

Appendix 1: PHSE Curriculum map including Relationships and Sex Education

Please note that this is a working, responsive document that is subject to change according to the needs of the students and the current, relevant societal issues

KS3 -KS4 PSHE Curriculum overview

Term	TOPIC /THEME DETAILS						
Wk1	wk2	wk3	wk4	wk5	wk6	wk7	wk8
Y7 autumn 1 (x7) Welcome – who do you want to be?	How to manage the challenges of moving to a new school and how to improve study skills	How to establish and manage friendships and how to be part of a successful community (communication)	How can we recognise when somebody is struggling with their mental health and what can we do?	Tolerance and celebration of diversity	How to identify, express and manage emotions in a constructive way	How can I be a good member of my school community?	Discussion and exercise: How to identify personal strengths and areas for development (tutor session)
Autumn 2 (x7) Conflict resolution	Communication – how to communicate effectively	Who can I talk to if I'm feeling low?	How to challenge stereotypes	Identity, human rights, including FGM & responsibilities	Online safety – how to use technology appropriately	Tutor session Case study of a bullying scenario / bystander effect (tutors)	
Y7 spring 1 (x6) How to support others – acts of kindness	How to manage physical and emotional changes during puberty and personal hygiene	Celebrating living in a diverse society	How to recognise and respond to inappropriate and unwanted contact	What influences our expectations about love and relationships?	Tutor session Discussion: Acts of kindness, supporting each other, examples, behaving positively (tutors)		
Y7 spring 2 (x5) How to make healthy lifestyle choices physical activity	How to make healthy lifestyle choices diet	How to manage influences relating to caffeine, smoking and alcohol, as well as the science behind them	How to make healthy lifestyle choices sleep	Tutor session How to make healthy lifestyle choices including dental health			

Y7 summer 1 (x7) Qualities and behaviours relating to different types of positive relationships	How to develop self-worth and self-efficacy	How to evaluate expectations for romantic relationships	How to recognise unhealthy relationships	Consent, and how to seek and assertively communicate consent	How to access help and support for sexuality, poor Mental Health, Puberty	Tutor session Discussion: Consent, and how to seek and assertively communicate consent (tutors)	
Y7 summer 2 (x6) How do I build resilience in myself and others	Saving, spending and budgeting How to make safe financial choices	What can I do if I experience a loss? (how to manage loss effectively)	How do I stay safe in the water	How to manage risk-taking behaviour	Am I good friend? What makes a good friend?	Tutor session summary – good financial planning	
Y8 autumn 1 (x7) Welcome – who do you want to be?	How to use over the counter and prescription medications safely	How to assess the risks of alcohol, tobacco and vapes	Are energy drinks as harmless as they seem?	Peer pressure in relation to substance use	The bystander effect	What is the best way to deal with anxiety?	tutor session Finding the courage to say no
Y8 autumn 2 (x7) How to set aspirational goals and challenge expectations that limit choices	Challenge stereotypes and discrimination in relation to work and pay	Employment, self-employment and voluntary work	6 th form or Apprenticeships	What skills will matter most in the future workplace? AI (emphasis on being a good person)	University	tutor session Discussion: Case study related to unfair dismissal (tutor)	
Y8 spring 1 (x6) Conflict – prevent/radicalization	Develop self-worth and confidence	Recognise and challenge racism and religious discrimination	transphobia and gender-based discrimination homophobia and biphobia	Escooter and road safety	Tutor session Keeping yourself and others safe		
Y8 spring 2 (x5) Managing emotions and daily wellbeing Unhealthy coping strategies (e.g. self harm)	What does it mean to live a “healthy lifestyle” today? What are eating disorders and how do we help somebody that has one?	Depression/sadness and when to get help	How does social media and comparison to others affect our wellbeing?	Tutor session I am me and I am enough			

Y8 summer 1 (x7) Qualities of positive, healthy relationships and how to demonstrate positive behaviours in healthy relationships	Forming new partnerships and developing relationships	Fake News: How to recognise biased or misleading information online, how to critically assess different media sources and how to distinguish between content which is publicly and privately shared How does the internet shape our opinions and beliefs?	What are the risks of sharing personal information digitally? - Sextortion, online grooming in different forms, sexual or financial exploitation,	How to protect financial security online How to develop digital resilience – staying safe online	The law in relation to consent and the legal and moral duty is with the seeker of consent	Tutor session Discussion: How to effectively communicate about consent in relationships	
Y8 summer 2 (x6) How to assess and manage risks in relation to gambling and chance-based transactions	How to use social networking sites safely, age restrictions when accessing different forms of media and how to make responsible decisions	MORTGAGES/ RENTING	Are we in control of technology, or is it controlling us? Screen time.	CREDIT/ DEBIT		Tutor session HEALTHY SPENDING HABITS/ SAVING	
Y9 autumn1 Welcome – who do you want to be? Conflict resolution (x7)	Distinguish between healthy and unhealthy friendships	Assess risk and manage influences, including online	Recognise passive, aggressive and assertive behaviour, and how to communicate assertively	What is misogyny and how can I manage it?	Legal and health risks in relation to drug and alcohol use, including addiction and dependence	Is it possible to spot signs of addiction in another person?	Tutor session Discussion: about ‘group think’ and how it affects behaviour and positive social norms in relation to drug and alcohol use (tutors)

Y9 autumn2 (x7) Government – how the country is run	What are British Values and why is it important that we have them?	Does extremism have symptoms? What are they and what should we do if we spot them in another person?	What does it mean to be a responsible citizen?	Should freedom of speech have limits?	Transferable skills, abilities and interests and how to demonstrate strengths	Tutor session	
Y9 spring 1 (x6) Manage relationship and family changes, including relationship breakdown, separation and divorce	Manage risk in relation to gangs, and the legal and physical risks of carrying a knife	Different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering	Screen time – managing your time effectively	Why should we ignore the media when it comes to their presentation of body image? (How does the media present unattainable body images)	Tutor session		
Y9 spring 2 (x5) GCSE and post-16 options; skills for decision making	The relationship between physical and mental health about balancing work, leisure, exercise and sleep	Make informed healthy eating choices	Where to get more help	Tutor session To take increased responsibility for physical health, including testicular cancer self- examination			
Y9 summer 1 (x7) The portrayal of relationships in the media and pornography might affect expectations	Readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex	Facts and misconceptions relating to consent and about the continuous right to withdraw consent and capacity to consent	Assess and manage risks of sending, sharing or passing on sexual images	Why do people take risks—especially young people?	What are the real consequences of alcohol, drugs, and risky behaviours?	Tutor session breast cancer symptoms/ checking	
Y9 summer 2 (x6) Multi culturalism (celebration)	What are Protected characteristics and why shouldn't they be violated?	What is Social Justice and why is it important to live in a fair society?	What is a Democracy and why is it valued?	What is oppression and does it exist in the UK?	Keeping safe over the summer	Tutor session	

Y10 autumn 1 (x7) How can develop self-worth and independence help me build a positive relationship with myself?	What makes a relationship healthy and equal, and how can we assert and respect boundaries within it?	What is social anxiety, and what strategies can help people manage it effectively?	How do grief, loss and loneliness affect people, and how can they be coped with?	How do the Equality Act and British values protect individuals, and how can discrimination be challenged?	How does alcohol affect the teenage brain, and what does the law say about alcohol?	Can we spot the signs in another person when they have low self-worth and what can we do about it?	Tutor session How can cancer (with a focus on breast cancer) be prevented or detected early, and why is self-examination important?
Y10 autumn 2 (x7) What are the key characteristics and benefits of healthy romantic relationships?	How do condoms work, and why are they important in contraception and sexual health?	Other forms of contraception	What are STIs, and how are they transmitted?	What does parenthood involve, and what choices face young people in unplanned pregnancy situations?	What is abortion , and what choices and considerations are involved?	Tutor session Practical – demonstrators and condoms to tutor bases	
Y10 spring 1 (x6) How can stress be managed to improve wellbeing and exam performance?	What is grooming, and how do coercive or exploitative relationships cause harm including sextortion?	How are AI deepfakes being used maliciously?	How does pornography influence ideas about intimacy, and what are the ethical and real-world harms and violations of the law are involved?	What is gaslighting, and how does emotional abuse affect individuals and relationships?	Tutor session How can cancer (with a focus on testicular cancer) be prevented or detected early, and why is self-examination important?		
Y10 spring 2 (x5) What risks exist when travelling by road, rail or water, and how can people stay safe?	How do harmful online influencers and toxic digital subcultures affect beliefs and behaviour?	What behaviours count as stalking or harassment, and what does the law say about them?	What are forced marriage and honour-based abuse, and why are they human rights abuses?	Tutor session What are the health risks of tobacco use, and why is smoking harmful?			

Y10 summer 1 (x7) What is the difference between equality and equity, and why does it matter?	How can young people make the most of work experience opportunities?	What are hate crimes, and why do they continue to occur in the UK?	What are the long-term effects of drug use, and how does the law classify and regulate drugs?	What are the health effects of vaping, and what laws apply to its use?	What are the health effects of alcohol, and what laws apply to its use?	Tutor session discussion based on alcohol/ drugs/ consent	
Y10 summer 2 (x6) What is cybercrime, how can individuals protect themselves?	What counts as harmful sexual behaviour, and why is ethical behaviour essential in relationships?	What is domestic abuse, and how can it be recognised, challenged and prevented?	What is self-harm, why do people harm themselves and what can we do?	What do we need to know about suicide, warning signs, and prevention strategies?	Why are organ and blood donation important, and what ethical choices are involved?	Tutor session personal ethical choices	
Y11 autumn 1 What causes unwanted, fixed or obsessive behaviour, and why can it become harmful?	Why do people engage in criminal or gang behaviour, and how can risks be recognised and avoided?	How do fertility, menstrual and gynaecological health affect wellbeing across adolescence and adulthood?	How can chatbots and online interactions give poor advice or lead to unhealthy emotional attachments?	What is neurodiversity, and why is understanding it essential for inclusion and respect?	What risks exist to personal safety on the streets, and how can young people reduce harm, including knife crime?		
Y11 autumn 2 How do sugar and highly processed foods affect health, and what is the link to disease?		How might artificial intelligence change future jobs, transport, and everyday life?	How does language shape behaviour, and why do microaggressions and bullying cause harm?	What does sexual ethics involve, and how can consent be navigated respectfully in relationships?			
Y11 spring 1 What are non-consensual images, and how does the law protect people	What is self-harm, why do people engage in it, and how can support help recovery?	How do sleep, diet and physical health contribute to overall wellbeing and resilience?	What makes a public health choice responsible, and how do individual actions affect others?	What are eating disorders, and how do social, cultural and psychological factors contribute to them?			

from image-based abuse?							
Y11 spring 2	How does money affect wellbeing, and what should young people know about financial responsibilities?		How do online misogyny and harmful digital communities influence attitudes and behaviour?	How do personal values shape readiness for sex and decision making in relationships?			
Y11 summer 1 How do cultural and religious beliefs influence sexual decision making and relationships?	How do change, loss and bereavement affect individuals, and what helps people cope?	When and how should people seek help and support, including self-care and NHS services?	How can personal data be protected, and why is online safety increasingly important?	How do aspiration, goal setting and decision-making shape future opportunities?			
Y11 summer 2 Why is gambling risky, and how can young people recognise and manage that risk?	Why is respecting diversity essential, and how can discrimination be challenged effectively?	How do anxiety and depression affect young people, and how can support be accessed?					