefs can affect their personal identity. Social and Emotional Skills Learning Intentions. Students can see the world from other people’s points of view and understand their beliefs. They respect people’s right to hold their own views and beliefs.	PSHE Learning Intentions. Students can explain why it is important to keep track of spending. Social and Emotional Skills Learning Intentions. Students understand that money can be a divisive element in relationships and communities. They can reflect on the effect money can have on mental health, including their own.	Staying safe in the online world PSHE Learning Intentions. Students understand how to use social media appropriately, safely and legally. They can give examples of how personal safety can be compromised online. Social and Emotional Skills Learning Intentions. They understand some of the emotional risks associated with inappropriate use of social media. They know what to do if I’m worried about my online or offline safety.
	Celebrating Differences Prejudice and discrimination PSHE Learning Intentions. Students can recognise the challenges faced by individuals when trying to make positive change. They can give examples of individuals who have made a positive contribution despite prejudice and discrimination. Social and Emotional Skills Learning Intentions. Students can describe the positive feelings that result from doing something positive. Injustice PSHE Learning Intentions. Students can give examples of social injustice. They can describe what inequality means in the UK. Social and Emotional Skills Learning Intentions. Students can give examples of the benefits of living in a multicultural society. When things go right PSHE Learning Intentions. Students can give examples of social injustice. Social and Emotional Skills Learning Intentions. They can challenge prejudice and discrimination. Bullying PSHE Learning Intentions. Students can define what is and what is not bullying. They can give examples of LGBT bullying and can describe the steps that can be taken to challenge LGBT bullying. Social and Emotional Skills Learning Intentions. Students understand and explain the emotional impact of LGBT bullying on both victim and perpetrator. How can I make a difference PSHE Learning Intentions. Students can make a positive contribution to their community. They recognise that the choices they make will have an impact on the ability to develop self-confidence and integrity. Social and Emotional Skills Learning Intentions. Students can recognise the benefits of helping others. They understand that taking positive action can support mental wellbeing.	Healthy Me Supporting myself and my health PSHE Learning Intentions. Students can describe the actions that can be taken to support good physical health. They can list some factors that help to ensure good health in the longer term. Social and Emotional Skills Learning Intentions. Students can understand their responsibility for their health and can state some links between physical and emotional health. Risks and substances PSHE Learning Intentions. Students can outline what the law says about substance use and possession. They can describe some of the links between substance use, including the effects on mental and physical health. Social and Emotional Skills Learning Intentions. Students are aware of some steps that can be taken to avoid engaging in high-risk behaviour in relation to substance use. They know how they can keep safe and well. Protecting my physical health PSHE Learning Intentions. Students can describe the actions that can be taken to support good physical health. They can list some factors that can positively and negatively affect long term health. They can evaluate which health habits are easier than others to maintain. Social and Emotional Skills Learning Intentions. Students can state some links between dental health and physical and emotional health. Vaccinations PSHE Learning Intentions. Students can explain the role of vaccinations in preventing illness. They can recall examples of different vaccinations. Social and Emotional Skills Learning Intentions. Students can form their own opinion on whether vaccinations are good for our community. Peer pressure and vaping PSHE Learning Intentions. Students understand the health risks of vaping and why nicotine is harmful. They know the laws around vaping for under 18’s and the possible consequences. Social and Emotional Skills Learning Intentions. Students can practice confident ways to say ‘no’ to peer	Changing Me Different types of relationship PSHE Learning Intentions. Students know different types of close, intimate relationships that people can have. They know what happens physically and emotionally when individuals experience physical attraction. Social and Emotional Skills Learning Intentions. Students know that intimate relationships do not have to involve sex. They know some of the positive behaviours seen in healthier, intimate relationships. What’s in a relationship? PSHE Learning Intentions. Students understand the positive aspects of having a girlfriend or boyfriend. They can describe some of the behaviours you would expect to find in a healthy romantic relationship. Social and Emotional Skills Learning Intentions. Students can identify what you would seek in a boyfriend/girlfriend relationship. They can compare and contrast the key features of healthier and less healthy romantic relationships. Looks and smiles PSHE Learning Intentions. Students understand the range of feelings associated with attraction. They know where to get information to safely explore feelings about sexuality. Social and Emotional Skills Learning Intentions. Students recognise that attraction towards others takes many forms and can change over time. Pornography and understanding relationships PSHE Learning Intentions. Students know that pornographic images do not reflect reality. They know how pornography can affect expectations and self-image. Social and Emotional Skills Learning Intentions. Students recognise the role of pornography in society. They understand the negative influence pornography can have on relationships. Alcohol PSHE Learning Intentions. Students can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex. They know what the law says in relation to sex and alcohol. They can discuss the steps someone could

		pressure and make my own choices. They can recognise how peer pressure can have a big influence on emotions and decision making.	take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol. Social and Emotional Skills Learning Intentions. Students can describe the behaviour changes that can occur when people drink alcohol.
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Disciplinary Knowledge (Key skills)

Year 8	Being Me 1. Who am I? – Key Skills Describe different aspects of personal identity (values, personality, background, interests). Reflect on how identity changes through adolescence. Recognise how experiences shape self-understanding. Develop confidence in expressing who they are. Respect the identities of others, even when different from their own. 2. My Family – Key Skills Identify a range of family structures and relationships. Explain what makes a family supportive and healthy (communication, care, respect). Recognise how roles within a family can change as young people grow. Develop skills for resolving disagreements within families. Show empathy and understanding for different family situations. 3. Family Factors – Key Skills (Understanding how circumstances at home can affect wellbeing) Identify factors that can affect family life (finances, illness, separation, culture, responsibilities). Recognise how challenges at home may impact emotions, schoolwork or friendships. Know how to seek help if they or someone else is struggling with family pressures. Develop resilience and coping strategies for managing difficult situations. Understand that every family faces different pressures and experiences. 4. The Power of First Impressions – Key Skills Explain how first impressions are formed (appearance, behaviour, stereotypes). Recognise that first impressions can be inaccurate or unfair. Reflect on their own assumptions and judgements. Use positive communication skills when meeting new people.	Dreams & Goals 1. Your Long-Term Goals – Key Skills Identify personal long-term goals and ambitions for education, work and life. Break goals into smaller, achievable steps. Recognise the qualities needed to reach goals (motivation, resilience, planning). Reflect on how interests and strengths may shape future pathways. Adapt goals when circumstances change while staying committed. 2. What Money Can’t Buy – Key Skills Recognise the difference between material wants and emotional needs. Explain the importance of non-material values (friendship, health, happiness, morality). Reflect on how experiences, relationships and choices shape wellbeing more than possessions. Develop decision-making based on values rather than status or pressure. Challenge unhelpful societal messages about money and self-worth. 3. Online Safety – Key Skills Recognise risks online (scams, grooming, misinformation, oversharing, digital footprints). Use strategies to protect personal information and privacy. Identify harmful or manipulative online behaviours (pressure, coercion, fake profiles). Apply respectful and responsible behaviour online. Know how to report issues, block users, and seek help in unsafe situations. 4. Money and Earnings – Key Skills Understand where money comes from (jobs, benefits, gifts, pocket money). Explain the basics of earnings: wages, salary, taxes, savings. Recognise the link between skills, qualifications and future earning potential. Develop simple budgeting skills and prioritising needs over wants. Evaluate how spending choices affect long-term financial wellbeing.	Relationships 1. Being in Control of Myself – Key Skills Recognise their own emotions, impulses, and triggers. Use strategies to manage strong emotions (e.g., anger, stress, frustration). Demonstrate self-regulation in difficult situations. Reflect on how their behaviour affects themselves and others. Take responsibility for actions and decisions. 2. Being in Control of My Relationship – Key Skills Recognise the difference between healthy and unhealthy relationship dynamics. Set clear personal boundaries in relationships. Communicate needs and feelings assertively and respectfully. Recognise controlling or manipulative behaviour in others. Develop strategies to maintain equality and respect in relationships. 3. Being in Control of My Personal Space – Key Skills Understand that everyone has the right to personal space and boundaries. Recognise situations where personal space is being invaded. Assertively communicate boundaries in different contexts (physical, emotional, online). Respect the personal space and boundaries of others. Reflect on how maintaining personal space contributes to wellbeing and safety. 4. Staying Safe in the Physical World – Key Skills Recognise everyday physical risks (strangers, road safety, unsafe environments). Use strategies to reduce personal risk in public places. Understand basic self-protection and first-aid principles. Know when and how to seek help from trusted adults. Reflect on the consequences of risky or unsafe choices.
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	Challenge stereotypes and unconscious bias respectfully. 5. Faith and Beliefs – Key Skills Recognise that people hold many different faiths, beliefs and worldviews. Explain how beliefs influence identity, values and behaviour. Show respect for differences in religion, culture and belief systems. Discuss beliefs sensitively, using appropriate language. Understand how shared values can unite people from different backgrounds.	5. The Price of Life – Key Skills (Understanding societal values, ethical choices & financial impact on wellbeing) Discuss why life and wellbeing have value beyond money. Explain how financial inequality affects opportunities and quality of life. Recognise how economic pressures can affect families, health and choices. Reflect on ethical issues such as fairness, access to healthcare, and global inequality. Develop empathy for people facing different life circumstances.	5. Staying Safe in the Online World – Key Skills Recognise online risks including scams, inappropriate content, grooming, and oversharing. Apply strategies to protect personal information and privacy. Use safe and responsible communication online. Identify harmful online behaviours and how to respond (report, block, seek help). Understand the long-term impact of their digital footprint on reputation and relationships.
	Celebrating Differences 1. Prejudice and Discrimination – Key Skills Define prejudice and discrimination and give examples in everyday life. Recognise how stereotypes and bias affect attitudes and behaviour. Explain the impact of discrimination on individuals and communities. Challenge unfair or prejudiced behaviour safely. Demonstrate empathy and respect for people from different backgrounds. 2. Injustice – Key Skills Identify situations that are unfair or unjust. Explain the difference between unfairness, inequality, and injustice. Recognise the impact of injustice on individuals, groups, and society. Develop strategies to respond to injustice appropriately. Reflect on personal responsibility in promoting fairness. 3. When Things Go Right – Key Skills Recognise positive social actions and successes in themselves and others. Reflect on achievements and what contributed to success. Understand the role of cooperation, fairness, and effort in achieving goals. Celebrate positive contributions and progress responsibly. Develop motivation to continue making positive choices. 4. Bullying – Key Skills Identify different types of bullying (physical, verbal, social, online). Recognise the difference between conflict, unkind behaviour, and bullying. Understand the emotional, social, and practical effects of bullying on all involved. Use strategies to prevent, challenge, and report bullying safely. Demonstrate assertiveness and empathy to support themselves and others. 5. How Can I Make a Difference – Key Skills Identify ways they can contribute positively to school, community, and society. Recognise that small actions can have meaningful impact.	Healthy Me 1. Supporting Myself and My Health – Key Skills Recognise what contributes to a healthy lifestyle (nutrition, sleep, physical activity, hygiene, screen balance). Explain the connection between physical health and emotional/mental wellbeing. Identify personal habits that support or harm their overall health. Use strategies to manage stress, worry, or low mood. Reflect on their personal health needs and how these may change during adolescence. Know how and where to seek reliable health advice and support. 2. Risks and Substances – Key Skills Identify different types of risky situations and behaviours. Assess risks using simple decision-making tools (e.g., consequences, harm, alternatives). Understand the effects and risks of substances such as nicotine, vaping products, alcohol, and high-caffeine drinks. Recognise how substance use can impact health, behaviour and future goals. Evaluate the influence of peers, media and advertising on substance use. Use assertive communication to resist pressure. 3. Protecting My Physical Health – Key Skills Explain the importance of regular exercise, healthy eating, hydration and sleep. Recognise early signs of physical illness or stress on the body. Practise basic self-care routines that help prevent illness or injury. Make informed decisions that support long-term health. Understand how personal hygiene and lifestyle choices affect overall physical wellbeing. 4. Vaccinations – Key Skills Understand the purpose of vaccinations and how they protect individuals and communities. Describe how the immune system responds to vaccines in simple terms.	Changing Me 1. Different Types of Relationships – Key Skills Identify a range of relationships (family, friends, romantic, online, community). Describe what healthy relationships have in common (respect, trust, communication). Recognise that relationships can change during adolescence. Respect differences in how people choose to form or express relationships. Understand boundaries and appropriate behaviour in different types of relationships. 2. What’s in a Relationship? – Key Skills Explain the qualities that make relationships healthy and positive. Recognise signs of unhealthy or unequal relationships. Use communication skills to express needs and listen to others. Understand the importance of consent, personal space and emotional safety. Reflect on how their behaviour affects others in a relationship. 3. Looks and Smiles – Key Skills (Focusing on appearance pressures & early attraction) Recognise that attraction and interest in others is a normal part of growing up. Understand that appearance-based judgments can be inaccurate or unfair. Reflect on how media, social media and peers influence perceptions of attractiveness. Develop confidence in their own identity rather than focusing on looks. Challenge stereotypes about beauty, popularity or “perfect” appearances. 4. Pornography and Understanding Relationships – Key Skills (Delivered safely: focusing on media literacy, unrealistic expectations & harm) Recognise that pornography is not designed for young people and is not a realistic model of relationships. Understand how pornography can give false ideas about bodies, consent and intimacy. Develop critical thinking skills about media influences.

	Plan initiatives or behaviours to promote fairness, kindness, and inclusion. Work collaboratively to make a positive change. Reflect on the outcomes of their actions and how they affect others.	Recognise common myths or misinformation and know how to check reliable sources. Explain why some vaccinations are offered during adolescence (e.g., HPV). Make informed choices about participating in school vaccination programmes. 5. Peer Pressure and Vaping – Key Skills Identify what peer pressure looks and feels like. Recognise the tactics used to encourage vaping, including social influence and online trends. Explain the health risks of vaping (nicotine addiction, lung irritation, long-term uncertainty). Demonstrate assertiveness strategies to decline vaping or unsafe behaviour. Reflect on how vaping or giving in to pressure can affect health, trust, relationships and future opportunities.	Know how to respond safely if they encounter inappropriate online content. Explain the importance of respect, consent and communication in real relationships. 5. Alcohol – Key Skills Identify the short- and long-term effects of alcohol on the body and behaviour. Understand the laws relating to alcohol use and underage drinking. Recognise how alcohol affects decision-making, safety and relationships. Assess risks in situations where alcohol is present. Use refusal and assertiveness skills to resist peer pressure.
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National Curriculum links to topic

National Curriculum links to topic Aims: Key stage 3 Pupils should be taught: Key stage 4 Pupils should be taught:	At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.
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Key vocabulary	Being Me 1. - Influences - Identity - Changes 2. - Family - Self identity - Community living - Cultures 3. - Stereotypes - Expectations - Stereotyping 4. - Judgement - Impressions - Misinformed - Assumptions 5. - Beliefs - Religion - Inclusive Celebrating Differences	Dreams and Goals 1. - Goals - Employability - Grit 2. - Money - Generosity 3. - Online - Digital footprint 4. - Economy - Consumer Interest - Tax - Businesses - Government 5. - Receipt - National Insurance - Payslip - Income - Spending - Debt - Bank account	Relationships 1. - Body image - Self- awareness - Positive influence - Negative influence 2. - Supported - Safe 3. - Physical personal space - Mental personal space - Introvert - Extrovert 4. - Knife crime - Power imbalance - Coercion 5. - Social media - Personal data Changing Me 1. - Physical attraction
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