

PSHE Map Year 7 2026/2027

Autumn Term 1
Core Theme: Economic Wellbeing and Careers
Introduction and baseline
Career Skills – Entrepreneurs PSHE objectives: Careers Education 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 CDI Framework Goal 5 Gatsby Benchmarks: 3, 5 and 8
Career Skills - Communication Skills 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 CDI Framework Goal 2 and 5 Gatsby Benchmarks: 3 and 8
Career Skills – Teamwork 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 CDI Framework Goal 2 and 5 Gatsby Benchmarks: 3 and 8
Young People's Employment Rights and Responsibilities PSHE objectives: Careers Education 7. factors, including employment rights, and fair recruitment and working practices, that can contribute to a positive work environment CDI Framework Goal 2 and 5 Gatsby Benchmarks: 2 and 4
Financial Transactions

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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

Financial Exploitation

PSHE objectives: Economic wellbeing

3. how to assess and manage risk in relation to financial decisions that young people might make

PSHE objectives: Harmful relationship behaviours

2. the characteristics of exploitative behaviours, including grooming and sexual exploitation; to recognise warning signs that someone might need help and support; strategies to respond and get help

Aspirations

PSHE objectives: Economic Wellbeing

3. how to assess and manage risk in relation to financial decisions that young people might make

CDI Framework Goal

1, 2 and 6

Gatsby Benchmarks:

3 and 8

Autumn Term 2

Exploring own interests

PSHE objectives: Economic Wellbeing

2. how to manage emotions in relation to money

CDI Framework Goal

1 and 5

Gatsby Benchmarks:

3 and 8

Lifelong skills

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

CDI Framework Goal

1 and 4

Gatsby Benchmarks:

3 and 8

Routes into Work

PSHE objectives: Careers Education

1. that everyone has a different pathway through life, education and work; that all jobs and careers have different challenges and rewards; routes into work, training and other vocational and academic opportunities

CDI Framework Goal

2

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Gatsby Benchmarks:

2

What are successful careers

PSHE objectives: Careers Education

1. that everyone has a different pathway through life, education and work; that all jobs and careers have different challenges and rewards; routes into work, training and other vocational and academic opportunities

CDI Framework Goal

6

Gatsby Benchmarks:

3 and 8

Personal Development and Target Setting

PSHE objectives: Careers Education

4. how to set realistic yet ambitious targets and goals; the benefits of setting ambitious goals and being open to opportunities in all aspects of life

CDI Framework Goal

1, 2 and 6

Gatsby Benchmarks:

3 and 8

Assessment of Economic Wellbeing and Careers and Feedback Survey

Core Theme: RSHE

Physical Activity

PSHE Objective: Healthy Lifestyles

3. to recognise positive and negative influences on, and barriers to, physical activity; strategies to reduce the impact of barriers and respond to influences

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

Spring Term 1

Prejudice and Discrimination

PSHE Objectives: Inclusion, bullying and discrimination

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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

How to Keep Good Mental Health

PSHE Objectives: Mental health and wellbeing

6. about factors that affect wellbeing in adolescence; how to evaluate which activities contribute to their wellbeing; that it is normal to experience a range of emotions at different times, including worrying or feeling down, and that these are not in themselves a sign of a mental health condition

10. to recognise warning signs of emotional and mental health difficulties, such as anxiety, depression, or eating disorders; why self-harm and disordered eating are unhealthy coping strategies; why, when and how to seek help for self or others, even when it is challenging to do so

Emotional Literacy - How can I control my anger

PSHE Objectives: Mental health and wellbeing

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

9. how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing

Puberty

PSHE Objectives: Puberty and Adolescence

1. about the maturing female and male adolescent body and strategies to manage the emotional and physical changes (e.g. periods, wet dreams, body hair, voice, body shape and skin changes) that are a typical part of growing up

3. how to manage menstrual wellbeing, choose and access appropriate menstrual products; who to talk to if concerned or for advice about menstrual health

Periods

PSHE Objectives: Puberty and Adolescence

1. about the maturing female and male adolescent body and strategies to manage the emotional and physical changes (e.g. periods, wet dreams, body hair, voice, body shape and skin changes) that are a typical part of growing up

3. how to manage menstrual wellbeing, choose and access appropriate menstrual products; who to talk to if concerned or for advice about menstrual health

FGM

PSHE Objectives: Harmful relationship behaviours

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9. the facts, laws, risks and harms associated with female genital mutilation (FGM); strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

Spring Term 2

Personal Hygiene

PSHE Objectives: Keeping well, health services and first aid

1. the importance of oral hygiene (including teeth brushing, food and drink choices, regular check-ups); the difference between dentistry for health and wellbeing and for purely cosmetic purposes
3. how to take increased responsibility for all aspects of health, including maintaining personal hygiene and preventing sun damage

Family Relationships

PSHE Objectives: Healthy Positive Relationships

4. the importance of loving family relationships for bringing up children and roles and responsibilities within families

Maintaining genuine friendships and avoiding toxic ones

PSHE Objectives:

Healthy, positive relationships

6. that ethical behaviours in relationships include care, attention and respect for the other person; about behaviours online and offline, that build or undermine trust; the effect of power imbalances on relationship behaviours
8. how to form, maintain, manage and end relationships safely and responsibly, including online; how to manage emotions when relationships end or change

Harmful relationship behaviours

- 1 ways to assess trustworthiness; to recognise that people can sometimes appear trustworthy when they are not; to listen to instincts or the concerns of others to help decide if something about a person or situation does not feel right or feels unsafe

Different Types of Family

PSHE Objectives:

Mental Health and Wellbeing

5. that families can change; how to respond to changes in family relationships including birth, loss, death, separation, divorce and new relationships

Healthy, Positive Relationships

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

Romance, love and teen relationships

PSHE Objectives: Sex Education

1. to gauge readiness for sexual intimacy and that sexual, intimate relationships should be pleasurable and positive

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Summer Term 1

How to prevent bullying online

PSHE Objectives:

Inclusion, bullying and discrimination

5 to recognise bullying, and its impact, in all its forms; the skills and strategies to respond to experiencing, or witnessing others, being bullied

Online Life

1. about rights, responsibilities and opportunities online, including on social media; how to establish personal values and clear boundaries around aspects of life that they want to share and keep private
2. how to safely and responsibly form, maintain and manage positive, respectful and safe relationships online

Consent

PSHE Objectives:

Sex education

1. to gauge readiness for sexual intimacy and that sexual, intimate relationships should be pleasurable and positive
- KS3 3. the law relating to sexual consent
8. how to access confidential advice and treatment regarding sexual health ISR12

Boundaries and Consent

1. the skills to communicate and recognise consent, including in early romantic or sexual relationships; how to seek, give, not give and withdraw consent (in all contexts, including online)
2. that consent is freely given and that being pressurised, manipulated or coerced to agree is not giving consent, and how to seek help in such circumstances
3. that ethical behaviour involves more than simply gaining consent, and requires kindness, respect, care and attention to the needs of the other person
4. about influences on peoples' decision to engage in sexual activity e.g. values, faith, law; that everyone has the choice to delay sex, or to enjoy intimacy without sex
5. how to recognise and respond to pressure to engage in sexual activity, and the importance of not pressuring others

Sexual Harassment

PSHE Objectives:

Sex Education

3. the law relating to sexual consent

Boundaries and Consent

2. that consent is freely given and that being pressurised, manipulated or coerced to agree is not giving consent, and how to seek help in such circumstances
3. that ethical behaviour involves more than simply gaining consent, and requires kindness, respect, care and attention to the needs of the other person
6. that the seeker of consent in any circumstances is legally and morally responsible for ensuring that consent has been given, and that if consent is not given or is withdrawn, that decision should always be respected; the legal age of sexual consent

Harmful relationship behaviours

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6. the laws relating to harmful sexual behaviour, sexual harassment and sexual violence, and examples of such behaviours, including unwanted sexual language, attention or contact, sharing intimate images without consent, upskirting, and other inappropriate sexual behaviour
5. what is meant by, and how to recognise, harmful sexual behaviour, sexual assault, harassment and violence; that these are always unacceptable and never the fault of the person experiencing them

Dangers of Sexting

PSHE Objectives:

Online Harms

5. the laws, protections and consequences related to nude, intimate or sexual image sharing, including AI-generated imagery; how to manage any request or pressure to share an image of themselves or others; the impact of sharing sexual images of others without consent, including legal consequences
7. when, why and how to report concerns to trusted adults and relevant platforms and organisations, such as Childline, CEOP, NSPCC's Report Remove tool or the police, and how this can help

Online Life

3. that features of the internet can amplify risks and opportunities, e.g. the speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity; strategies to identify and reduce risk from people online that they do not already know, including managing personal information, privacy and location setting

Sex Education

3. the law relating to sexual consent

Boundaries and Consent

3. that ethical behaviour involves more than simply gaining consent, and requires kindness, respect, care and attention to the needs of the other person

Loss

PSHE Objective: Mental health and wellbeing

5. that families can change; how to respond to changes in family relationships including birth, loss, death, separation, divorce and new relationships

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

PSHE Objectives: Inclusion, bullying and discrimination

1. that people have different values and perspectives, and how to managed differences constructively and respectfully
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

PSHE Map Year 7 2026/2027

5. to recognise bullying, and its impact, in all its forms; the skills and strategies to respond to experiencing, or witnessing others, being bullied

Healthy Relationships

PSHE Objectives: Healthy, positive relationships

1. to develop a healthy relationship with themselves; ways to develop self-worth, self-respect, personal interests and independence; to clarify personal values in relation to friendships and intimate relationships
5. qualities and behaviours they should expect in family relationships, and what to do if family life makes them feel unsafe
8. how to form, maintain, manage and end relationships safely and responsibly, including online; how to manage emotions when relationships end or change
10. the services available to support healthy relationships and manage unhealthy relationships, and how to access them

Boundaries and Consent

2. that consent is freely given and that being pressurised, manipulated or coerced to agree is not giving consent, and how to seek help in such circumstances

Harmful Relationship Behaviours

4. to recognise the signs of relationship abuse, including in the home; that abuse can take different forms; strategies to seek help and support

Summer Term 2

Homophobia

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
5. to recognise bullying, and its impact, in all its forms; the skills and strategies to respond to experiencing, or witnessing others, being bullied RR6

Healthy, positive relationships

- 3 that sexual attraction and sexuality are diverse

What is radicalisation?

PSHE Objectives: Inclusion, bullying and discrimination

2. that on any issue there will be a range of viewpoints; that people may say things on social media in more extreme or exaggerated ways than they would offline, and the impact this can have on themselves and others; how and why conflicts can escalate when communicating on social media

Happiness and positivity

PSHE Objectives: Mental Health and Wellbeing

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

Road Safety

PSHE Objectives: Personal Safety

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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
Assessment of RSHE and Feedback Survey
PD Passport
End of year quiz

In Curriculum
Literacy for Life
PSHE Objectives: Inclusion, bullying and discrimination 1. that people have different values and perspectives, and how to manage differences constructively and respectfully 2. 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 3. 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 4. to recognise bullying, and its impact, in all its forms; the skills and strategies to respond to experiencing, or witnessing others, being bullied Online harms 3. that features of the internet can amplify risks and opportunities, e.g. the speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity; strategies to identify and reduce risk from people online that they do not already know, including managing personal information, privacy and location setting Healthy lifestyles 5. about nutrition and the role of a balanced diet as part of a healthy lifestyle Careers education 1. that everyone has a different pathway through life, education and work; that all jobs and careers have different challenges and rewards; routes into work, training and other vocational and academic opportunities 2. to review their values and personal qualities, and develop their strengths, interests and skills; how these might impact their future education and career choices 3. to identify their own early career aspirations, and how to manage feelings about future employment, including anxiety, worry or uncertainty 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 CDI Framework: 1, 2 and 6 Gatsby Benchmarks: 1,2, 3 and 4
Design

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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
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 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
Maths
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
Art
PSHE Objectives: Careers Education 4. 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 Mental Health and Wellbeing 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
Focus Days
Safety Focus Day (30/11/26): 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 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 Careers (27/05/27) PSHE Objectives: Careers 1. that everyone has a different pathway through life, education and work; that all jobs and careers have different challenges and rewards; routes into work, training and other vocational and academic opportunities 2. to review their values and personal qualities, and develop their strengths, interests and skills; how these might impact their future education and career choices

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3. to identify their own early career aspirations, and how to manage feelings about future employment, including anxiety, worry or uncertainty
4. how to set realistic yet ambitious targets and goals; the benefits of setting ambitious goals and being open to opportunities in all aspects of life
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
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

Assemblies

See assembly rota with audit.

External Agencies

West Midlands Fire Service

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

The Banter Game TIE piece and workshop – Sexual Harassment

PSHE Objectives: Boundaries and Consent

6. the laws relating to harmful sexual behaviour, sexual harassment and sexual violence, and examples of such behaviours, including unwanted sexual language, attention or contact, sharing intimate images without consent, upskirting, and other inappropriate sexual behaviour
bullied

Loudmouth – Bully 4 You

PSHE Objectives: Inclusion, bullying and discrimination

1. that people have different values and perspectives, and how to manage differences constructively and respectfully
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
5. to recognise bullying, and its impact, in all its forms; the skills and strategies to respond to experiencing, or witnessing others, being bullied

DECCA

PSHE Objectives: Drug Education

4. to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption
6. strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs
7. strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support