

PSHE MAP Year 10 2026-2027

Autumn Term 1

Core Theme: Economic Wellbeing and Careers

Session 1:

Careers in Stem

PSHE Objectives: Careers Education

19. how to challenge stereotypes about particular career pathways, evaluate different role models, maintain high aspirations for their future, set realistic yet ambitious goals, and embrace new opportunities

CDI framework:

1 and 2

Gatsby Benchmarks:

4

Session 1:

CV

PSHE Objectives: Careers Education

18. how to communicate their personal strengths and maximise their chances when applying for education or employment opportunities; the importance of recording achievements and experiences; how to write a CV and develop interview skills

CDI framework:

1, 2 and 4

Gatsby Benchmarks:

3, 6 and 8

Session 2 and 3:

The Right Career for Me

PSHE Objectives: Careers Education

11. how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes

CDI framework:

1 and 2

Gatsby Benchmarks:

3 and 8

Session 1:

Rights and Responsibilities

PSHE Objectives: Economic Wellbeing

7. factors, including employment rights, and fair recruitment and working practices, that can contribute to a positive work environment

CDI framework:

2

Gatsby Benchmarks:

5 and 8

Session 2 and 3:

Personal Action Plan

PSHE Objectives: Careers Education

12. the range of opportunities available to them for career progression, including in education, training and employment

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CDI framework: 1 and 6 Gatsby Benchmarks: 1, 3 and 8
Session 1: Guest Speaker – Careers CDI framework: 2 and 4 Gatsby Benchmarks: 5 Session 2 and 3: Budgeting PSHE Objectives: Economic Wellbeing 9. how to budget effectively for different circumstances; the benefits of saving
Session 1 and 2: Preparing for Work Experience PSHE Objectives: Careers Education 23. how to research, secure and take full advantage of any opportunities for work experience that are available; how to draw on their work experience, and the skills developed, to support future applications 24. about preparing for work experience, including professional and respectful communication in the workplace, personal safety considerations, confidentiality (when it should be kept and when it might need to be broken) and how to seek help if concerns arise during work CDI framework: 4 Gatsby Benchmarks: 6 Session 3: Assessment of Economic Wellbeing and Careers and Feedback Survey
Core Theme: RSHE
Session 1: Conflict Management RS pp. 16–21 PSHE Objectives: Healthy positive relationships 15. to safely and responsibly manage changes in personal relationships, including conflict, reconciliation and the ending of relationships Session 2 and 3: Consent PSHE Objectives: Sex education 10. how to communicate sexual consent; their right to give, not give or withdraw consent at any point; the effects of alcohol and drug use on someone's capacity to consent

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Boundaries and Consent

- 9. the role that communication and respect play in healthy relationships and consent, and how to recognise enthusiastic, authentic consent
- 11. that ethical behaviour within a relationship involves equal concern for each other's needs, consideration of power dynamics or vulnerabilities, and an awareness of the impact these can have on consent
- 10. to recognise any manipulation, persuasion, pressure or coercion in others' (or their own) behaviour, including in sexual contexts, and how to respond
- 11. about the impact of victim-blaming, and ways to challenge victim-blaming attitude
- 12. what constitutes sexual harassment (including non-contact sexual offences), violence and assault, (including rape), the law relating to these and the impact of misconceptions about them
- 13. the legal protections and processes involved in reporting sexual harassment, violence, assault or rape, what happens when and after a report is made; where and how to access medical support if needed, even if a report is not being made
- 9. the role that communication and respect play in healthy relationships and consent, and how to recognise enthusiastic, authentic consent
- 11. that ethical behaviour within a relationship involves equal concern for each other's needs, consideration of power dynamics or vulnerabilities, and an awareness of the impact these can have on consent

Session 1:

FGM

PSHE Objectives: Harmful Relationship Behaviours

- 17. the illegality, unacceptability and harms of so-called 'honour'-based abuse; the legal protections and reporting processes in place to support people at risk of forced marriage, FGM, virginity testing and hymenoplasty, and how to access help safely, report concerns, and protect themselves or others

Session 2 and 3:

Forced and Arranged Marriages

RS p. 21

PSHE Objectives: Healthy positive relationships

- 19. about the nature, legal status, rights and protections of different types of committed relationships, such as marriage, arranged marriage, cohabitation and civil partnerships
- 20. that marriage and civil partnerships are legal, social and emotional commitments, entered into freely after the age of 18 and never through force or coercion
- 21. that forced marriage is illegal, and how to access help if they or someone they know is at risk of forced marriage

Session 1:

Managing tough times - change, grief and bereavement

RS pp. 16–21

PSHE Objectives: Mental health and wellbeing

- 19. why, when and how to access emotional support that may be needed during life changes and/or difficult experiences; how to critically assess different sources of information, advice and support for mental health and wellbeing, including identifying inappropriate or unreliable sources

Session 2 and 3:

Safe Choices - Cosmetic Procedures

PSHE Objectives: Keeping well, health services, and first aid

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10. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, fillers and the use of sunbeds

Autumn Term 2

Session 1:

Same-sex Relationships

RS pp. 1–2

PSHE Objectives: Healthy positive relationships

13. about diversity in romantic and sexual attraction; when, where and how someone might access support and advice

Session 2 and 3:

Sexism

PSHE Objectives: Inclusion, bullying and discrimination

11. to recognise misogynistic attitudes and behaviours and how they have a detrimental effect on everyone (female and male)'s wellbeing, relationships and sexual ethics
12. how harmful narratives can spread online, including misogynistic or violent ideas; how to report disturbing or inappropriate content and where to seek advice and support related to online content that normalises or glamorises unhealthy or illegal behaviours
13. safe and appropriate ways to challenge misogynistic ideas, how to support those affected, and how to limit the spread of misogynistic beliefs and attitudes

Session 1:

Sleep

PSHE Objectives:

Mental Health and Wellbeing

11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends)

Healthy Lifestyles

9. about the impact of sleep on brain function and wellbeing, including the consequences of poor quality or lack of sleep; how to make informed choices regarding sleep, and develop sleep hygiene strategies

Session 2 and 3:

Sexual Harassment

PSHE Objectives: Boundaries and Consent

9. the role that communication and respect play in healthy relationships and consent, and how to recognise enthusiastic, authentic consent
11. that ethical behaviour within a relationship involves equal concern for each other's needs, consideration of power dynamics or vulnerabilities, and an awareness of the impact these can have on consent
10. to recognise any manipulation, persuasion, pressure or coercion in others' (or their own) behaviour, including in sexual contexts, and how to respond
11. about the impact of victim-blaming, and ways to challenge victim-blaming attitude
12. what constitutes sexual harassment (including non-contact sexual offences), violence and assault, (including rape), the law relating to these and the impact of misconceptions about them

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13. the legal protections and processes involved in reporting sexual harassment, violence, assault or rape, what happens when and after a report is made; where and how to access medical support if needed, even if a report is not being made

Session 1:

Social Media and Self-esteem

PSHE Objectives: Online life

12. how media and social media can portray idealised and artificial versions of life; how this can influence how people think about and express themselves, their life satisfaction, relationship expectations, personal aspirations, body satisfaction and body modification

Session 2 and 3:

Suicide

PSHE Objectives: Mental health and wellbeing

18. to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing

Session 1:

Independence

PSHE Objectives: Healthy, positive relationships

11. that characteristics such as self-worth, independence and having a positive relationship with oneself support personal wellbeing; building and maintaining healthy, equal relationships with others

Session 2 and 3:

Unhealthy Coping Strategies

PSHE Objectives: Mental health and wellbeing

18. to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing

Session 1:

Positive Relationships

RS pp. 7–13

PSHE Objectives: Healthy, positive relationships

12. the characteristics and benefits of healthy, positive relationships of all kinds, and the impact of ethical principles and values on relationships; how to assert and respect personal values and boundaries in relationships, including online

14. strategies to manage the strong emotions associated with the different stages of relationships; to develop skills to effectively communicate with others in relationships of all kinds

Session 2 and 3:

Trusted Adults

PSHE Objectives: Healthy, positive relationships

16. how to judge the trustworthiness of adults and when a family relationship is unsafe, and to confidently access appropriate sources of support

17. strategies to access reliable, accurate and appropriate services, advice and support with relationships, and how to help others access these when needed

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Session 1: Family Dynamics (RS link too pp. 3–6) PSHE Objectives: Healthy, positive relationships 23. about shifting family dynamics and how to manage their increasing independence in relation to others in their family Session 2 and 3: Extreme Views PSHE Objectives: Inclusion, bullying and discrimination 8. how online content, including the more extreme expression of views and curated, fake and idealised profiles, can present a distorted picture of people and the world; the influence of extreme views on people's attitudes, beliefs and behaviours, and the shared responsibility to challenge extreme viewpoints that incite violence or hate 9. how people can be drawn into extremist narratives or communities offline or online; the personal consequences of extremism and intolerance in all their forms, and ways to get help for themselves or others 10. how false or harmful narratives promoted by some online communities or influencers can distort understanding and cause harm
Session 1: Power Imbalances RS pp. 5–6 PSHE Objectives: Inclusion, bullying and discrimination 14. how inequalities of power can impact behaviour within relationships, including sexual relationships; strategies to redress power imbalances and the importance of doing so for healthy relationships Session 2 and 3: Deescalate Conflict PSHE Objectives: Inclusion, bullying and discrimination 16. strategies to avoid or deescalate conflict and challenge bullying behaviour online, including on social media, and how to report when needed 15. strategies to respond safely to conflict or violence amongst peers or in social settings, including how to safely exit violent situations Personal safety, risk and influence 16. how to evaluate different sources of advice and support in relation to violence, gangs and other criminal behaviour, and when to encourage others to seek help, or report concerns on their behalf
Spring Term 1
Session 1: Harmful Content PSHE Objectives: Online Harms

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10. to recognise when they have encountered or are engaging with content that is potentially harmful to their physical or mental wellbeing; the risks of engaging with violent or harmful content; how and why to report the content and seek appropriate support Session 2 and 3: Personalisation online and online habits PSHE Objectives: Online Life 11. how to critically assess and manage their online habits and when online activity can have both positive and negative impacts on their own and others' wellbeing 14. about different forms of personalisation online, including targeted advertising, use of big data, and the influence of algorithms on social media feeds; how personalisation may be used to influence opinions, decisions and behaviours; strategies to evaluate and reduce negative impacts of this
Session 1: Reliability of Online Content PSHE Objectives: Online Life 13. strategies to critically assess bias, reliability and accuracy in online content, including how to analyse and fact check content produced by generative AI Session 2 and 3: Addictive Behaviours PSHE Objectives: Mental Health and Wellbeing 17. about potential long-term mental health harms from addictive behaviours such as gambling, alcohol or other substance misuse; how to recognise when they or someone else may need help with addictive behaviours
Session 1 and 2: Binge Drinking PSHE Objectives: Drugs Education 12. the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking behaviour and sexual activity 13. strategies to manage personal safety in situations involving alcohol or illegal drugs, including reducing consumption (and what constitutes low risk consumption in adulthood), minimising risks of drink spiking or methanol poisoning, and how to support peers Session 2: Assessment of RSHE
Core Theme: Religious Studies
Session 1, 2 and 3: Christianity Beliefs in Great Britain PSHE Objectives: Inclusion, bullying and discrimination 7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures
Session 1, 2 and 3: Christianity: Creation PSHE Objectives: Inclusion, bullying and discrimination 7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures
Session 1, 2 and 3: Christianity:

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Christianity: Sin and Salvation PSHE Objectives: Inclusion, bullying and discrimination 7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures
Spring Term 2
Session 1, 2 and 3: Christianity: Evil and Suffering PSHE Objectives: Inclusion, bullying and discrimination 7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures
Session 1, 2 and 3: Gender Equality PSHE Objectives: Inclusion, bullying and discrimination 7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures 6. about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online
Session 1, 2 and 3: Religious views about sex PSHE Objectives: Boundaries and Consent 8. to understand a variety of faith and cultural practices and beliefs concerning sexual activity and respect the role these might play in relationships
Session 1, 2 and 3: Same-sex relationships PSHE Objectives: Boundaries and Consent 8. to understand a variety of faith and cultural practices and beliefs concerning sexual activity and respect the role these might play in relationships
Session 1, 2 and 3: The Purpose of Families PSHE Objectives: Boundaries and Consent 8. to understand a variety of faith and cultural practices and beliefs concerning sexual activity and respect the role these might play in relationships Healthy, positive relationships KS3 2. about different types of relationships, including friendships, family, peer, romantic and intimate relationships, and the features of positive, healthy relationships, e.g. care, equality, honesty, respect and trust; how to recognise when they are being treated with respect by others
Summer Term 1
Session 1, 2 and 3: Marriage PSHE Objectives: Boundaries and Consent 8. to understand a variety of faith and cultural practices and beliefs concerning sexual activity and respect the role these might play in relationships
Session 1, 2 and 3: Divorce PSHE Objectives: Boundaries and Consent 8. to understand a variety of faith and cultural practices and beliefs concerning sexual activity and respect the role these might play in relationships

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Session 1, 2 and 3: Adultery PSHE Objectives: Boundaries and Consent 8. to understand a variety of faith and cultural practices and beliefs concerning sexual activity and respect the role these might play in relationships
Session 1, 2 and 3: Equality PSHE Objectives: Inclusion, bullying and discrimination 7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures 6. about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online
Session 1, 2 and 3: Social justice PSHE Objectives: Inclusion, bullying and discrimination 7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures 4. the impact of stereotypes, prejudice and discrimination on individuals and relationships, including online; that prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ageism, ableism and faith-based prejudice, are unacceptable and cause harm to individuals and communities; how to challenge discrimination safely 6. about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online
Session 1, 2 and 3: Censorship PSHE Objectives: Inclusion, bullying and discrimination 6. about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online Online Life 15. how mis- and disinformation are spread online, including conspiracy theories; how to manage emotional responses to these and evaluate content, narratives and interactions online
Session 1, 2 and 3: Human rights PSHE Objectives: Inclusion, bullying and discrimination 3. the legal rights and responsibilities everyone has as a unique and equal member of an inclusive, diverse community; the laws that protect people with protected characteristics from discrimination 7. that a tolerant community requires building mutual respect and understanding for others' 6. about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online beliefs, perspectives and cultures
Summer Term 2
Session 1, 2 and 3: Prejudice and discrimination

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PSHE Objectives: Inclusion, bullying and discrimination 7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures 4. the impact of stereotypes, prejudice and discrimination on individuals and relationships, including online; that prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ageism, ableism and faith-based prejudice, are unacceptable and cause harm to individuals and communities; how to challenge discrimination safely 6. about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online
Session 1, 2 and 3: Extremism PSHE Objectives: Inclusion, bullying and discrimination 7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures 8. how online content, including the more extreme expression of views and curated, fake and idealised profiles, can present a distorted picture of people and the world; the influence of extreme views on people's attitudes, beliefs and behaviours, and the shared responsibility to challenge extreme viewpoints that incite violence or hate 9. how people can be drawn into extremist narratives or communities offline or online; the personal consequences of extremism and intolerance in all their forms, and ways to get help for themselves or others 10. how false or harmful narratives promoted by some online communities or influencers can distort understanding and cause harm
Session 1, 2 and 3: Relative poverty/absolute poverty PSHE Objectives: Economic Wellbeing 1. about different values and attitudes relating to finance, including debt; that families and individuals need to actively manage their finance 2. how to manage emotions in relation to money
WEX Week Gatsby Benchmark: 6
Assessment of RS
PD Passport
End of year quiz

In Curriculum
Science
PSHE Objectives: Keeping well, health services and first aid 12. about vaccinations available to adults, including the flu vaccine and travel 14. the purpose of blood, organ and stem cell donation for individuals and society Healthy Lifestyles 8. to make informed choices about physical activity, including the consequences of an inactive lifestyle, such as cardiovascular ill-health Careers Education 11. how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes

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12. the range of opportunities available to them for career progression, including in education, training and employment
English
PSHE Objectives: Careers Education 11. how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes 12. the range of opportunities available to them for career progression, including in education, training and employment Healthy, positive relationships 11. that characteristics such as self-worth, independence and having a positive relationship with oneself support personal wellbeing; building and maintaining healthy, equal relationships with others 12. the characteristics and benefits of healthy, positive relationships of all kinds, and the impact of ethical principles and values on relationships; how to assert and respect personal values and boundaries in relationships, including online Harmful relationship behaviours 10. to recognise any manipulation, persuasion, pressure or coercion in others' (or their own) behaviour, including in sexual contexts, and how to respond 11. about the impact of victim-blaming, and ways to challenge victim-blaming attitude 12. what constitutes sexual harassment (including non-contact sexual offences), violence and assault, (including rape), the law relating to these and the impact of misconceptions about them Inclusion, bullying and discrimination 11. to recognise misogynistic attitudes and behaviours and how they have a detrimental effect on everyone (female and male)'s wellbeing, relationships and sexual ethics Mental health and wellbeing 11. how mental health and wellbeing can change throughout life, including the impact of changes, opportunities and challenges on wellbeing
Languages
PSHE Objectives: Careers Education 11. how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes 12. the range of opportunities available to them for career progression, including in education, training and employment Inclusion, bullying and discrimination 7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures
P.E
PSHE Objectives: Healthy lifestyles 2. the benefits of physical activity and exercise for health and wellbeing 3. to recognise positive and negative influences on, and barriers to, physical activity; strategies to reduce the impact of barriers and respond to influence Mental Health

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3. the benefits of sleep, physical activity, personal interests, hobbies and time outdoors/in nature for wellbeing, happiness and developing a positive relationship with oneself
Design
PSHE Objectives: Personal Safety, risk and influence 2. skills to predict, assess and manage risk in the context of increasing independence, e.g. around roads, railways, level crossings and water (including the water safety code); how to manage personal safety in public spaces and when socialising with friends, family, the wider community or people they don't know
Maths
PSHE Objectives: Careers Education 11. how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes 12. the range of opportunities available to them for career progression, including in education, training and employment
Music
PSHE Objectives: Careers Education 11. how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes 12. the range of opportunities available to them for career progression, including in education, training and employment
Religious Studies
PSHE Objectives: Inclusion, bullying and discrimination 3. the legal rights and responsibilities everyone has as a unique and equal member of an inclusive, diverse community; the laws that protect people with protected characteristics from discrimination 7. that a tolerant community requires building mutual respect and understanding for others' 6. about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online beliefs, perspectives and cultures Boundaries and Consent 8. to understand a variety of faith and cultural practices and beliefs concerning sexual activity and respect the role these might play in relationships
Art
PSHE Objectives: Careers Education 11. how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes 12. the range of opportunities available to them for career progression, including in education, training and employment
Health and Social Care
PSHE Objectives: Careers Education

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11. how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes
12. the range of opportunities available to them for career progression, including in education, training and employment

Inclusion, bullying and discrimination

3. the legal rights and responsibilities everyone has as a unique and equal member of an inclusive, diverse community; the laws that protect people with protected characteristics from discrimination
4. the impact of stereotypes, prejudice and discrimination on individuals and relationships, including online; that prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ageism, ableism and faith-based prejudice, are unacceptable and cause harm to individuals and communities; how to challenge discrimination safely
6. about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online
7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures

Healthy, positive relationships

7. how their behaviour affects others, and the role of kindness and respect in supporting inclusive communities; how to behave kindly and respectfully in all contexts, including in public spaces and in interactions with people they don't know
9. the skills of active listening, clear communication, negotiation, compromise, and how to reconcile after disagreements, including within families
10. the services available to support healthy relationships and manage unhealthy relationships, and how to access them
17. strategies to access reliable, accurate and appropriate services, advice and support with relationships, and how to help others access these when needed

Harmful relationship behaviours

10. to recognise any manipulation, persuasion, pressure or coercion in others' (or their own) behaviour, including in sexual contexts, and how to respond
11. about the impact of victim-blaming, and ways to challenge victim-blaming attitude
12. what constitutes sexual harassment (including non-contact sexual offences), violence and assault, (including rape), the law relating to these and the impact of misconceptions about them

Mental health and wellbeing

11. how mental health and wellbeing can change throughout life, including the impact of changes, opportunities and challenges on wellbeing
12. strategies for building connectedness with others, including making the most of opportunities for community participation and volunteering, and the importance of doing so for happiness and wellbeing

Keeping well, health services, and first aid

9. how and why to maintain and monitor health independently; about the prevalence, symptoms and treatments of serious health conditions and the importance of regular self-examination and cancer screening
13. about Gillick competence and medical consent; strategies to become a confident user of the healthcare system (NHS, dentists, pharmacist, sexual health clinics, specialist services); to overcome potential concerns or barriers to seeking help

Business Studies

PSHE Objectives:

Economic Wellbeing

1. about different values and attitudes relating to finance, including debt; that families and individuals need to actively manage their finance

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3. how to assess and manage risk in relation to financial decisions that young people might make
4. how to manage influences on spending, including advertising, peers, climate and ethical business practices; what makes something 'good value for money' and how this can be different for different people
5. how personal values and attitudes can affect financial decisions
6. about social and moral dilemmas relating to spending
7. to recognise and manage a range of influences on their financial decisions
8. the skills to evaluate the reliability of sources of financial advice for young people
9. how to budget effectively for different circumstances; the benefits of saving
10. the opportunities, risks and challenges involved in different financial decisions, including investments, pensions, contracts, loans and insurance
11. factors to consider before taking on debt and ways of managing debt

Careers Education: Aspirations, Learning and Work

6. about different work roles, career pathways, employment sectors, types and patterns of work, including employment, self-employment, entrepreneurialism and voluntary work; the factors that might influence a person's type of employment
7. factors, including employment rights, and fair recruitment and working practices, that can contribute to a positive work environment
15. different employment sectors and types, and changing patterns of employment, including hybrid or home working, zero hours contracts and the gig economy
16. how a range of factors might influence career decisions (e.g. contract types, salary, risks and rewards, working patterns, the labour market, personal circumstances, qualifications, values, interests and strengths)
17. how to research the labour market, job opportunities, workplaces, role requirements and recruitment processes; how to align their values with possible career choices
18. how to communicate their personal strengths and maximise their chances when applying for education or employment opportunities; the importance of recording achievements and experiences; how to write a CV and develop interview skills
11. how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes
12. the range of opportunities available to them for career progression, including in education, training and employment

Computer Science

PSHE Objectives: Careers Education

5. to identify transferable skills and qualities that will benefit someone throughout their education and career; how to develop study, organisational, research, digital, and presentation skills, flexibility creativity and initiative
13. how careers can impact, and be impacted by, the natural environment, community and society, politics and the economy

Geography

PSHE Objectives:

Economic Wellbeing

1. about different values and attitudes relating to finance, including debt; that families and individuals need to actively manage their finances.
3. how to assess and manage risk in relation to financial decisions that young people might make.
4. how to manage influences on spending, including advertising, peers, climate and ethical business practices; what makes something 'good value for money' and how this can be different for different people.
5. how personal values and attitudes can affect financial decisions.

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6. about social and moral dilemmas relating to spending.
7. to recognise and manage a range of influences on their financial decisions.
8. the skills to evaluate the reliability of sources of financial advice for young people.
10. the opportunities, risks and challenges involved in different financial decisions, including investments, pensions, contracts, loans and insurance.
11. factors to consider before taking on debt and ways of managing debt.

Careers Education

13. how careers can impact, and be impacted by, the natural environment, community and society, politics and the economy.
14. the nature of the labour market, including the impact of AI and other influences; local, national and international employment opportunities.
15. different employment sectors and types, and changing patterns of employment, including hybrid or home working, zero hours contracts and the gig economy.
16. how a range of factors might influence career decisions, e.g. contract types, salary, risks and rewards, working patterns, the labour market, personal circumstances, qualifications, values, interests and strengths.
17. how to research the labour market, job opportunities, workplaces, role requirements and recruitment processes; how to align their values with possible career choices.

History

PSHE Objectives:

Inclusion, bullying and discrimination

3. the legal rights and responsibilities everyone has as a unique and equal member of an inclusive, diverse community; the laws that protect people with protected characteristics from discrimination.
4. the impact of stereotypes, prejudice and discrimination on individuals and relationships, including online; that prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ageism, ableism and faith-based prejudice, are unacceptable and cause harm to individuals and communities; how to challenge discrimination safely.
6. about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online.
7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures.
8. how online content, including the more extreme expression of views and curated, fake and idealised profiles, can present a distorted picture of people and the world; the influence of extreme views on people's attitudes, beliefs and behaviours, and the shared responsibility to challenge extreme viewpoints that incite violence or hate.
9. how people can be drawn into extremist narratives or communities offline or online; the personal consequences of extremism and intolerance in all their forms, and ways to get help for themselves or others.
10. how false or harmful narratives promoted by some online communities or influencers can distort understanding and cause harm

Online Life

15. how mis- and disinformation are spread online, including conspiracy theories; how to manage emotional responses to these and evaluate content, narratives and interactions online

Careers Education

5. to identify transferable skills and qualities that will benefit someone throughout their education and career; how to develop study, organisational, research, digital, and presentation skills, flexibility, creativity and initiative.

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10. how to evaluate and further develop their study and employability skills (including presentation, public speaking and leadership skills), respond to feedback, assess their personal strengths and areas for development, and use this to inform goal setting.

Psychology

PSHE Objectives:

Mental Health and Wellbeing

- 11. how mental health and wellbeing can change throughout life, including the impact of changes, opportunities and challenges on wellbeing
- 13. how mental health and wellbeing can be affected positively and negatively by relationships; skills to discuss feelings with others; ways to safely manage feelings of loneliness
- 16. the nature and prevalence of mental health difficulties that commonly affect young people; facts about, and signs of, more serious mental health conditions; what someone could do if concerned about their own or others' mental health or wellbeing
- 17. about potential long-term mental health harms from addictive behaviours such as gambling, alcohol or other substance misuse; how to recognise when they or someone else may need help with addictive behaviours
- 18. to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing
- 19. why, when and how to access emotional support that may be needed during life changes and/or difficult experiences; how to critically assess different sources of information, advice and support for mental health and wellbeing, including identifying inappropriate or unreliable sources

Drug Education

- 8. the risks associated with the misuse of prescribed and over-the-counter medicines and how to recognise signs that something is wrong
- 9. the consequences of illegal substance use and misuse for the mental and physical health and wellbeing of individuals, their family and wider society
- 12. the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking behaviour and sexual activity
- 14. to identify and access help for problematic and harmful substance use, including alcohol dependency; how to access cessation services for smoking and vaping

Inclusion, bullying and discrimination

- 8. how online content, including the more extreme expression of views and curated, fake and idealised profiles, can present a distorted picture of people and the world; the influence of extreme views on people's attitudes, beliefs and behaviours, and the shared responsibility to challenge extreme viewpoints that incite violence or hate
- 14. how inequalities of power can impact behaviour within relationships, including sexual relationships; strategies to redress power imbalances and the importance of doing so for healthy relationships

Personal Safety, Risk & Influence

- 16. how to evaluate different sources of advice and support in relation to violence, gangs and other criminal behaviour, and when to encourage others to seek help, or report concerns on their behalf

Keeping well, health services, and first aid

- 6. how to respond in a range of emergency situations; to report rather than film incidents

Careers Education

- 5. to identify transferable skills and qualities that will benefit someone throughout their education and career; how to develop study, organisational, research, digital, and presentation skills, flexibility, creativity and initiative.

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10. how to evaluate and further develop their study and employability skills (including presentation, public speaking and leadership skills), respond to feedback, assess their personal strengths and areas for development, and use this to inform goal setting 11. how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes 13. how careers can impact, and be impacted by, the natural environment, community and society, politics and the economy Healthy lifestyles 9. about the impact of sleep on brain function and wellbeing, including the consequences of poor quality or lack of sleep; how to make informed choices regarding sleep, and develop sleep hygiene strategies
Drama
PSHE Objectives: Careers Education 5. to identify transferable skills and qualities that will benefit someone throughout their education and career; how to develop study, organisational, research, digital, and presentation skills, flexibility, creativity and initiative. 10. how to evaluate and further develop their study and employability skills (including presentation, public speaking and leadership skills), respond to feedback, assess their personal strengths and areas for development, and use this to inform goal setting Healthy, Positive Relationships 14. strategies to manage the strong emotions associated with the different stages of relationships; to develop skills to effectively communicate with others in relationships of all kinds 15. to safely and responsibly manage changes in personal relationships, including conflict, reconciliation and the ending of relationships 23. about shifting family dynamics and how to manage their increasing independence in relation to others in their family Harmful relationship behaviours 10. to recognise any manipulation, persuasion, pressure or coercion in others' (or their own) behaviour, including in sexual contexts, and how to respond 11. about the impact of victim-blaming, and ways to challenge victim-blaming attitudes Inclusion, Bullying and Discrimination 11. to recognise misogynistic attitudes and behaviours and how they have a detrimental effect on everyone (female and male)'s wellbeing, relationships and sexual ethics 13. safe and appropriate ways to challenge misogynistic ideas, how to support those affected, and how to limit the spread of misogynistic beliefs and attitude 15. to recognise and challenge bullying, harassment or abusive behaviour in a range of contexts, including online; the moral and legal responsibilities and protections everyone has in relation to bullying and harassment; how to report and seek support for self or others Mental Health and Wellbeing 13. how mental health and wellbeing can be affected positively and negatively by relationships; skills to discuss feelings with others; ways to safely manage feelings of loneliness 14. how wellbeing can be affected by negative thinking patterns; how to reframe negative thinking and learn from disappointments and setbacks 15. to evaluate a range of cognitive and practical strategies to promote wellbeing and overcome barriers to living a fulfilling life, including strategies for managing worry, rumination, stress or tension
COPE
PSHE Objectives: Healthy Lifestyle

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1. the characteristics of a healthy lifestyle, what is meant by a healthy weight and that this can vary among individuals; how to establish and maintain healthier habits
2. the benefits of physical activity and exercise for health and wellbeing
3. to recognise positive and negative influences on, and barriers to, physical activity; strategies to reduce the impact of barriers and respond to influences
4. the importance of sleep, managing changing sleep patterns throughout adolescence and strategies to maintain good quality sleep
5. about nutrition and the role of a balanced diet as part of a healthy lifestyle
6. how food and drink choices can affect wellbeing and physical health, including tooth decay; what can influence those choices; strategies for making healthier, independent decisions about food and drink
7. how physical activity and time outdoors can support mental health and wellbeing, including boosting mood
8. to make informed choices about physical activity, including the consequences of an inactive lifestyle, such as cardiovascular ill-health
9. about the impact of sleep on brain function and wellbeing, including the consequences of poor quality or lack of sleep; how to make informed choices regarding sleep, and develop sleep hygiene strategies
10. how to manage influences and maintain a balanced perspective on health and weight, body shape and size
11. the impact of diet on health, and how to make confident, informed and independent decisions about diet and nutrition, including with the support of a medical professional when required

Economic Wellbeing

1. about different values and attitudes relating to finance, including debt; that families and individuals need to actively manage their finances
2. how to manage emotions in relation to money
3. how to assess and manage risk in relation to financial decisions that young people might make
4. how to manage influences on spending, including advertising, peers, climate and ethical business practices; what makes something 'good value for money' and how this can be different for different people
5. how personal values and attitudes can affect financial decisions
6. about social and moral dilemmas relating to spending
7. to recognise and manage a range of influences on their financial decisions
8. the skills to evaluate the reliability of sources of financial advice for young people
9. how to budget effectively for different circumstances; the benefits of saving
10. the opportunities, risks and challenges involved in different financial decisions, including investments, pensions, contracts, loans and insurance
11. factors to consider before taking on debt and ways of managing debt

Mental health and wellbeing

4. how friendships, community participation and doing things for others can contribute to belonging, happiness and wellbeing; that most people will feel lonely at times and ways to manage feelings of loneliness
8. how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed, e.g. in response to the climate crisis or distressing events
12. strategies for building connectedness with others, including making the most of opportunities for community participation and volunteering, and the importance of doing so for happiness and wellbeing

Careers Education

5. to identify transferable skills and qualities that will benefit someone throughout their education and career; how to develop study, organisational, research, digital, and presentation skills, flexibility creativity and initiative

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6. about different work roles, career pathways, employment sectors, types and patterns of work, including employment, self-employment, entrepreneurialism and voluntary work; the factors that might influence a person's type of employment

10. how to evaluate and further develop their study and employability skills (including presentation, public speaking and leadership skills), respond to feedback, assess their personal strengths and areas for development, and use this to inform goal setting

11. how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes

13. how careers can impact, and be impacted by, the natural environment, community and society, politics and the economy

14. the nature of the labour market, including the impact of AI and other influences; local, national and international employment opportunities

15. different employment sectors and types, and changing patterns of employment, including hybrid or home working, zero hours contracts and the gig economy

18. how to communicate their personal strengths and maximise their chances when applying for education or employment opportunities; the importance of recording achievements and experiences; how to write a CV and develop interview skills

19. how to challenge stereotypes about particular career pathways, evaluate different role models, maintain high aspirations for their future, set realistic yet ambitious goals, and embrace new opportunities

20. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support, be proactive and flexible and make the most of opportunities

23. how to research, secure and take full advantage of any opportunities for work experience that are available; how to draw on their work experience, and the skills developed, to support future applications

Inclusion, bullying and discrimination

4. the impact of stereotypes, prejudice and discrimination on individuals and relationships, including online; that prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ageism, ableism and faith-based prejudice, are unacceptable and cause harm to individuals and communities; how to challenge discrimination safely

7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures

6. about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online

9. how people can be drawn into extremist narratives or communities offline or online; the personal consequences of extremism and intolerance in all their forms, and ways to get help for themselves or others

Healthy, positive relationships

12. the characteristics and benefits of healthy, positive relationships of all kinds, and the impact of ethical principles and values on relationships; how to assert and respect personal values and boundaries in relationships, including online.

Focus Days

Health and Wellbeing (24/06/27)

PSHE Objectives: Healthy lifestyles

11. the impact of diet on health, and how to make confident, informed and independent decisions about diet and nutrition, including with the support of a medical professional when required

12. to recognise influences on food and drink choices, including alcohol, barriers to healthy eating, and strategies for managing these

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13. the benefits of making healthier food choices over the life course; the risks associated with unhealthy weight gain, including type 2 diabetes, cardiovascular disease and cancer

Addiction (09/10/26)

PSHE Objectives:

Mental Health and Wellbeing

17. about potential long-term mental health harms from addictive behaviours such as gambling, alcohol or other substance misuse; how to recognise when they or someone else may need help with addictive behaviours

Drug Education

12. the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking behaviour and sexual activity
13. strategies to manage personal safety in situations involving alcohol or illegal drugs, including reducing consumption (and what constitutes low risk consumption in adulthood), minimising risks of drink spiking or methanol poisoning, and how to support peers
14. to identify and access help for problematic and harmful substance use, including alcohol dependency; how to access cessation services for smoking and vaping

Careers (30/11/26)

PSHE Objectives: Careers

12. the range of opportunities available to them for career progression, including in education, training and employment
14. the nature of the labour market, including the impact of AI and other influences; local, national and international employment opportunities
20. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support, be proactive and flexible and make the most of opportunities

CDI framework:

1 and 2

Gatsby Benchmarks:

7 and 3

Culture Day (19/03/27)

PSHE Objectives: Inclusion, bullying and discrimination

6. about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online
7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures

Assemblies

See assembly rota with audit.

External Agencies

DECCA

PSHE Objectives: Drug Education

12. the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking behaviour and sexual activity
13. strategies to manage personal safety in situations involving alcohol or illegal drugs, including reducing consumption (and what constitutes low risk consumption in adulthood), minimising risks of drink spiking or methanol poisoning, and how to support peers
14. to identify and access help for problematic and harmful substance use, including alcohol dependency; how to access cessation services for smoking and vaping

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St John's Ambulance

PSHE Objectives: Keeping well, health services, and first aid

15. how to respond more confidently in emergencies by revisiting and embedding first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillator