

**PSHE Curriculum map: carousel curriculum commencing September 2025**

UNIT		Health and Wellbeing			
KS3	Lesson	What	Why	Words	PSHE criteria
Year 7	<b>Introduction</b>	Describe the benefits of physical activity, healthy food exercise for physical and mental health.	So that you understand different aspects of health and wellbeing and why they are both so important.	Health / Wellbeing	H1; H2; H3; H5; H6; H7; H8; H10; H12; H13; H14; H16; H17
	<b>Building resilience</b>	Describe different strategies we can implement to be more resilient.	so that you know how we can apply coping strategies throughout life to enable us to be resilient.	psychological resilience	H1; H2; H3; H5; H6; H7; H8; H9; H10; H12; H14;
	<b>Kindness and empathy</b>	Describe the characteristics of mental and emotional health, to develop empathy and understanding about how daily actions can affect people's mental health.	So that you understand why it is important for us to spread kindness.	kindness / empathy / sympathy	H1; H2; H3; H5; H6; H7; H8; H10; H12; H14;
	<b>Illegal drugs</b>	Describe some negative effects of both legal and illegal drugs and explain how both legal and illegal drugs affect and can harm the body.	so that you can make informed and positive choices in relation to your own health and wellbeing	illegal drugs / stimulants / depressants	R16; R20; R42; R43; R44; R45; H21; H23; H24; H25; H26
	<b>Personal hygiene</b>	Correctly identify the different factors which contribute towards someone having excellent personal hygiene and oral health.	So that you understand what could happen to our health if we don't look after our personal hygiene and oral health, in both the short term and the long term, as well as explaining how to prevent infections.	personal hygiene / oral health / infection	H10; H20; H21; H34
	<b>Puberty</b>	Identify the changes experienced during puberty, including how these changes affect you and the hygiene products available	so that you understand the importance of these changes and why they happen and explain the meaning of new key scientific terms related to puberty.	puberty / PMS / Period / The menstrual cycle	H10; H12; H34

	<p><b>Life online</b></p> <p>Describe how to identify risk and manage personal safety in increasingly independent situations, including online.</p>	<p>so that you can develop strategies to identify and reduce risk from people online that you do not already know, assess when and how to access help.</p>	<p>Online trolls / cybercrime / online predator</p>	<p>R2; R13; R14; R17; R37; H30; L19; L22; L24; L27</p>
	<p><b>Media literacy</b></p> <p>Describe how social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events.</p>	<p>so that you can describe strategies to critically assess bias, reliability and accuracy in digital content.</p>	<p>media literacy / critical thinking</p>	<p>H3; H19; L23; L25; L26</p>
<b>Year 8</b>	<p><b>Saving money and budgeting</b></p> <p>Identify key terms and information about your own income and expenditure. Explore social and moral dilemmas about the use of money, and financial decisions.</p>	<p>so that you can understand the options available to you in relation to money management and how financial wellbeing can impact us</p>	<p>savings / investments</p>	<p>L15; L16; L17</p>
	<p><b>Employability skills</b></p> <p>Correctly identify what would improve or a person's employability in the eyes of employers.</p>	<p>so that you can describe what applicants could do to improve their chances in gaining job interviews and securing employment.</p>	<p>Employability</p>	<p>L1; L4; L9</p>
	<p><b>Social media stress</b></p> <p>Describe strategies to identify and reduce risk from people online that we do not already know as well as when and how to access help.</p>	<p>So that you can explain how the need for peer approval can generate feelings of pressure. Describe strategies to manage this.</p>	<p>peer pressure / online trolls</p>	<p>R17; H30</p>
	<p><b>Group messaging</b></p> <p>Describe how to identify risk and manage personal safety in increasingly independent situations, including online.</p>	<p>so that you can develop strategies to identify and reduce risk from people online that you do not already know, assess when and how to access help.</p>	<p>terms and conditions / mob mentality</p>	<p>R43; R44; H30</p>

	<b>Importance of exercise</b>	Explain how exercise helps us maintain healthy bodies and minds, contributing to our overall wellbeing, using scientific terms.	So that we are able to recognise the importance of exercise for our health and wellbeing	Aerobic exercise / Anaerobic exercise	H10; H13; H14; H16
	<b>Alcohol and dangers</b>	Describe the dangers and risks presented by regular alcohol drinking on our physical health and our relationships.	so that you can explain how alcohol can change our behaviour and make us take more risks.	Alcohol / Binge drinking	R20; H24; H25; H26; H27; H29
	<b>Lifestyle diseases</b>	Explain how common 'lifestyle diseases' develop and how we can help prevention. Describe what might influence decisions about eating a balanced diet and strategies to manage eating choice.	So that we understand what we can do to improve chances of a long and healthy life.	Health / Lifestyle diseases / Cancer	H17; H18
	<b>Eating disorders</b>	Identify the causes of unhealthy coping strategies, such as eating disorders, and the need to seek help for themselves or others as soon as possible.	so that you are able to recognise common mental health issues such as eating disorders.	eating disorders / mental health	H7; H11; H12
<b>Year 9</b>	<b>Mental health stigma and language</b>	To develop our understanding of mental health language, stigma and strategies so that we can recognise problems and seek support.	Describe the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns.	Mental health / stigma	H2; H4; H6; H7; H8; H12; H21; R3; R40; R41;
	<b>Managing anxiety</b>	To understand the types of anxiety people can experience and that there are strategies to help manage anxiety	Describe the symptoms of anxiety and how long- and short-term anxiety are different. Explore how anxiety affects the brain and explain strategies to manage anxiety.	mental health / anxiety	H7; H9; H10; H12; H21

	<p><b>Body image and mental health</b></p>	<p>understand what body image is and how it is linked to mental health, specifically eating disorders</p>	<p>so that you are able to recognise the signs of unhealthy coping strategies</p>	<p>body image / eating disorder / self-esteem / mental health / anorexia nervosa / bulimia nervosa</p>	<p>H2; H3; H11; H13;</p>
	<p><b>Social media and resilience</b></p>	<p>Describe how to make informed decisions about whether different media and digital content are appropriate to view. Develop strategies to develop assertiveness and build resilience. Describe a broad range of strategies for promoting emotional wellbeing, for avoiding negative thinking and managing mental health concerns.</p>	<p>so that we are able to look after our mental and emotional health whilst using social media</p>	<p>Trigger / Content warnings / Trauma / Resilience / Loneliness / Social isolation</p>	<p>H5; H6; H8; H9; H10; H13</p>
	<p><b>Sleep hygiene</b></p>	<p>To understand why sleep is vital for our health, wellbeing and development</p>	<p>Describe in detail the benefits of quality sleep and the issues presented by sleep deprivation. Explain how to keep good sleep hygiene.</p>	<p>sleep deprivation / cognitive function / sleep hygiene</p>	<p>H15</p>
	<p><b>FGM</b></p>	<p>Describe the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for anyone who may be at risk, or who have already been subject to FGM.</p>	<p>So that you are able to recognise the risk for yourself and others, seeking support when needed.</p>	<p>FGM / Breast ironing</p>	<p>H21; H22</p>

	<b>Gangs and illegal weapons risks</b>	Describe the risks and dangers to young people and those around them who become involved in County Lines and Gangs.	So that you can explain how convictions for gang activity can affect a young person's future.	Gangs / County lines	R37; R45; R46; R47; L19
	<b>Gambling and risk</b>	Describe the risks associated with gambling and recognise that chance-based transactions can carry similar risks. Describe the impact gambling has on people's lives.	So that you can recognise financial risk and know the steps to protect yourself	Gambling / game of chance	H30; H31; H32; L15; L16; L17; L18; L19

UNIT	Healthy Relationships				
KS3	Lesson	What	Why	Words	PSHE criteria
Year 7	<b>Healthy relationships</b>	Describe what we might expect to see in a healthy relationship and in an unhealthy relationship.	So that you are able to explain the importance of learning about healthy relationships.	healthy relationships	H2; H6; R1; R2; R5; R9; R10; R13; R14; R15; R16; R18;
	<b>Family</b>	Describe the different types of family and the roles of family members.	So that you can explain why roles and typical families have changed and why we need to learn about different types of families.	family / marriage / civil partnership	R1; R2; R3; R6; R11;
	<b>Friendships</b>	Describe the qualities and behaviours we should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online).	So that we can recognise positive behaviours from others and ourselves	Toxic friendship groups / genuine friendships	R1; R9; R14; R15; R16; R19; R21

	<p><b>Assertiveness and discernment</b></p> <p><b>Bullying and prevention</b></p> <p><b>Online grooming</b></p> <p><b>Behaviour and respect</b></p> <p><b>Self-esteem</b></p>	<p>Understand that discernment is an important skill when being a consumer of the media</p> <p>Describe and recognise bullying, and its impact in all its forms as well as the skills and strategies to manage being targeted and to support others who are being bullied.</p> <p>Identify the characteristics of abusive behaviours such as online grooming and exploitation.</p> <p>Describe different ways of showing respect to others, both verbally and non-verbally.</p> <p>Describe ways we can improve our levels of self-esteem and why this is so important.</p>	<p>So that you understand what discernment is and how it can be important in relationships</p> <p>So that you have the skills to develop an anti-bullying approach</p> <p>So that you can recognise the warning signs and know how to report abusive behaviours and access support.</p> <p>So that you can explain why showing respect to others is important and how this can improve our learning environment as well as our personal relationships.</p> <p>So that we can analyse the root cause of low self-esteem, recognising how external influences can affect our mental health.</p>	<p>Discernment / authenticity / assertiveness</p> <p>Anti-bullying</p> <p>online predator / groomer</p> <p>Respect</p> <p>Self-esteem</p>	<p>H3, H13, H14, H30, H32, L18, L20, L24</p> <p>R14; R23; R38; R40</p> <p>H30; H31; R2; R13; R23; R37</p> <p>R1; R9; R13; R14;</p> <p>H1, H2, H4, H10, H11, H12 L2</p>
Year 8	<b>Tolerance and respect</b>	<p>What: Describe how in school and in wider society we can expect to be treated with respect by others, and that in turn we should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p>	<p>so that we are able to recognise and practice healthy behaviours within our relationships</p>	Tolerance / mutual respect	R3; R39; R40;

	<p><b>Micro-aggressions</b></p> <p><b>Consent</b></p> <p><b>Coercion and control</b></p> <p><b>Online trolls and cyberbullying</b></p> <p><b>Loss and digital legacies</b></p> <p><b>Protected characteristics</b></p>	<p>Explore the concepts of microaggressions, offensive language and bullying and be able to identify examples and appropriate responses of each.</p> <p>Describe the ‘cup of tea’ analogy and how it can be used to explain consent accurately.</p> <p>Describe what goes on in controlling and abusive relationships, the red flags that indicate this and where we can go for help.</p> <p>Identify the impact of cyberbullying, responsibilities of online bystanders to report bullying and how and where to get help.</p> <p>Explain how we process and start to manage grief and loss, in separations and death including the digital legacies left behind by relationships or loved ones who passed away.</p> <p>Describe how we tackle the unacceptability of prejudice-based language and behaviour, offline</p>	<p>So that we can recognise microaggressions, offensive language and bullying, and their impact, in all its forms and the impact of stereotyping, prejudice and discrimination on individuals and relationships.</p> <p>so that you can explain and recognise whether consent has been given in particular situations and how you know this.</p> <p>so that you can explain how abusers use different means to control their victims, why they do this and where to go for help.</p> <p>so that you know how to behave appropriately online and how to get help when needed</p> <p>so that we are able to recognise and develop healthy coping mechanisms for these life events</p> <p>So that you are able to recognise discrimination when you witness it,</p>	<p>Micro-aggressions / microinsults / micro-invalidations / micro assaults / offensive</p> <p>consent / non-consensual / non-consensual sex</p> <p>Coercion / Controlling relationships / Exploitation</p> <p>Online troll / online bystander</p> <p>Grief / Loss / Digital legacy</p> <p>Prejudice / Discrimination / Protected characteristics</p>	<p>R31; R34</p> <p>R12; R18; R20; R25; R26; R27; R28; R29</p> <p>R1; R3; R7; R28; R29; R30; R31; R32; R34</p> <p>H3; H4; H30; R13; R17; R38; R42;</p> <p>R18; R21; R22; R23; H2; H6; H7; H10; H12;</p> <p>R40, R41, L10</p>
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	<b>Stereotyping</b>	<p>and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice in the workplace and other settings.</p> <p>Understand a wide range of roles, the individuals within them and what stereotyping is</p>	<p>understand how to challenge it and have the skills to advocate for yourself.</p> <p>So that you can explain the impact of stereotyping and why it is unhelpful</p>	<p>/ The Equality Act 2010</p> <p>Stereotyping / prejudice / discrimination / roles</p>	R39; L10
Year 9	<b>Identity and values</b>	Consider the factors that make up our identity and the personal values we hold	So that you can understand how our values help create our identity and how to celebrate our own and others' identities	Identity / Values / Protected characteristics	R3; R4; R9; L2; L21
	<b>Relationships and conflict</b>	Describe in detail how you could resolve or manage different conflicts using the strategies you will learn about today.	To actively demonstrate how you can successfully resolve conflicts and arguments.	conflict / resolution / conflict management	R14; R15; R16; R19; R41 H3; H5; H6; H19;
	<b>Diverse relationships</b>	Explain how human beings usually want the same qualities in a long-term partner, irrelevant of sexuality. Describe the issues some LGBT+ face in finding committed relationships.	to develop our understanding of a range of experiences and the diversity of relationships	LGBTQ+	R1; R2; R3; R4; R14; R36; R38; R39; R40; R41
	<b>Contraception</b>	Describe the purpose and mechanisms of different forms of contraception. Explain how and where to access contraception and advice.	so that you know the protection offered by different contraceptives, how to access them and how to look after your sexual health	contraception / STIs	H35; H36; R32; R33
	<b>Sexual health – STIs</b>		so that you understand why using protection is so important and which		H35; H36; R33

	<p><b>Pornography brains</b></p>	<p>To be able to identify the most common STIs and the best ways of preventing them.</p>	<p>method of protection best prevents each of the most common STIs.</p>	<p>sexual health / STIs / Contraception</p>	<p>R2; R7; R8; R9; R11; R14; H3; L25; L27</p>
	<p><b>Deepfakes and malicious AI</b></p>	<p>Describe how sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p>	<p>to develop your discernment and understanding about the difference between real relationships/sexual experiences and those depicted in pornography</p>	<p>pornography / dopamine</p>	<p>H12; H22; R14; L22</p>
	<p><b>Online reputation</b></p>	<p>To understand what deep fakes are, the risks they can pose and the legal guidance in relation to deep fakes</p>	<p>Explain how new technology produced by artificial intelligence, such as deepfakes, can be used to malicious ends, as well as for entertainment purposes. Describe the legal penalties for malicious deepfakes and where to go for help and support.</p>	<p>Artificial intelligence / deepfakes</p>	<p>L21; L22; L24; L27; H13; R40</p>
		<p>Describe how the way people present themselves online can have positive and negative impacts on their future opportunities.</p>	<p>so that you can make considered choices about how you present yourself online and understand why your online reputation is important</p>	<p>Digital footprint / Online reputation</p>	