

In Key Stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHCE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

Core Theme 1: Health and Wellbeing

(Self concept) Students learn...	When is this learnt?
H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing	Y8 Term 2
H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)	Y8 Term 2
H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health	Y8 Terms 1 and 2
H4. simple strategies to help build resilience to negative opinions, judgements and comments	Y8 Term 2
H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing	Y7 Term 1 Y8 Term 2
(Mental Health and Emotional Wellbeing) Students learn....	When is this learnt?
H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary	Y8 Term 2
H7. the characteristics of mental and emotional health and strategies for managing these	Y8 Term 2
H8. the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns	Y8 Term 2
H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks	Y7 Term 1 Y8 Term 2
H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support	Y7 Term 1
H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]	Y8 Term 2
H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need	Y8 Term 2
(Healthy Lifestyles) Students learn...	When is this learnt?

H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities	Y7 Term 1 Y9 Term 1
H14. the benefits of physical activity and exercise for physical and mental health and wellbeing	Y7 Term 1 Y9 Term 1
H15. the importance of sleep and strategies to maintain good quality sleep	Y7 Term 1
H16. to recognise and manage what influences their choices about physical activity	Y7 Term 1 Y9 Term 1
H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices	Y7 Term 1 Y9 Term 1
H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices	Y7 Term 1 Y9 Term 1
H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.	Y7 Term 1 Y9 Term 1
H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection	Y7 Term 1 Y8 Term 2 Y9 Term 1
H21. how to access health services when appropriate	Y7 Term 1 Y8 Term 2 Y9 Term 1
H22. the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM	Y7 Term 1 Y9 Term 1
(Drugs, Alcohol and Tobacco) Students learn...	When is this learnt?
H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics	Y8 Term 3
H24. to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use	Y8 Term 3 Y9 Term 1
H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers	Y8 Term 3 Y9 Term 1
H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use	Y8 Term 3 Y9 Term 1
H27. the personal and social risks and consequences of substance use and misuse including occasional use	Y8 Term 3
H28. the law relating to the supply, use and misuse of legal and illegal substances	Y8 Term 3
H29. about the concepts of dependence and addiction including awareness of help to overcome addictions	Y8 Term 3
(Managing Personal Safety) Students learn...	When is this learnt?
H30. how to identify risk and manage personal safety in increasingly independent situations, including online	Y7 Terms 1 and 3 Y8 Term 3
H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	Y7 Term 1 Y8 Term 3

H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling	Y8 Term 3
H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	Y7 Term 1 Y9 Term 1
(Puberty and Sexual Health) Students learn...	When is this learnt?
H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	Y7 Terms 1 and 2
H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)	Y9 Term 3
H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	Y9 Term 3

Core Theme 2: Relationships

(Positive Relationships) Students learn...	When is this learnt?
R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	Y7 Term 2 Y8 Term 2
R2. indicators of positive, healthy relationships and unhealthy relationships, including online	Y7 Term 2 Y8 Term 2
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	Y8 Term 2 Y9 Term 3
R4. the difference between biological sex, gender identity and sexual orientation	Y8 Term 2
R5. to recognise that sexual attraction and sexuality are diverse	Y8 Term 2
R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion	Y8 Term 2 Y9 Term 3
R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships	Y8 Term 2 Y9 Term 3
R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex	Y8 Term 2 Y9 Term 3
(Relationship Values) Students learn...	When is this learnt?
R9. to clarify and develop personal values in friendships, love and sexual relationships	Y7 Term 2 Y8 Term 2
R10. the importance of trust in relationships and the behaviours that can undermine or build trust	Y7 Term 2 Y9 Term 3
R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships	Y8 Term 2 Y9 Term 3
R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex	Y9 Term 3
(Forming and maintaining respectful relationships) Students learn...	When is this learnt?
R13. how to safely and responsibly form, maintain and manage positive relationships, including online	Y7 Terms 2 and 3 Y8 Term 2

R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)	Y7 Terms 1, 2 and 3 Y8 Term 2 Y9 Terms 2 and 3
R15. to further develop and rehearse the skills of team working	Y7 Terms 1 and 2 Y8 Term 1 Y9 Term 1
R16. to further develop the skills of active listening, clear communication, negotiation and compromise	Y7 Terms 1 and 2 Y8 Term 1 Y9 Terms 1 and 3
R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help	Y7 Terms 2 and 3
R18. to manage the strong feelings that relationships can cause (including sexual attraction)	Y7 Term 2
R19. to develop conflict management skills and strategies to reconcile after disagreements	Y7 Term 2 Y9 Term 3
R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations	Y8 Term 3
R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships	Y8 Term 2 Y9 Term 3
R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support	Y8 Term 2 Y9 Term 3
R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them	Y7 Term 2 Y8 Term 2 Y9 Term 3
(Consent) Students learn...	When is this learnt?
R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances	Y8 Term 2 Y9 Term 3
R25. about the law relating to sexual consent	Y8 Term 2 Y9 Term 3
R26. how to seek, give, not give and withdraw consent (in all contexts, including online)	Y8 Term 2 Y9 Term 3
R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected	Y8 Term 2 Y9 Term 3
R28. to gauge readiness for sexual intimacy	Y8 Term 2 Y9 Term 3
R29. the impact of sharing sexual images of others without consent	Y7 Term 3 Y9 Term 3
R30. how to manage any request or pressure to share an image of themselves or others, and how to get help	Y7 Term 3 Y9 Term 3
R31. that intimate relationships should be pleasurable	Y9 Term 3
(Contraception and parenthood) Students learn...	When is this learnt?
R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')	Y8 Term 2 Y9 Term 3
R33. the risks related to unprotected sex	Y8 Term 2 Y9 Term 3
R34. the consequences of unintended pregnancy, sources of support and the options available	Y8 Term 2 Y9 Term 3
R35. the roles and responsibilities of parents, carers and children in families	Y8 Term 2

	Y9 Term 2
R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children	Y8 Term 2 Y9 Term 2
(Bullying, abuse and discrimination) Students learn...	When is this learnt?
R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others	Y7 Term 2 Y8 Terms 1 and 2 Y9 Term 2
R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	Y7 Term 2 Y8 Term 1
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships	Y7 Term 2 Y8 Term 1
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice	Y7 Term 2 Y8 Term 1
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online	Y7 Term 2 Y8 Term 1
(Social Influences) Students learn...	When is this learnt?
R42. to recognise peer influence and to develop strategies for managing it, including online	Y7 Terms 2 and 3 Y9 Term 2
R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support	Y7 Term 2 Y8 Term 2 Y9 Term 2
R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this	Y9 Term 2
R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours	Y9 Term 2
R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support	Y9 Term 2
47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon	Y9 Term 2

Core Theme 3: Living in the Wider World

(Learning Skills) Students learn...	When is this learnt?
L1. study, organisational, research and presentation skills	Y7 Term 3 Y8 Term 2
L2. to review their strengths, interests, skills, qualities and values and how to develop them	Y7 Term 3 Y8 Term 2 Y9 Term 2
L3. to set realistic yet ambitious targets and goals	Y7 Term 3 Y8 Term 3 Y9 Term 2
L4. the skills and attributes that employer's value	Y8 Term 2 Y9 Terms 1 and 2
L5. the skills and qualities required to engage in enterprise	Y7 Term 3 Y8 Term 2

L6. the importance and benefits of being a lifelong learner	Y7 Term 3 Y8 Term 2
(Choices and pathways) Students learn....	When is this learnt?
L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process	Y8 Term 2 Y9 Terms 1 and 2
L8. about routes into work, training and other vocational and academic opportunities, and progression routes	Y8 Term 1 Y9 Terms 1 and 2
L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life	Y9 Term 2
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations	Y8 Term 1 Y9 Terms 1 and 2
(Work and career) Students learn...	When is this learnt?
L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work	Y8 Term 1 Y9 Terms 1 and 2
L12. about different work roles and career pathways, including clarifying their own early aspirations	Y8 Term 1 Y9 Terms 1 and 2
(Employment rights and Responsibilities) Students learn...	When is this learnt?
L13. about young people's employment rights and responsibilities	Y9 Term 1
L14. to manage emotions in relation to future employment	Y9 Term 2
(Financial choices) Students learn...	When is this learnt?
L15. to assess and manage risk in relation to financial decisions that young people might make	Y8 Term 3
L16. about values and attitudes relating to finance, including debt	Y8 Term 3
L17. to manage emotions in relation to money	Y8 Term 3
L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	Y8 Term 3
L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams	Y8 Term 3 Y9 Term 2
(Media literacy and Digital Resilience) Students learn...	When is this learnt?
L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity	Y7 Terms 1 and 3 Y9 Term 2
L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media	Y7 Term 3 Y9 Term 1
L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues	Y7 Term 3 Y9 Terms 1 and 2
L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views	Y7 Term 3
L24. to understand how the way people present themselves online can have positive and negative impacts on them	Y7 Term 3 Y9 Terms 1 and 2

L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them	Y7 Term 3
L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours	Y7 Term 3
L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	Y7 Term 3