



KS3 PSHE Curriculum Map

	Year 7	Year 8	Year 9
Term 1			
Domain	Living in the wider world	Living in the wider world	Living in the wider world
Skills	<p><i>Transition into secondary</i></p> <ul style="list-style-type: none"> ● T1. understanding secondary timetables ● T2. understanding and using Google Apps including Gmail, Calendar, Google Classroom ● T3. emailing etiquette and skills ● T4. personal organisation and time management skills <p><i>Learning skills</i></p> <ul style="list-style-type: none"> ● L1. study, organisational, research and presentation skills ● L2. to review their strengths, interests, skills, qualities and values and how to develop them ● L3. to set realistic yet ambitious targets and goals <p><i>Choices and Pathways</i></p> <ul style="list-style-type: none"> ● L9. the benefits of setting ambitious goals 	<p><i>Learning skills</i></p> <ul style="list-style-type: none"> ● L1. study, organisational, research and presentation skills ● L2. to review their strengths, interests, skills, qualities and values and how to develop them ● L3. to set realistic yet ambitious targets and goals ● L6. the importance and benefits of being a lifelong learner <p><i>Choices and pathways</i></p> <ul style="list-style-type: none"> ● L7. about the options available to them at the end of key stage 3 and sources of information ● L8. about routes into work, training and other vocational and academic opportunities, and progression routes ● L9. the benefits of setting ambitious goals and being open to opportunities 	<p><i>Learning skills</i></p> <ul style="list-style-type: none"> ● L1. study, organisational, research and presentation skill ● L2. to review their strengths, interests, skills, qualities and values and how to develop them ● L3. to set realistic yet ambitious targets and goals ● L4. the skills and attributes that employers value ● L5. the skills and qualities required to engage in enterprise ● L6. the importance and benefits of being a lifelong learner <p><i>Choices and pathways</i></p> <ul style="list-style-type: none"> ● L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process ● L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life

			<ul style="list-style-type: none"> • L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
Methods of Assessment	<ul style="list-style-type: none"> • In-class practical assessment (google/IT skills) • Class Discussion • Presentations • Individual work- Summative/formative • Questioning 	<ul style="list-style-type: none"> • Individual work- Summative/formative • Class discussion • Presentations • Questioning 	<ul style="list-style-type: none"> • Individual work- Summative/formative • Class discussion • Presentations • Questioning
Domain	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
Skills	<p><i>Self concept</i></p> <ul style="list-style-type: none"> • H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing • H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health <p><i>Mental health and emotional wellbeing</i></p> <ul style="list-style-type: none"> • H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary • H7. the characteristics of mental and emotional health and strategies for managing these • H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need <p><i>Healthy lifestyles</i></p>	<p><i>Self concept</i></p> <ul style="list-style-type: none"> • H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) • H4. simple strategies to help build resilience to negative opinions, judgements and comments <p><i>Mental health and emotional wellbeing</i></p> <ul style="list-style-type: none"> • H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns • H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks <p><i>Healthy lifestyles</i></p> <ul style="list-style-type: none"> • H16. to recognise and manage what influences their choices about physical activity • H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices 	<p><i>Self concept</i></p> <ul style="list-style-type: none"> • H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing <p><i>Mental health and emotional wellbeing</i></p> <ul style="list-style-type: none"> • H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support • H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).] <p><i>Healthy lifestyles</i></p> <ul style="list-style-type: none"> • H19. the importance of taking

	<ul style="list-style-type: none"> • H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities • H14. the benefits of physical activity and exercise for physical and mental health and wellbeing • H15. the importance of sleep and strategies to maintain good quality sleep 	<ul style="list-style-type: none"> • H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices • H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection 	<p>increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.</p> <ul style="list-style-type: none"> • H21. how to access health services when appropriate • H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM
Methods of Assessment	<ul style="list-style-type: none"> • Structured Class discussion • Poster display • Word Mind maps • Role play activities • Individual work • Questioning 	<ul style="list-style-type: none"> • Structured class/ partner discussion • Presentations • Observed group activities • Individual work • Graffiti sheets • Questioning 	<ul style="list-style-type: none"> • Structured class/ partner discussion • Case study reviews • Role play activities • Individual work • Written assignments • Questioning
Term 2			
Domain	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
Skills	<p><i>Drugs alcohol and tobacco</i></p> <ul style="list-style-type: none"> • H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics • H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use • H28. the law relating to the supply, 	<p><i>Drugs alcohol and tobacco</i></p> <ul style="list-style-type: none"> • H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use • H27. the personal and social risks and consequences of substance use and misuse including occasional use <p><i>Managing risk and personal safety</i></p> <ul style="list-style-type: none"> • H33. how to get help in an emergency and perform basic first aid, including 	<p><i>Drugs alcohol and tobacco</i></p> <ul style="list-style-type: none"> • H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers • H29. about the concepts of dependence and addiction including awareness of help to overcome addictions <p><i>Managing risk and personal safety</i></p> <ul style="list-style-type: none"> • H32. the risks associated with

	<p>use and misuse of legal and illegal substances</p> <p><i>Managing risk and personal safety</i></p> <ul style="list-style-type: none"> • H30. how to identify risk and manage personal safety in increasingly independent situations, including online • H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety <p><i>Puberty and sexual health</i></p> <ul style="list-style-type: none"> • H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing 	<p>cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p><i>Puberty and sexual health</i></p> <ul style="list-style-type: none"> • H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) 	<p>gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling</p> <p><i>Puberty and sexual health</i></p> <ul style="list-style-type: none"> • H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted
Methods of Assessment	<ul style="list-style-type: none"> • Quizzes- True or false • Individual work • Class/peer discussions • Presentations • Displays- Posters, information sheets • Questioning 	<ul style="list-style-type: none"> • Quizzes • Class/ peer discussions • Debates • Practical assessments (Basic first aid) • Questioning 	<ul style="list-style-type: none"> • Quizzes • Class/ peer discussions • Individual work • Case studies • Displays- Posters, information sheets • Questioning
Domain		Relationships and Sex Education:	Relationships and Sex Education:
Skills		<p><i>Contraception and parenthood</i></p> <ul style="list-style-type: none"> • R35. the roles and responsibilities of parents, carers and children in families • R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children 	<p><i>Contraception and parenthood</i></p> <ul style="list-style-type: none"> • R32. the communication and negotiation skills necessary for contraceptive use in healthy • R33. the risks related to unprotected sex relationships (see also 'Health') • R34. the consequences of unintended pregnancy, sources of support and the options available
Methods of Assessment		<ul style="list-style-type: none"> • Individual work • Class/ peer discussions • Questioning 	<ul style="list-style-type: none"> • Individual work • Class/ peer discussions • Quizzes

			<ul style="list-style-type: none"> • Questioning
Term 3			
Domain	Relationships and Sex Education	Relationships and Sex Education	Relationships and Sex Education
Skills	<p><i>Positive relationships</i></p> <ul style="list-style-type: none"> • R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them • R2. indicators of positive, healthy relationships and unhealthy relationships, including online • R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation <p><i>Relationship values</i></p> <ul style="list-style-type: none"> • R10. the importance of trust in relationships and the behaviours that can undermine or build trust <p><i>Forming and maintaining respectful relationships</i></p> <ul style="list-style-type: none"> • R13. how to safely and responsibly form, maintain and manage positive relationships, including online • R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) • R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help 	<p><i>Positive relationships</i></p> <ul style="list-style-type: none"> • R4. the difference between biological sex, gender identity and sexual orientation • R5. to recognise that sexual attraction and sexuality are diverse • R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion <p><i>Relationship values</i></p> <ul style="list-style-type: none"> • R9. to clarify and develop personal values in friendships, love and sexual relationships • R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex <p><i>Forming and maintaining respectful relationships</i></p> <ul style="list-style-type: none"> • R15. to further develop and rehearse the skills of team working • R16. to further develop the skills of active listening, clear communication, negotiation and compromise • R18. to manage the strong feelings that relationships can cause (including sexual attraction) • R19. to develop conflict management skills and strategies to reconcile after disagreements 	<p><i>Positive relationships</i></p> <ul style="list-style-type: none"> • R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships • R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex <p><i>Relationship values</i></p> <ul style="list-style-type: none"> • R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships <p><i>Forming and maintaining respectful relationships</i></p> <ul style="list-style-type: none"> • R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations • R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships • R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support • R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them <p><i>Consent</i></p> <ul style="list-style-type: none"> • R25. about the law relating to sexual

	<p><i>Consent</i></p> <ul style="list-style-type: none"> ● R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances ● R26. how to seek, give, not give and withdraw consent (in all contexts, including online) <p><i>Bullying, abuse and discrimination</i></p> <ul style="list-style-type: none"> ● R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied <p><i>Social influence</i></p> <ul style="list-style-type: none"> ● R42. to recognise peer influence and to develop strategies for managing it, including online 	<p><i>Consent</i></p> <ul style="list-style-type: none"> ● R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected ● R29. the impact of sharing sexual images of others without consent ● R30. how to manage any request or pressure to share an image of themselves or others, and how to get help <p><i>Bullying, abuse and discrimination</i></p> <ul style="list-style-type: none"> ● R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships ● R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice <p><i>Social influences</i></p> <ul style="list-style-type: none"> ● R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support ● R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this 	<p>consent</p> <ul style="list-style-type: none"> ● R28. to gauge readiness for sexual intimacy ● R31. that intimate relationships should be pleasurable <p><i>Bullying, abuse and discrimination</i></p> <ul style="list-style-type: none"> ● R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others ● R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
Methods of Assessment	<ul style="list-style-type: none"> ● Questioning ● Class/ partner discussions ● Group activities ● Individual work/ Written assignments ● Case studies 	<ul style="list-style-type: none"> ● Questioning ● Individual work/ written assignments ● Displays ● Word Mind maps ● Quizzes 	<ul style="list-style-type: none"> ● Questioning ● Class/ partner discussions ● Debates ● Role play activities ● Case studies- group work

	<ul style="list-style-type: none"> • Role play activities • Quizzes 	<ul style="list-style-type: none"> • Discussions 	<ul style="list-style-type: none"> • Quizzes
Term 4			
Domain	Living in the wider world	Living in the wider world	Living in the wider world
Skills	<p><i>Financial choices</i></p> <ul style="list-style-type: none"> • L16. about values and attitudes relating to finance, including debt • L15. to assess and manage risk in relation to financial decisions that young people might make • L17. to manage emotions in relation to money <p><i>Media literacy and digital resilience</i></p> <ul style="list-style-type: none"> • L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity • L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media 	<p><i>Work and career</i></p> <ul style="list-style-type: none"> • L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work • L12. about different work roles and career pathways, including clarifying their own early aspirations <p><i>Media literacy and digital resilience</i></p> <ul style="list-style-type: none"> • L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues (Recap- as covered in information lit) • L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views • L24. to understand how the way people present themselves online can have positive and negative impacts on them • L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them 	<p><i>Employment rights and responsibilities</i></p> <ul style="list-style-type: none"> • L13. about young people's employment rights and responsibilities • L14. to manage emotions in relation to future employment <p><i>Financial choices</i></p> <ul style="list-style-type: none"> • L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions • L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams <p><i>Media literacy and digital resilience</i></p> <ul style="list-style-type: none"> • L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours • L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms
Methods of Assessment	<ul style="list-style-type: none"> • Displays- Posters/ information sheets/ graffiti sheets • Class/ partner discussions • Individual written assignments • Presentations • Questioning 	<ul style="list-style-type: none"> • Displays- Posters/ information sheets/ graffiti sheets • Written assignments- positive and negatives. • Class/partner discussions • Questioning 	<ul style="list-style-type: none"> • Displays- Posters/ information sheets/ graffiti sheets • Class/ partner discussions • Questioning • Reading comprehension • Debates

- Debates