

YEAR GROUP/PATHWAY: KS3		SUBJECT AREA: PSHCE		
		Year 7	Year 8	Year 9
Autumn 1	This is Me	Making our School Grounds Better	Mentally Healthy	
Knowledge	<p>Core and extended:</p> <p>My new school and what makes it special Feelings about change (SHAW) Who I can talk to if I have a problem (SHAW) My identity including:</p> <ul style="list-style-type: none"> • My likes and dislikes • My strengths (self-esteem) • My family and friends • My goals (including job interests) • My culture 	<p>Outdoor Learning Unit: Project to improve school grounds</p> <p>Core:</p> <ul style="list-style-type: none"> - Looking after the school environment - Showing tolerance and respect for each other / staff / or environment - Looking after our mental health/emotional regulation and resilience (SHAW) - Working together - Communicating <p>Extended: Funding applications, managing budgets</p>	<p>Core:</p> <ul style="list-style-type: none"> • Healthy lifestyles • Looking after our mental health / Managing stress and anxiety / emotional regulation and resilience (SHAW) • Managing change and loss (including divorce, death) <p>Extended: lifestyle choices and cancer risks</p>	
Skills	<p>Developing and maintaining a healthy self-concept Self-regulation Strategies for identifying and accessing appropriate help and support</p>	<p>Active listening, team-work, negotiation, leadership,</p>	<p>Self-reflection and self- improvement, Active listening and communication (including assertiveness skills) Strategies for identifying and accessing appropriate help and support Self-regulation</p>	
Vocabulary	<p>Core and Extended: Same, different, Identity, interests, hobbies, relative, family relationship vocabulary (cousin, uncle, aunt, step-, half-, adopted, fostered, divorce) strengths/weaknesses, personal goals</p>	<p>Core: Survey, improve, wildlife, responsibility, environment, nature, communication, team work, Extended: budget, funding application</p>	<p>Core: mental health, stress, therapy, support, divorce, death, funeral, cremation, grieving Extended: self-esteem, anxiety, depression, cancer, stages of grieving, cancer</p>	
Outdoor Learning suggestions	<p>Circle discussions, wish tree, worry tree</p>	<p>This is an outdoor learning project Project focus ideas: Making a bucket pond, planting flowers or vegetables, making a</p>	<p>Well-being sessions and mindfulness/yoga sessions</p>	

		wildflower garden, bug hotels, bee hotels, bird feeders, organising play items	
Autumn 2	Being a Safe Individual and a Responsible Team Member	British Values and Human Rights	Jobs and Careers
Knowledge	<p>Core and Extended:</p> <ul style="list-style-type: none"> • Feeling well/feeling unwell • Preventing illness (handwashing, basic hygiene) • Medicines / dangers • Showing tolerance and respect for each other / staff • School rules and why they are important • Looking after the school environment 	<p>Core:</p> <ul style="list-style-type: none"> • What does it mean to be British? / British values • Democracy and voting • British laws and how they protect us • What is crime and the role of the police <p>Extended: Parliament, human rights, affecting political change</p>	<p>Core:</p> <ul style="list-style-type: none"> • Jobs, careers and volunteering • What jobs are there? • What qualifications and skills are needed? • My skills <p>Extended: Skills for work</p>
Skills	<p>Personal hygiene practical skills (MHSC)</p> <p>Strategies for identifying and accessing appropriate help and support</p> <p>Respect for others' right to their own beliefs, values and opinion</p> <p>Identification of risk</p>	Valuing and respecting diversity, Identifying unhelpful 'thinking traps'	Employability skills
Vocabulary	<p>Core and extended:</p> <p>symptom, nausea, fever, vomiting, -ache, bacteria, germs, hygiene, drug, medicine, hazard</p> <p>Responsibilities, rules, respect, environment,</p>	<p>Core: fair, voting, parliament, court, judge, diversity, respect, crime, legal, illegal, right, responsibility, punishment, prison</p> <p>Extended: MP, petition, justice, tolerance, democracy, innocent, guilty, parliament</p>	<p>Core:</p> <p>Volunteer, assistant, qualification types, skills, job types (builder, cashier, nurse, doctor etc)</p> <p>Extended: Entry Requirements, (Entry level, A level etc) qualifications, job types (lawyer, architect, Marine etc)</p>
Outdoor Learning suggestions	<p>Visit medical room/meet Susie</p> <p>Risk assess school grounds</p> <p>Helping to look after the school environment</p>	Create a mock crime scene. What crime was committed? What would be a suitable punishment?	Interviews around school / in community
Spring 1	Friendships and Romance	Healthy Relationships	Healthy Romantic Relationships

Knowledge	<p>Core and Extended:</p> <ul style="list-style-type: none"> • Being a good friend • Consent within friendship (seeking and giving/withholding) • Managing relationship difficulties and bullying (including online) • Romance – feelings and appropriate behaviours (include LGBT) 	<p>Core and Extended:</p> <ul style="list-style-type: none"> • Different relationships including LGBT <p>Attraction to another person and how to behave</p> <ul style="list-style-type: none"> • Healthy and unhealthy relationships – friendship and bullying • Romantic relationships • Endings/rejection/loss 	<p>Core and Extended:</p> <ul style="list-style-type: none"> • Healthy and unhealthy relationships – incl romantic • Consent in relationships • Assertiveness / peer pressure • Online safety and sexting • Gender identity • Respecting difference (sexual orientation, gender diversity etc)
Skills	<p>Self-reflection and self- improvement, Active listening and communication (including assertiveness skills) Strategies for identifying and accessing appropriate help and support Self-regulation</p>	<p>Self-reflection and self- improvement, Active listening and communication (including assertiveness skills) Strategies for identifying and accessing appropriate help and support Self-regulation Using skills and attributes to build and maintain healthy relationships</p>	<p>Self-reflection and self- improvement, Active listening and communication (including assertiveness skills) Strategies for identifying and accessing appropriate help and support Assessing the validity and reliability of information</p>
Vocabulary	<p>Core: friend, romance, crush, appropriate/inappropriate (behaviour), apology, sorry, romance</p> <p>Extended: permission, consent, request/ give/withhold,</p>	<p>Core: Relationship types (family/friend/online, stranger etc), gay, lesbian, crush, love, break-up, divorce, loss</p> <p>Extended: Relationship types (intimate, acquaintance, professional), attraction, love, heterosexual, homosexual, bisexual</p>	<p>Core: Relationship types (intimate, acquaintance, professional), Consent (request/give/withhold), abuse, sexting</p> <p>Extended: pornography, gender identity, gender dysmorphia, non-binary</p>
Outdoor Learning suggestions			

Spring 2	Relationship and Sex Education (RSE)	Relationship and Sex Education (RSE)	Relationship and Sex Education (RSE)
Knowledge	<p>Core:</p> <ul style="list-style-type: none"> • Labelling private body parts 	<p>Core and Extended:</p> <ul style="list-style-type: none"> • Rules about touch in school (recap PANTS) • The importance of consent 	<p>Core</p> <ul style="list-style-type: none"> • Sexuality • Sexual intercourse

	<ul style="list-style-type: none"> • Puberty and how the body changes (link to emotions) • Appropriate and inappropriate touch - PANTS • Revisit YR 6 <p>Extended: Where do babies come from? How are babies born?</p>	<ul style="list-style-type: none"> • Sexual body parts • Sexual intercourse, touch and the law (include LGBT) 	<ul style="list-style-type: none"> • Sex, sexual behaviours and the law • Risks of unsafe sex (pregnancy, STIs) • Contraception <p>Extended: importance of informed consent, verbal signs of consent giving/withholding, sex and emotions/readiness for sex</p>
Skills	<p>Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p> <p>Strategies for identifying and accessing appropriate help and support</p>	<p>Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p> <p>Strategies for identifying and accessing appropriate help and support</p>	<p>Identification, assessment and management of risk</p> <p>Strategies for identifying and accessing appropriate help and support</p>
Vocabulary	<p>Core: penis, testicles, vagina, breasts, chest, bottom, puberty, period, sperm, wet dream, private, public, OK/not OK</p> <p>Extended: appropriate and inappropriate touch, birth/born, menstruation</p>	<p>Core: Personal space, touch, permission, consent, penis, testicles, vagina, breasts, chest, bottom, masturbation, private/public, allowed, sex, egg, sperm, pregnant</p> <p>Extended: masturbation, fertilization, uterus, conception</p>	<p>Core: sexual intercourse (sex), law, consent, force, pregnancy, Sexually Transmitted Infection (STI), homosexual, heterosexual</p> <p>Extended: sexuality, coercion, readiness</p>
Outdoor Learning suggestions			
Summer 1	Money	Celebrating Diversity	Practicing for the Future
Knowledge	<p>Core:</p> <ul style="list-style-type: none"> • What is money? Why is it important? • Where does money come from? • Pocket money, keeping money safe • Banks/opening a bank account <p>Extended: Managing a budget, key money terms and concepts</p>	<p>Core:</p> <ul style="list-style-type: none"> • How diversity has enriched society • Respecting others (including views, religions, gender orientation, sexuality, way of life) • Black Lives Matter campaign • Bullying <p>Extended: Discrimination, tolerance, prejudice and the consequences of anti-social behavior</p>	<p>N.B This topic can be swapped with another if it needs to occur at a particular time of year e.g. for Christmas fair / Mother's Day etc.</p> <p>Core: Enterprising ideas Managing a budget Making a profit</p> <p>Extended: Calculating profit and loss, evaluating your project</p>

Skills	Self-organisation (money management) Team-working and enterprise skills	Valuing and respecting diversity, Identifying unhelpful 'thinking traps'	Active listening, team-work, negotiation, leadership, presenting skills, enterprise skills
Vocabulary	Core: Money, cash, bank, earn, save, spend, bank account, want/need Extended: Budget, funding, balance, ATM, bank account, cheque, debit card, overdraft, priorities,	Core: difference, race, gender, beliefs, lifestyle, respect, opinion, violence, democracy Extended: tolerance, prejudice, diversity, discrimination, privilege extreme views,	Core: money, budget, profit, value Extended: loss, receipt, stock, expenses, credit, product
Outdoor Learning suggestions	Shop role play in nature Bartering games Bank visit School improvement project focused on managing a budget	Culture fair	Out of door learning opportunity: Enterprise and teamwork project (with budget management) or volunteering experience (e.g. visiting a nursing home)
Summer 2	Healthy Lifestyles	Risk and Safety	At Risk Behaviour and Bullying
Knowledge	Core: <ul style="list-style-type: none"> • Healthy lifestyles (sleep, exercise etc) • Personal hygiene (link to puberty) • Resilience and looking after our mental health (SHAW) Extended: <ul style="list-style-type: none"> • Understanding resilience and growth mindset • Vaccinations 	Core: <ul style="list-style-type: none"> • Keeping safe in the community (rail, beach etc including managing peer pressure and stranger awareness) • Health risks linked to smoking, alcohol and cannabis • Basic life-saving actions (emergency services, calling 999 etc) Extended: Simple first aid	Core: <ul style="list-style-type: none"> • At-risk behaviours (smoking, alcohol and drugs) • Bullying • Managing peer pressure Extended: Challenging media presentations of at-risk behaviour
Skills	Self-regulation, self-reflection Recognising and managing influence	Identification, assessment and management of risk	Identification, assessment and management of risk
Vocabulary	Core: Diet, lifestyle, concentrate/focus, personal hygiene, well-being, exhausted, exercise, healthy, over-weight Extended:	Core: Sun burn, heat stroke, sun screen, shade, railway, conductor rail, electricity, electrocuted, level crossing, addiction, online, rating/classification (film), Legal/illegal drugs, Extended: First aid, unconscious, scald, burn	Core: Risk, peer pressure, persuade, bully, cigarettes, tobacco, alcohol, smoking, vaping, e-cigarette, cancer, drugs, medicine, illegal

	Body Mass Index (BMI), vaccination, immune system		Extended: passive/aggressive/assertive, recreational drugs, addiction, drug categories (A, B, C)
Outdoor Learning suggestions	Outdoor sessions, mindfulness, connecting to nature	Could be delivered outside, visit places to consider dangers	Circle discussions, role play