PSHE Map Year 7

Year 7
Intent
PSHE sessions aim to help children make choices that keep them safe, happy and healthy. They equip them with the knowledge and skills needed to be independent, responsible citizens who go on to contribute positively to society. Students learn about moral, social and cultural issues so that they have a well-rounded understanding of the world around them. PSHE sessions promote the British values of tolerance, respect, liberty, democracy and the rule of law. We are aware of the way that PSHE supports many of the principles of safeguarding and links closely to our school's Safeguarding Policy. We are aware of the important role the PSHE curriculum has in supporting school to implement the protected characteristics of The Equality Act 2010. Our PSHE (& RSE) curriculum runs in accordance with the DfE statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.
Implementation
Our PSHE programme of study is split into three core themes. • **Core theme 1**: Relationships • **Core theme 2**: Living in the wider world and Careers • **Core theme 3**: Health and Wellbeing PSHE is taught every week during form time by form tutors who know their students well and can tailor lessons to meet specific student needs. This is 40 minutes per week and sessions are mainly discussion-based, where students are encouraged to express their opinions and ask questions. Term planning has been developed by the PSHE lead in guidance with The PSHE Association to meet the needs of our pupils. Staff have had CPD training on PSHE on inset days and through directed time; using Brook, specialist speakers and the National College. PSHE objectives are also taught throughout the whole school curriculum in various subjects such as L4L and P.E (see the PSHE Map which includes an audit across subjects). Specialist speakers in Relationships and Sex Education have delivered topics to all Year groups on topics such as Consent, Contraception, Pornography, Sexting and Sexual Harassment throughout the year. Loudmouth, Rebecca Jennings and The Banter Game Workshop are examples of external speakers/agencies that have been used. Assemblies also cover some PSHE objectives and have been delivered by the safeguarding Team (see the PSHE Map which includes an audit of assemblies).
Living in the Wider World and Careers
Living in the Wider World and Careers Impact
Pupils will develop and demonstrate skills and attributes that will allow them to participate fully in and contribute positively to life in modern Britain. Students will explore different career aspirations and what they might like to do in the future and they will start to think what they might need to do to get there, planning for the future. Students will explore times of change in their lives and how this links to qualifications and careers and will also reflect on creative and long life skills, and the importance of these within careers. Students will plan for future financial needs which will equip them to become responsible members of society. In L4L, pupils develop knowledge, acceptance, and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This builds pupils ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. It builds their knowledge of, and respect for, different people's faiths, feelings and values. In L4L, students will recognise the difference between right and wrong and apply it to everyday living. In every L4L theme there is a careers-based lesson which will broaden students' knowledge on the different careers that are available.

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Autumn Half Term 1
Aspirations **Core Theme: Living In The World** KS3 L3 KS3 L9 **Core Theme: Health and Wellbeing** KS3 H2 KS3 H4 KS3 H9 **CDI Framework Goal** 1, 2, 4 and 15 **Gatsby Benchmarks:** 1,2, and 3
Exploring your own interests', traits and skills **Core Theme: Living In The World** KS3 L2 KS3 L12 **CDI Framework Goal** 1 and 14 **Gatsby Benchmarks:** 1,2, 3 and 4
Times of Change **Core Theme: Living In The World** KS3 L2 KS3 L8 KS3 L12 **Core Theme: Relationships** KS3 R22   **CDI Framework Goal** 1, 2 and 17 **Gatsby Benchmarks:** 1,2, 3 and 4
Achievements **Core Theme: Living In The World** KS3 L2 KS3 L3 KS3 L4 **Core Theme: Health and Wellbeing** KS3 H2

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CDI Framework Goal 1, 12 and 16 **Gatsby Benchmarks:** 1,2,3, 4
Lifelong Skills **Core Theme: Living In The World** KS3 L2 KS3 L4 KS3 L5 KS3 L6 **CDI Framework Goal** 1, 2 and 16 **Gatsby Benchmarks:** 1,2, 3 and 4
This is Me **Core Theme: Living In The World** KS3 L2 KS3 L4 **Core Theme: Health and Wellbeing** KS3 H1 **CDI Framework Goal** 1, and 11 **Gatsby Benchmarks:** 1,2, 3 and 4
The World in 2030 **Core Theme: Living In The World** KS3 L4 KS3 L5 **Core Theme: Relationships** KS3 R22 **CDI Framework Goal** 4, 5 and 7 **Gatsby Benchmarks:** 1,2, 3 and 4
Creative Skills **Core Theme: Living In The World** KS3 L2 KS3 L4 KS3 L5 **Core Theme: Health and Wellbeing** KS3 H1

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CDI Framework Goal 4 **Gatsby Benchmarks:** 1,2, 3 and 4
Personal Development and Target Setting **Core Theme: Health and Wellbeing** KS3 H1 KS3 H5 KS3 H9 **Core Theme: Living in the Wider World** KS3 L2 KS3 L3 KS3 L4 KS3 L9 **CDI Framework Goal** 2, 15 and 17 **Gatsby Benchmarks:** 1,2, 3 and 4
Routes into Work **Core Theme: Living in the Wider World** KS3 L11 KS3 L12 **CDI Framework Goal** 4 and 5 **Gatsby Benchmarks:** 1,2, 3 and 4
Autumn Half Term 2
Budgeting **Core Theme: Living in the Wider World** KS3 L15 KS3 L16 KS3 L17 KS3 L18 **CDI Framework Goal** 6
Making Ethical Financial Decisions **Core Theme: Living in the Wider World** KS3 L16 KS3 L17 KS3 L18
Savings and Loans

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Core Theme: Living in the Wider World KS3 L15 KS3 L16
Financial Transactions **Core Theme: Living in the Wider World** KS3 L15 KS3 L19
Tax and National Insurance **Core Theme: Living in the Wider World** KS3 L15 KS3 L16
Financial Exploitation **Core Theme: Living in the Wider World** KS3 L19

Spring Term 1
Health and Wellbeing
Health and Wellbeing Impact

It will give students the information that they need to make good decisions about their own health and wellbeing. It will enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Students can create dialogue and discuss health as well as learning about looking after themselves and others around them. Students will build on their knowledge from Science, focusing on puberty, periods and will also look at criminal offences such as FGM to gain an understanding of what is and isn't okay.

In L4L, students will look at healthy eating and how this impacts their life. Students will evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use and explore the negative consequences and risks of drug use. This will reduce the chance of risk taking from students in the future.

Assessment of Living in the Wider World and Feedback Survey
The importance of self-esteem **Core Theme: Health and Wellbeing** KS3 H1 KS3 H2 KS3 H5 KS3 H6 KS3 H7 KS3 H10
Wants and needs **Core Theme: Health and Wellbeing** KS3 H5 KS3 H6 KS3 H7 KS3 H9
How can we keep good mental health and recognise symptoms of depression? **Core Theme: Health and Wellbeing**

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KS3 H2
KS3 H7
KS3 H8
KS3 H10
KS3 H12

Core Theme 2: Relationships
KS3 R43

Emotional Literacy –
How can I control my anger?

Core Theme: Health and Wellbeing
KS3 H4
KS3 H5
KS3 H6
KS3 H9
KS3 H12
KS3 H31
KS3 H34

Core Theme: Relationships
KS3 R13
KS3 R15
KS3 R16
KS3 R18
KS3 R19
KS3 R42
KS3 R43

Core Theme: Living in the Wider World
KS3 L1
KS3 L2

Puberty – what can I expect, what's normal and why does it happen?
Core Theme: Health and Wellbeing

KS3 H6
KS3 H21
KS3 H34

Core Theme: Relationships
KS3 R4
KS3 R22
KS3 R42
KS3 R44

Spring Term 2

Periods, the menstrual cycle and PMS – what do I need to know?

Core Theme: Health and Wellbeing
KS3 H6

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KS3 H34
Core Theme: Relationships KS3 R22
FGM **Core Theme: Health and Wellbeing** KS3 H12 KS3 H21 KS3 H22 KS3 H31 **Core Theme: Relationships** KS3 R2 KS3 R3 KS3 R10 KS3 R23 KS3 R24 KS3 R37 KS3 R39 KS3 R40 **Core Theme: Living in the Wider World** KS3 L10
The importance of sleep KS3 H15
Personal hygiene KS3 H20
Assessment of Health and Wellbeing
Feedback Survey
Summer Term 1
Relationships
Relationships Impact
This will give students the information they need to help them develop healthy, nurturing relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other types of committed relationships. It will teach acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Sex education will focus on; consent, sexting and sexual harassment. They will also look at different family structures, developing acceptance and tolerance of different types of family. In L4L, students will look at E-safety and will identify and look at ways to risk from people online that they do not already know; they will explore when and how to access help. Students will explore the dangers of peer pressure by focussing on the role peers can play in supporting one another to resist pressure and influence, challenging harmful social norms and how to access appropriate support. In L4L, students will also look at the dangers of joining gangs and how to

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resist peer pressure by exploring the consequences. In L4L, students will develop and rehearse the skills of team working, active listening and communication which will be invaluable to future careers.

**Maintaining genuine friendships and
avoiding toxic ones**

Core Theme: Relationships
KS3 R1
KS3 R2
KS3 R9
KS3 R10
KS3 R13
KS3 R14
KS3 R16
KS3 R19
KS3 R21
KS3 R42
KS3 R44

Different types of Family
Core Theme: Relationships
KS3 R1
KS3 R2
KS3 R3
KS3 R10
KS3 R14
KS3 R35
KS3 R36

Romance, love, new feelings and teen relationships

Core Theme: Relationships
KS3 R1
KS3 R11
KS3 R12
KS3 R13
KS3 R14
KS3 R18
KS3 R28
KS3 R42
KS3 R43
KS3 R44

Consent

Core Theme: Health and Wellbeing
KS3 H5
KS3 H6

Core Theme: Relationships
KS3 R2
KS3 R9
KS3 R10

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KS3 R13
KS3 R14
KS3 R19
KS3 R24
KS3 R25
KS3 R26
KS3 R27
KS3 R31
Sexting and image share danger
Core Theme: Health and Wellbeing
KS3 H2
KS3 H5
KS3 H30
KS3 H31
Core Theme: Relationships
KS3 R1
KS3 R2
KS3 R8
KS3 R9
KS3 R10
KS3 R11
KS3 R13
KS3 R14
KS3 R18
KS3 R21
KS3 R23
KS3 R24
KS3 R26
KS3 R27
KS3 R29
KS3 R30
KS3 R42
KS3 R44
Core Theme: Living in the Wider World
KS3 L20
KS3 L21
KS3 L24
KS3 L25
KS3 L27
Sexual Harassment
Core Theme: Relationships
KS3 R12
KS3 R31
KS3 R37
KS4 R16
Loss
Core Theme: Relationships
KS3 R22

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Bullying or banter – what is and what isn't acceptable?

Core Theme: Relationships
KS3 R1
KS3 R2
KS3 R3
KS3 R9
KS3 R10
KS3 R13
KS3 R14
KS3 R18
KS3 R19
KS3 R23
KS3 R38
KS3 R39
KS3 R40
KS3 R41

How can we prevent online bullying?

Core Theme: Relationships
KS3 R2
KS3 R9
KS3 R10
KS3 R13
KS3 R14
KS3 R16
KS3 R17
KS3 R18
KS3 R23
KS3 R37
KS3 R38
KS3 R39
KS3 R40
KS3 R41

Summer Term 2

How can we keep safe and positive relationships?
Core Theme: Health and Wellbeing

KS3 H30

Core Theme: Relationships
KS3 R1
KS3 R2
KS3 R9
KS3 R10
KS3 R11
KS3 R13
KS3 R14
KS3 R15
KS3 R16
KS3 R17

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KS3 R18
KS3 R19
KS3 R23
KS3 R24
KS3 R30
KS3 R37
KS3 R38
KS3 R42
KS3 R43
KS3 R44
Core Theme: Living in the Wider World
KS3 L27
Managing pressure to join a gang
Core Theme: Relationships
KS3 R46
What is online radicalisation and why is it a problem?
Core Theme: Health and Wellbeing
KS3 H3
KS3 H5
KS3 H30
KS3 H31
Core Theme: Relationships
KS3 R2
KS3 R3
KS3 R13
KS3 R14
KS3 R17
KS3 R37
KS3 R39
KS3 R40
KS3 R41
KS3 R42
KS3 R43
KS3 R44
KS3 R45
Core Theme: Living in the Wider World
KS3 L23
KS3 L25
KS3 L26
KS3 L27
Assessment of Relationships
Feedback Survey
Last Week Reflection

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In Curriculum
Literacy for Life

L4L - Citizen Me
Class Charter
R16. to further develop the skills of active listening, clear communication, negotiation and compromise
R15. to further develop and rehearse the skills of team working

E-safety
R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help
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

Healthy Eating
H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices
H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing
H14. the benefits of physical activity and exercise for physical and mental health and wellbeing
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
H19. the importance of taking 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.

What does it mean to be British, Religious identity and British values
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
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

Big Write – Persuasive
L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

Microsoft
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
L24. to understand how the way people present themselves online can have positive and negative impacts on them

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Careers Lesson for Citizen Me – link to environmental jobs, politics etc
L8. about routes into work, training and other vocational and academic opportunities, and progression routes
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
CDI Framework:
1, 5, 8

L4L JTTCOTE
Dr Who: Pompeii - R15. to further develop and rehearse the skills of team working

Big Bang VS Religious Creation Stories and Death – Is it the end? - 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
L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

Meteorology
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

Careers in JJTCOTE
L8. about routes into work, training and other vocational and academic opportunities, and progression routes
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
CDI Framework:
4 and 5

L4L Fairy Tales
Introduction to Shakespeare
L1. study, organisational, research and presentation skills

The Mechanicals
R15. to further develop and rehearse the skills of team working

Feminist Fairy Tales
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

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R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Careers in Theatre
L8. about routes into work, training and other vocational and academic opportunities, and progression routes
L12. about different work roles and career pathways, including clarifying their own early aspirations
CDI Framework:
4, 8, 7 and 5

Journeys
Careers in Religion
L8. about routes into work, training and other vocational and academic opportunities, and progression routes
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
CDI Framework:
4 and 5

Hajj
L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions

L4L: Growing
Peer Pressure
R10. the importance of trust in relationships and the behaviours that can undermine or build trust
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)
R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours
H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use
H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

What are the effects of population growth
L3. to set realistic yet ambitious targets and goals
R16. to further develop the skills of active listening, clear communication, negotiation and compromise

Careers in Geography

L8. about routes into work, training and other vocational and academic opportunities, and progression routes
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
CDI Framework:
4 and 5

L4L – In Days of Old
The Feudal System
L19. to recognise financial exploitation in different contexts

Thomas Beckett
L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

Careers in History
L8. about routes into work, training and other vocational and academic opportunities, and progression routes
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
CDI Framework:
4 and 5

L4L Water
Big Write – Water Charity Advert
R16. to further develop the skills of active listening, clear communication, negotiation and compromise
H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

Water Pollution
R16. to further develop the skills of active listening, clear communication, negotiation and compromise

Big Write – Impact of Humans
L3. to set realistic yet ambitious targets and goals
R16. to further develop the skills of active listening, clear communication, negotiation and compromise

Careers in Water
L8. about routes into work, training and other vocational and academic opportunities, and progression routes
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

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L4L IROBOT
What is a soul?
H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

Algorithms and Choreography
R15. to further develop and rehearse the skills of team working

Careers in robotics
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
CDI Framework:
1, 4, 12 and 5

L4L - Off with Your Head
Remember, remember
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
L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

Oliver Cromwell: Hero or Villain
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
L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

Careers – Architecture and artists
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
CDI Framework:
4, 12, 15 and 5

L4L - Silent Movies
Careers in Movies
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
CDI Framework:
4, 12, 15 and 5

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Filming
R15. to further develop and rehearse the skills of team working
L2. to review their strengths, interests, skills, qualities and values and how to develop them

Editing
R15. to further develop and rehearse the skills of team working
L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

Science
Puberty and periods
H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

Design
Health and Safety
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.E
H9. We discuss strategies to build resilience, as well as how to respond to disappointing setbacks.
H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices
H14. the benefits of physical activity and exercise for physical and mental health and wellbeing
H16. To recognise and manage what influences their choices about physical activity
R15. to further develop and rehearse the skills of team working

Music
Soul Music
H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

Languages
R35. the roles and responsibilities of parents, carers and children in families

Maths
L16. about values and attitudes relating to finance, including debt

Art
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
R41. the need to promote inclusion and challenge discrimination
H4. simple strategies to help build resilience to negative opinions, judgements and comments
H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
L8. about routes into work, training and other vocational and academic opportunities, and progression routes

Focus Days
DECCA Session – Peer Pressure – Drugs and Alcohol
H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use

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H27. the personal and social risks and consequences of substance use and misuse including occasional use
H28. the law relating to the supply, use and misuse of legal and illegal substances
R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations

Environmental Focus Day:
L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views
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
H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
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

Assemblies

Knife Crime
R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

Anti-bullying
R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

Online safety – Police
R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help
L24. to understand how the way people present themselves online can have positive and negative impacts on them

Black History Month
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
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Tolerance and Reflection
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)
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
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

The importance of Sleep
H15. the importance of sleep and strategies to maintain good quality sleep

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Martin Luther King - BLM
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
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Film Director Visit
L3. to set realistic yet ambitious targets and goals
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 in all aspects of life
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

County Lines – Police
R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help
R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours
R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

World Mental Health Day
H7. the characteristics of mental and emotional health and strategies for managing these
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
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

Disability History Month
KS4 R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

Human Rights
L13. about young people's employment rights and responsibilities

Aspirations and Resolutions
L12. about different work roles and career pathways, including clarifying their own early aspirations

Sexual Harassment
R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex
R31. that intimate relationships should be pleasurable
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
R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

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LGBTQ+ History
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
R4. the difference between biological sex, gender identity and sexual orientation
R5. to recognise that sexual attraction and sexuality are diverse

Safer Internet
R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help
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
L24. to understand how the way people present themselves online can have positive and negative impacts on them
L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

International Women's Day
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
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
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Racial Discrimination
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
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Elections and Democracy
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

External Agencies

Medical Mavericks – Health Careers
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
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
L8. about routes into work, training and other vocational and academic opportunities, and progression routes
L12. about different work roles and career pathways, including clarifying their own early aspirations

The Banter Game TIE piece and workshop – Sexual Harassment
R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

PSHE Map Year 7

R31. that intimate relationships should be pleasurable
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
R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

Humanutopia
H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
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
H4. simple strategies to help build resilience to negative opinions, judgements and comments
H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing
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
H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
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
R2. indicators of positive, healthy relationships and unhealthy relationships, including online
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
R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
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
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Loudmouth – Bully 4 You
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