

Key: Statutory guidance links



Sex education

Relationships education	
F	Families
RR	Respectful Relationships
OSA	Online safety and awareness
BS	Being Safe
ISR	Intimate sexual relationships, including sexual health

Health education (health and wellbeing)	
MW	Mental Wellbeing
WO	Wellbeing online
PHF	Physical health and fitness
HE	Healthy eating
DATV	Drugs, Alcohol, tobacco and vaping
HPP	Health protection and prevention and understanding the healthcare system
PS	Personal safety
BFA	Basic first aid
DB	Developing bodies

Link to guidance: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Year 7 PSHE Curriculum Overview



Subject – Personal, Social, Health, Economic Education (PSHE)

T1. Autumn Term

T1. L1. How does it feel to start secondary school?
T1. L2. How can we establish and manage friendships?
T1.L3. How do exercise and sleep impact physical health?
T1. L4. How can we be upstanders?
T1. L5. How can I de-escalate conflict?

T1. L1. MW1
T1. L2. RR1
T1. L3. MW2, PHF3
T1. L4. RR2
T1. L5. OSA9, RR5

Links: PBT, PE, IT

- Talk about feelings and use kind words.
- Learn that families and relationships can be different.
- Know that exercise, sleep, being outside and helping others can improve wellbeing.
- Treat everyone with kindness, respect and fairness.
- Learn what makes a healthy relationship, such as trust, honesty and respect.
- Practise solving problems calmly and know where to get help.
- Stay safe online and understand how social media can affect friendships.

How can you help at home?

- Use Showbie to learn about the **6 basic feelings**. Talk about what they are, how we can spot them, and what helps us manage them.
- Talk together about your **family values**. What is important to your family? How do these link to our **Personal Best** values at school?
- Look at news stories together and talk about how to **stand up for others** when something is wrong or unfair.
- Visit the supermarket or look online at **period products**. Talk about the different types and what they are used for.
- Use the Showbie or NHS resources to learn about **puberty**. Talk about the changes that happen as children grow up and answer any questions they may have.
- Talk about **screen time** and using phones. How does your family use phones and other devices?
- Discuss who your child can talk to if they need help or are worried about something.
- As a family, learn about the different places young people can go for help with **friendships and relationships**

T2. Spring Term

T2. L1. What are the facts about smoking and vaping?
T2. L2. How can the internet impact wellbeing?
T2. L3.L4 How do our bodies change during puberty?
T2. L5. What support might people need during their period?
T2. L6. How do I prevent the spread of disease?

T2. L1. DATV 6&7
T2. L2. WO1, OSA1
T2. L3.L4 DB 1 &2
T2. L5. DB3
T2. L6. HPP1

Links: IT, Science

- Learn about the harms of smoking and vaping, and where to get support.
- Understand how too much screen time can affect health and wellbeing.
- Know how to behave safely and responsibly online.
- Learn about puberty, including body, brain and emotional changes.
- Understand periods, menstrual health and when to seek help.
- Learn how germs spread and how to prevent illness through good hygiene

T3. Summer Term

T3. L1. What do we need to form healthy relationships
T3. L2. How do I establish healthy boundaries and consent in relationships?
T3. L3. How do we identify and challenge bullying?
T3. L4. How do we choose what to share online?
T3. L5. How can stereotypes cause damage?

T3.L1 RR 3&4
T3. L2. RR 7&8
T3. L3. RR6, OSA 10, WO3
T3. L4. OSA2
T3. L5. RR9

Links: English, IT

- Build self-esteem, independence and positive friendships
- Respect different beliefs and treat others with kindness.
- Learn how to manage friendship changes and difficult feelings.
- Understand consent, respect and healthy relationships
- Recognise bullying, prejudice and harmful online behaviour.
- Know how to get help and manage conflict safely, including online

Health and Wellbeing Day

29.06.27

1. Dental Health
2. First Aid
3. Rail safety
4. Vaccinations
5. The importance of sleep
6. Diet

1. HPP2
2. BFA 1, 2 &3
3. PS1
4. HPP5
5. HPP6
6. HE 1&2

- Learn how to keep teeth healthy through brushing, flossing, healthy eating and regular dentist visits.
- Stay safe in different situations, such as near roads, railways, water and when away from home.
- Learn how vaccines help protect health.
- Understand why good sleep is important and how screens before bed can affect sleep
- Know how healthy eating supports wellbeing and how poor diet can affect health.

Year 8 PSHE Curriculum Overview

Subject – Personal, Social, Health, Economic Education (PSHE)



T1. Autumn Term

Session Content

T1. L1. How can we create a world free from discrimination?
T1. L2. How can families have healthy relationships?
T1.L3. How can the internet impact our wellbeing?
T1. L4. Why do people sometimes behave differently online?
T1. L5. What is loneliness?
T1. L6. How can we know what is real online?

Statutory guidance reference + links

T1. L1. RR10
T1. L2. F1, 2 & 6
T1. L3. OSA3, OSA12 , OSA13
T1. L4. OSA14, WO2
T1. L5. MW3, MW4
T1. L6. WO5

Links: PBT, PE, IT

Powerful Knowledge

- Power imbalances can affect respect, consent and decision-making in relationships.
- Different committed relationships can support wellbeing and family life.
- Marriage and civil partnerships provide legal rights and protections.
- Social media can include fake accounts, AI-generated content and unrealistic portrayals
- Personal data is collected, shared and used online, including for advertising.
- Online scams, including sextortion, can cause harm and require support.
- Online life can affect self-esteem, relationships and body image.
- Positive connections support happiness; loneliness, worry and sadness are normal experiences.
- Advertising, misinformation and conspiracy theories require critical thinking online.

How can you help at home?

- Talk about treating everyone fairly and with respect.
- Use Showbie case studies to discuss kind and unkind behaviour.
- Learn how to stay safe online and where to get help.
- Explore how drugs can harm people and why some are illegal.
- Learn about the dangers of county lines and criminal exploitation
- Explore the law on consent, Gillick competency and consent to medical procedures
- Use the links below to read more about supporting your children to stay safe online

T2. Spring Term

T2. L1. What are the facts about legal and illegal drugs?
T2. L2. What are the risks of illegal behaviours online?
T2. L3. What are the risks of alcohol?
T2. L4. How can we manage peer influence?
T2. L5. Safety in public spaces, gangs and exploitation
T2. L6. How might AI affect our lives?

T2. L1. DATV 1,2 & 5
T2. L2. WO6
T2. L3. DATV 3 & 4, HE3
T2. L4. PS2, BS3
T2. L5. BS4, PS6
T2. L6. OSA15

Links: PBT, PE, IT

- Illegal drugs, medicines and vapes can cause serious harm and are regulated by law.
- Alcohol misuse can affect physical and mental health.
- Peer pressure can influence risky behaviour online and offline.
- Recognising unsafe situations, grooming and exploitation helps keep people safe.
- Personal safety includes knowing how and where to seek help. AI and online technologies can create risks and require critical thinking.

T3. Summer Term

T3. L1. What roles do we play in relationships?
T3. L2. How do I manage conflict with others?
T3. L3. How can I express romantic feelings healthily?
T3. L4. L5. What happens during sexual intercourse?
T3. L6. What can be the impact of sharing intimate content?

T3 .L1. BS1, BS2
T3. L2. RR5
T3. L3. BS1, BS2
T3. L4. L5. ISR 1, ISR2, ISR3, ISR4, ISR5
T3. L6. OSA 4. OSA5, OSA6

Links: PBT, PE, IT, Science

- Recognise, communicate and respect consent and boundaries in relationships, including online. Understand that healthy relationships require kindness and respect, not just consent.
- Recognise and resist pressure, including sexual pressure, and avoid pressuring others.
- Develop skills for respectful communication, healthy relationships and managing conflict.
- Understand that sex should be a positive choice for those who are ready and above the age of consent, and that relationships can be fulfilling without sex.
- Know that consent can be given, refused or withdrawn at any time, and that decisions about sex may be influenced by personal, family, faith and legal considerations.
- Understand how relationship and sexual choices can affect physical, emotional and mental wellbeing.
- Know the risks of sharing personal or sexual content online and the legal consequences of sharing intimate images.
- Understand that creating, possessing or sharing indecent images of anyone under 18, including AI-generated images, is illegal, and know how to seek support and report concerns

Soundproof Box

Interactive theatre workshop on red flags and abuse in relationships

RR, BS

* Practically identifying through interactive theatre signs of red flags in romantic relationships

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>

Year 9 PSHE Curriculum Overview

Subject – Personal, Social, Health, Economic Education (PSHE)



T1. Autumn Term

Session Content

T1. L1. How do I communicate effectively?
T1. L2. How do I respect personal space?
T1.L3. How can healthy communities make our lives better?
T1. L4. What is the law in relation to violence?
T1. L5. What impact can our online choices have and what are the risks?
T1. L6. How can we avoid criminal exploitation?

Statutory guidance reference + links

T1. L1. RR5
T1. L2. BS1, BS4
T1. L3. MW2.PS3
T1. L4. PS4, PS5
T1. L5. OSA8, WO7
T1. L6. BS4

Links: PBT, PE, IT

Powerful Knowledge

- Build positive relationships through respectful communication, consent and healthy boundaries.
- Stay safe by recognising risks, resisting peer pressure and knowing how to seek help.
- Develop emotional skills, confidence and responsible decision-making.
- Understand the importance of physical activity, sleep and community involvement for wellbeing
- Know where to get support about violence and knife crime and understand the law.
- Recognise and report harmful online content, including material that promotes violence, self-harm or unhealthy behaviours.

How can you help at home?

- Use the Showbie support resources to identify sources of help both in and outside school.
- Watch the body image clips and discuss how appearance ideals and body image have changed over time.
- Use the Showbie materials to understand consent and the law on consent in the UK.

T2. Spring Term

T2. L1. How can I handle experiencing complex emotions?
T2. L2. How do diet, sleep and exercise affect physical health?
T2. L3. How do I navigate the UK health care system?
T2. L4. How can we check our own health?
T2. L5. How can we develop a positive body image?
T2. L6. How do online cultures affect our connection to each other?

T2. L1.MW1, MW5, MW6
T2. L2. MW9, PHF1, PHF2
T2. L3. HPP3, HPP9
T2. L4. HPP4, HPP9
T2. L5. MW7, WO2
T2. L6. OSA11, BS15, RR11, RR9

Links: PBT, PE, IT

- Understand emotions, mental health and ways to improve wellbeing.
- Learn about healthy lifestyles, self-care, healthcare support and medical consent.
- Build confidence to overcome anxiety and take part in positive activities.
- Recognise the impact of social media and online content on body image and relationships.
- Understand how pornography can create unrealistic and harmful views of sex and relationships.
- Challenge stereotypes, prejudice and misogyny, and promote respect for others.

- Discuss healthy boundaries in different types of relationships, including friendships, family, professional and romantic relationships.

T3. Summer Term

T3. L1. What influences our sense of identity?
T3. L2. What could the stages of a romantic relationship be? ★
T3. L3. Why is consent important in sexual relationships? ★
T3. L4. L5. What is required for safe and pleasurable physical intimacy? ★

T3 .L1. RR9
T3. L2. ISR1, ISR2
T3. L3. ISR3, ISR10, ISR11, BS5, BS6
T3. L4.L5 ISR7, ISR8, ISR9, ISR12

Links: PBT, PE, IT, Science

- Understand and challenge stereotypes, prejudice and misogyny.
- Learn about consent, healthy sexual relationships and the age of consent.
- Recognise sexual harassment, sexual violence and where to get support.
- Understand how alcohol and drugs can affect decision-making and sexual behaviour.
- Learn about pregnancy choices, sexual health, STIs, HIV prevention and safer sex.
- Know how to access reliable sexual health information, advice and treatment.

- Consider how relationships are portrayed in films and TV programmes, and whether they show realistic and consensual behaviour.

Schools consent workshop

Interactive workshop delivered by legal professionals on consent

RR, BS

The legal definition of consent and how to recognise it in a relationship

Year 10 PSHE Curriculum Overview

Subject – Personal, Social, Health, Economic Education (PSHE)



T1. Autumn Term

Session Content

T1. L1. How do we build a feeling of belonging?
T1. L2. What would the world be like if there was more tolerance?
T1.L3. How easy do people find it to express their religion or beliefs?
T1. L4. How can we overcome barriers to a healthy lifestyle?
T1. L5. How can we stop someone smoking or vaping?
T1. L6. What are the effects of illegal drugs on the body and mind?

Statutory guidance reference + links

T1. L1. RR 2, RR3, RR5
T1. L2. RR4
T1. L3. RR4, RR9
T1. L4. PHF1, HE1, HE2
T1. L5. DATV6, DATV7
T1. L6. DATV1, ISR9

Links: PE, Science, RE, PBT, English

Powerful Knowledge

- Treat others with kindness, respect, and tolerance, recognising that everyone is unique and equal.
- Build self-esteem, independence, and positive relationships through friendships, interests, and respectful communication.
- Develop skills to maintain healthy relationships, manage conflict, and challenge stereotypes, prejudice, and misogyny.
- Understand healthy lifestyles, including exercise, healthy eating, and maintaining a healthy weight to reduce health risks.
- Know the risks of illegal drugs, smoking, vaping, and their impact on physical and mental health.
- Understand sexually transmitted infections (STIs), their effects, and available treatments

How can you help at home?

- Explore your child's use of social media, what are they seeing, which voices are they hearing?
- Explore the news and current affairs together, are there any trends that are emerging?
- Discuss how you can be an ally and a positive bystander
- Explore your child's use of social media, what are they seeing, which voices are they hearing?

T2. Spring Term

T2. L1. How can the media influence our behaviour?
T2. L2. How do I use social media?
T2. L3. How can I ensure my behaviour is healthy and not controlling?
T2. L4. How do I to recognise criminal sexual offences?
T2. L5. What is domestic abuse and how does it impact wellbeing?
T2. L6. How can someone identify and seek help for relationships abuse?

T2. L1. OSA8, OSA10, WO5
T2. L2. OSA2, OSA3
T2. L3. BS16
T2. L4. BS6, BS7, BS8, BS9, BS10, BS11, BS12, BS13
T2. L5. BS6, BS7, BS8, BS9, BS10, BS11, BS12, BS13
T2. L6. BS14, BS16

Links: IT, PBT, English

- Stay safe online by recognising harmful, misleading, or illegal content and knowing where to get support.
- Understand how social media and technology can be used for bullying, abuse, harassment, and exploitation, and how to report concerns.
- Protect personal information online and recognise fake, AI-generated, or exaggerated content.
- Understand the laws relating to sexual harassment, sexual violence, domestic abuse, stalking, exploitation, and forced marriage
- Know the harms and legal consequences of FGM, virginity testing, hymenoplasty, strangulation, and suffocation.

- Explore the news and current affairs together, are there any trends that are emerging?
- Discuss how you can be an ally and a positive bystander
- Discuss features and reg flags of relationships
- Explore the law around explicit imagery and the impact it can have on a person

T3. Summer Term

T3. L1. How do subcultures influence our understanding of sexual ethics?
T3. L2. What are the impacts of revenge pornography and deepfakes?
T3. L3. What support do the survivors of sexual violence and harassment need?
T3. L4. How can we help our friends to have healthy boundaries?

T3.L1. RR12
T3. L2. OSA 7, OSA11
T3. L3. BS16
T3. L4. BS1

Links: IT, PBT, English

- Understand how online subcultures, influencers, and groups such as incels can shape attitudes towards relationships and sexual behaviour.
- Recognise deepfakes, their potential harms, and how they can be used to mislead or manipulate people.
- Understand that pornography can present unrealistic and unhealthy views of relationships, sex, and gender, including misogynistic attitudes.
- Know how to seek help and report abusive or harmful behaviour, including accessing medical support when needed.
- Understand consent, boundaries, and respectful communication in relationships, both online and offline, and recognise that kindness and care go beyond consent alone

- You may want to use the sexual offences legislation to support in conversations:
<https://www.legislation.gov.uk/ukpga/2003/42/contents>
- Use the Dove self-esteem project as a prompt to discuss body image

Year11 PSHE Curriculum Overview

Subject – Personal, Social, Health, Economic Education (PSHE)



T1. Autumn Term

Session Content

T1. L1. How can we deal with grief and loss?
T1. L2. What can be the impact of combining alcohol and drugs with intimacy? ★
T1.L3. Why do some people have civil partnerships and marriages?
T1. L4. How can we test for and protect each other from STI's?
T1. L5. What does it mean to become a parent?
T1. L6. Pregnancy and healthy foetal development

Statutory guidance reference + links

T1. L1. Primary GW8
T1. L2. ISR11
T1. L3. F3, F4, F5
T1. L4. ISR 8, ISR 9
T1. L5. F7, F8, DB4
T1. L6. HPP7

Links: PE, Science, RE, PBT, English

Powerful Knowledge

- Understand that change, loss, and bereavement can cause different emotions, and that everyone experiences grief differently.
- Know how to seek support for concerns about relationships, sexual violence, or abuse.
- Understand the legal status and benefits of marriage and civil partnerships, that common-law marriage is a myth, and that forced marriage and marriage under 18 are illegal.
- Understand how STIs, including HIV, are transmitted, prevented, tested for, and treated, including the role of condoms, PrEP, and PEP.
- Recognise the responsibilities of parenting and the importance of early childhood development.
- Know how to identify unsafe relationships and where to seek help if concerned about violence, harm, or trust.
- Understand reproductive health, including fertility, menopause, healthy behaviours before and during pregnancy, miscarriage, pregnancy loss, and available support.

How can you help at home?

- Use the resources to explore and discuss the legal implications of the different types of legally recognised relationships
- Using the resources on Showbie and current affairs in the news, discuss what constitutes harassment and which behaviours, words or phrases are unacceptable
- Discuss self-checks for cancer and how to make a GP appointment/ access the GP
- Use the resources from Showbie (Personal development folder) to support with creating a realistic revision timetable that includes breaks
- Use the resources on Showbie to discuss stress management techniques and strategies that will support during the exam period
- Discuss how you use AI (if at all) in your job role or at home. How has it changed your interaction with technology over the past 5 years?

T2. Spring Term

T2. L1. What choices are there if you/your partner are pregnant?
T2. L2. How can we access the healthcare we need?
T2. L3. How can we make healthy choices about cosmetic procedures?
T2. L4. How does gambling and addiction impact mental health?
T2. L5. How do I stay safe whilst travelling independently in the UK and abroad?

T2. L1. HPP7
T2. L2. HPP8
T2. L3. WO2
T2. L4. WO4, MW8
T2. L5. PS1

Links: PE, Science, RE, PBT, English

- Understand the importance of healthy behaviours before and during pregnancy, including pre-conception health, folic acid, pelvic floor health, and support for miscarriage or pregnancy loss.
- Know how to access healthcare services, including GPs, A&E, pharmacies, sexual health clinics, and specialist support organisations.
- Recognise the differences between online and offline life, including unrealistic body image expectations, curated online identities, and the risks of relying on online relationships.
- Understand the risks of online gambling and gambling-related content in gaming, including debt and serious mental health harms.
- Develop skills to identify risks and stay safe in independent situations, including unfamiliar social or work environments.

T3. Summer Term (EXAMS)

Daily wellbeing and revision support available throughout the exam series from the pastoral and teaching teams.