

	Year 7 Suggested learning opportunities from PSHE Education (Association) programme of study	Year 8 Suggested learning opportunities from PSHE Education (Association) programme of study	Year 9 Suggested learning opportunities from PSHE Education (Association) programme of study
7weeks	<b>Term 1 Sept to Oct half-term</b>		
<b>Core theme one health and well-being.</b> <b>Mental health and emotional wellbeing</b>  <b>Year 7 :</b> <b>H2 H4 H5 H6 H10</b>  <b>Year 8 :</b> <b>H7 H10 H11</b>  <b>Year 9 :</b> <b>H8 H10 H11</b>	H2. To identify triggers that can affect wellbeing and resilience (e.g. life changes, relationships, achievements). H5. To recognise and manage internal and external influences on decisions which affect health and wellbeing. H6 Practising how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	H7. Recognise the characteristics of mental and emotional health and consider strategies for managing these.	H8. Explore the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with seeking help.
	H4 Develop simple strategies to help build resilience to negative opinions, judgements and comments.	H11. Explore the causes and triggers for unhealthy coping strategies, such as eating disorders; and understand the need to seek help for themselves or others as soon as possible. H12. Know about sources of help and support and be aware of strategies for accessing what they need.	H11. Explore the causes and triggers for unhealthy coping strategies, such as selfharm; and understand the need to seek help for themselves or others as soon as possible. H12. Know about Sources of help and support and strategies for accessing what they need.
	H10. Explore a range of healthy coping strategies and ways to promote wellbeing and boost mood. Consider in more detail the benefits and importance of physical exercise and time outdoors activities, and the effect this has on mental well-being and happiness.	H10. Explore A range of healthy coping strategies and ways to promote wellbeing and boost mood. Consider in more detail the benefits and importance of community participation and voluntary and service-based activities and the effects on mental wellbeing and happiness.	H10. Explore a range of healthy coping strategies and ways to promote wellbeing and boost mood. Experience the benefits and importance of 'mindfulness' on mental wellbeing and happiness.

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<b><i>Term 2 Oct half term to Christmas</i></b>			
<b><i>Core theme one: health and well-being.</i></b> <b><i>Healthy Lifestyles</i></b>  <b><i>Year 7 :</i></b> <b><i>H14 H16 H19 H20 H21</i></b>  <b><i>Year 8 :</i></b> <b><i>H17 H18 H19 H21</i></b>  <b><i>Year 9 :</i></b> <b><i>H13 H15 H19 H22</i></b>	H14. Consider the benefits of physical activity and exercise for both physical health and mental wellbeing. H16. Be able to To recognise and manage what influences their choices about physical activity.	H17. Understand the role of a balanced diet as part of a healthy lifestyle and know about the impact of unhealthy food choices. H18. Reflect on what influence decisions about eating a balanced diet and consider strategies to manage eating choices.	H13. Consider the importance of and strategies for, maintaining a balance between school, work, leisure, exercise and online activities. H15. Understand the importance of sleep and explore strategies to maintain good quality sleep.
	H19. Understand the importance of and ways of taking increased responsibility for their own physical health. Know about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	H19. Understand the importance of and ways of taking increased responsibility for their own physical health. Be able to stay safe in the sun.	H19. Understand The importance of and ways of taking increased responsibility for their own physical health. Know about and be able to undertake eelf-examination (especially testicular self-examination in upper key stage 3) acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices.
	H20. Explore strategies for maintaining personal hygiene. Know what bacteria and viruses are; how they are spread, the treatment and prevention of infection, and the use of antibiotics as treatment. H21. Know how to access health services when appropriate	H19. Understand the purpose and importance of immunisation and vaccinations offered during adolescence for individuals and society (with particular reference to HPV) H21. know how to access health services when appropriate.	H22. Know what female genital mutilation is. Consider the risks and myths associated with FGM. Know it's status as a criminal act in the UK and strategies to safely access support.

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<b><i>Term 3 Christmas to Feb half-term</i></b>			
<p><b><i>Core theme two: Relationships.</i></b></p> <p><b><i>Positive relationships and relationship values.</i></b></p> <p><b><i>Year 7 : R1 R3 R4 R6 R9</i></b></p> <p><b><i>Year 8 : R5 R9 R11</i></b></p> <p><b><i>Year 9 : R2 R7 R8 R10 R12</i></b></p>	<p>R1. Examine different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them.</p> <p>R9. Clarify and develop personal values in friendships.</p>	<p>R5. Recognise that sexual attraction and sexuality are diverse.</p>	<p>R2. Recognise indicators of positive, healthy relationships and unhealthy relationships, including online.</p>
	<p>R6. Know 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>	<p>R9. Clarify and develop personal values in love and sexual relationships.</p> <p>R12. Understand that everyone has the choice to delay sex.</p>	<p>R7. Examine how the media portrays relationships and consider the potential impact of this on people's expectations of relationships.</p> <p>R10. Understand the importance of trusting relationships and recognise behaviour that can undermine or build trust.</p>
	<p>R3. Know about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation.</p> <p>R4. Identify the difference between biological sex, gender identity and sexual orientation.</p>	<p>R11. Evaluate expectations about gender roles, behaviour and intimacy within romantic relationships.</p>	<p>R8. Examine the portrayal of sex in the media and social media and reflect on how it can affect people's expectations of relationships and sex.</p> <p>R12. Understand that everyone has the choice to delay sex, or to enjoy intimacy without sex.</p>

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<b>Term 4 Feb half-term to Easter</b>			
<b>Core theme one: health and well-being. Puberty and sexual health  H34 H35 H36</b>	H34. Explore strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual well-being.	H35. Know about the purpose, importance and different forms of contraception; how and where to access contraception and advice. R32. Consider the communication and negotiation skills necessary for contraceptive use in healthy relationships. R34. Explore the consequences of unintended pregnancy and know about sources of support and the options available	H36. Know that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs) R33. Explore the risks related to unprotected sex.
<b>Core theme two: Relationships. Forming and maintaining respectful relationships  Year 7 R13 R14 R22 Year 9 R18 R20  Consent Year 8 R25 R26 R27 Year 9 R24 R25 R29 R30</b>	R14. Reflect on 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). R13. Know how to safely and responsibly form, maintain and manage positive relationships, including online.	R35. Examine the roles and responsibilities of parents, carers and children in families. R36. Understand the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bring up children.	R18. Reflect on and consider strategies to manage the strong feelings that relationships can cause (including sexual attraction). R20. Consider The influence of drugs and alcohol on decision-making within relationships and social situations. R24. Know that consent must be freely given; understand that being pressurised, manipulated or coerced to agree is not giving consent. R25. Know about the law relating to sexual consent in the UK.
	R22. Consider the effects of change, including loss, separation, divorce and bereavement. Explore a range of strategies to manage and even access and support.	R25. Know about the law relating to sexual consent. R26. Consider how to seek, give, not give and withdraw consent (in all context, including online). R27. Understand that the seeker of consent is legally and morally responsible for ensuring consent has been given and that if consent is not given or is withdrawn, that decision should always be respected.	R29. Examine the impact of sharing sexual images of others without consent . R30. Consider strategies about how to manage any request or pressure to show an image of themselves or others and know how to get help.

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6 weeks	<b>Term 5 Easter to May half-term</b>		
<b>Core theme two: Relationships.</b> <b>Bullying abuse and discrimination</b>  <b>Year 7</b> <b>R37 R38 R39 R40</b>  <b>Year 8</b> <b>R37 R39 R40</b>  <b>Year 9</b> <b>R37 R39 R40 R41</b>	R37. Recognise the characteristic of abusive behaviour; warning signs including online: how to report abusive behaviours or access support for themselves and others. R38. Recognise bullying and its impact, in all its forms. Consider the skills and strategies necessary to manage being targeted or witnessing others being bullied.	R37. Recognise the characteristics of abusive behaviours such as the grooming and sexual exploitation: warning signs, including online. Consider strategies for reporting abusive behaviours and information about how to access support for themselves or others.	R37. Recognise The characteristics of abusive behaviours including sexual harassment, sexual and emotional abuse. Consider strategies for reporting abusive behaviours and information about how to access support for themselves or others.
	R39. Consider the impact of stereotyping, prejudice and discrimination on individuals and relationships. R40. Know about the unacceptability of prejudice based behaviour and language both off-line and online with particular focus on ableism.	R39. Consider the impact of stereotyping, prejudice and discrimination on individuals and relationships. R40. Know about the unacceptability of prejudice based behaviour and language boasts off-line and online with particular focus on sexism and racism.	R39. Consider the impact of stereotyping, prejudice and discrimination on individuals and relationships. R40. Know about the unacceptability of prejudice based behaviour and language boasts off-line and online with particular focus on homophobia, biphobia transphobia R41. Understand the need to promote inclusion and challenge discrimination and have some strategies to do so safely including online.
<b>Core theme two: Relationships:</b>  <b>Social influences</b>	R42. Recognise peer influence and develop strategies for managing it, including online. R43. Examine the roll peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support. R44. Understand that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this.	R44. Understand that the need for peer approval can generate feelings of pressure and lead to increased risk-taking. R45. Identify factors that contribute to young people joining gangs the social legal and fiscal consequences of gang behaviour	R45. Understand about the factors that contribute to young people joining gangs the social legal and fiscal consequences of gang behaviour R47. Reflect on motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon.

7 weeks	<b>Term 6 May half-term to summer holidays</b>		
<b>Core theme one: health and well-being.</b>	H23. Consider the positive and negative use of drugs in society. Know about the safe use of over-the-counter medicines; particular focus on paracetamol.	H24. Evaluate myths, misconceptions, social norms and cultural values relating to alcohol use. H28. Know the law relating to alcohol in the UK.	H24. Evaluate myths, misconceptions, social norms and cultural values relating to illegal drug use. H28. Know the law relating to cannabis in the UK.
<b>Drugs, alcohol and tobacco</b>	H24. Evaluate myths, misconceptions, social norms and cultural values relating to tobacco use. H28. Know the law relating to tobacco use in the UK. H26. Examine the short-term and long-term health risks associated with tobacco use.	H26. Examine the short-term and long-term health risks associated with alcohol use. H29. Understand the concept of dependence and addiction, including awareness of help to overcome addictions. H27. Reflect on the personal and social risks and consequences of alcohol use and misuse.	H26. Examine the short-term and long-term health risks associated with cannabis use. H29. Understand the concept of dependence and addiction, including awareness of help to overcome addictions. H27. Reflect on the personal and social risks and consequences of cannabis use and misuse.
<b>Year 7 : H23 H24 H25 H26 H28</b>			
<b>Year 8 : H24 H25 H26 H27 H28 H29</b>			
<b>Year 9 : H24 H25, H26, H27 H28 H29</b>	H25. Strategies to manage a range of influences on tobacco use, including peers.	H25. Strategies to manage a range of influences on alcohol use, including peers.	H25. Strategies to manage a range of influences on cannabis use, including peers.