

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	"Confident me" 1. Identity and self-image 2. Forming friendships 3. Bullying and bystanders	"Healthy me" 1. Healthy choices (diet and exercise) 2. Hygiene (dental and body) 3. Managing your period 4. Period wellbeing	Ten Ten 1. Who am I? 2. Changing bodies 3A. Healthy inside and out. 3B. Keeping well (Part 1)	Ten Ten 4. Where do we come from? 5. Family and friends 6. My life on screen 7. Living responsibly 8. Basic First Aid (Part 1)	"My Rights and Values" 1. British Values 2. Tolerance, respect and the law (Equality Act / Protected Characteristics) 3. Extremism and Radicalism	"My Rights and values" 4. Rights in the community 5. FGM and forced marriage 6. Active Citizenship
8	"Healthy me" 1. HPV immunisations 2. First Aid - basic and head injuries 3. Defibrillation and CPR	Keeping Safe 1. Tobacco and Vaping 2. Criminal exploitation/County Lines 3. Risks associated with Gambling 4. Dangers of oversharing online	Ten Ten 1. Created and Chosen 2. Appreciating Difference 3A. Feelings 3B. Keeping well (Part 2) 4. Before I was Born	Ten Ten 4. Before I was Born 5. Tough Relationships 6. Think before you share 7. Wider World 8. Basic First Aid (Part 2)	"My Rights and Values" 1. Democracy and Parliament 2. Political processes in the UK 3. Precious Liberties in the UK	"My Rights and Values" 4. Dangers of stereotyping 5. Different types of relationships and their legal status 6. Media Literacy - who to trust?
9	"Confident me" 1. Attitudes towards mental health 2. Stress and Anxiety 3. Depression	"Confident me" 4. Promoting emotional wellbeing 5. Comparing online - digital resilience 6. Healthy coping strategies 7. Change, loss, grief	Ten Ten 1. The Search for Love 2. Love People, Use Things 3A. In control of my choices 3B. Drug & Smoking Awareness	Ten Ten 4. Fertility and Contraception 5A. Marriage 5B. Understanding Consent 6. One Hundred Percent 7. Knowing my rights and Responsibilities 8A. Out and About. 8B. Life Saving Skills.	"Future me" 1. Different types and patterns of work 2. Young people's employment rights and online reputation 3. Managing financial decisions	"Future me" 4. Influence of advertising on financial decisions 5. Financial exploitation 6. Saving, borrowing and protecting money
10	"Healthy me" 1. Self examination and checks 2. Drugs - the law 3. Drugs - the effects	Keeping Safe 1. Violence against women and girls 2. Risks in relationships (toxic behaviour) 3. Recognising sexual harassment 4. Consent and the Law	Ten Ten 1. Authentic Freedom 2. Self-image 3. Beliefs, Values and Attitudes	Ten Ten 4. Parenthood 5A. Pregnancy and Abortion 5B. Abuse 6. Online Influences 7. Solidarity 8. Out in Public	Ten Ten 1. Self Worth 2. Addiction 3A. Mental Wellbeing 3B. Eating Disorders 3C. Health & Fitness 4. Family Planning and Fertility	Ten Ten 5A. Sexual Health 5B. Pornography 5C. Coercive Control

Green = New Ten Ten Content added this year.

Blue = Ten Ten Content that has been changed to fit the new 2026 guidance.

Curriculum Map Year 10: Subject: PSHCE

	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>	Key Skills <i>What skills will students have developed by the end of this topic?</i>
Half Term 1	Healthy Me	- Understand the importance of taking responsibility for personal health and recognising changes in the body. - Know the purpose of self-examination and understand why noticing unusual changes early can be important. - Understand the importance of preventative healthcare, regular health checks and screening. - Know that possessing, supplying or producing illegal drugs can have serious legal consequences. - Understand that drug-related convictions can affect education, employment, travel and future opportunities. - Understand that different drugs can have different effects on the brain and body. - Know the difference between short-term and long-term effects of drug use. - Understand how drug use can affect judgement, decision-making, behaviour and personal safety. - Recognise the potential impact of substance misuse on physical health, mental wellbeing, relationships, education, employment and finances. - Know where to access reliable health information and appropriate professional support.	- Carry out appropriate self-checks safely and confidently. - Recognise changes in physical health that should be discussed with a healthcare professional. - Take increasing responsibility for personal and preventative healthcare. - Use reliable health information to make informed decisions. - Identify signs of problematic substance use and know how to respond appropriately. - Know when to seek advice, professional support or emergency help.
Half Term 2	Keeping Safe	- Know different forms of violence and abuse, including physical, sexual, emotional and psychological abuse. - Recognise that abuse can happen in current or former relationships and that it is never the victim's fault. - Understand the characteristics of healthy relationships. - Recognise toxic and unhealthy behaviours in relationships. - Know what sexual harassment is and recognise verbal, physical and online forms of harassment. - Understand that consent means freely agreeing to a specific activity and that consent can be withdrawn at any time. - Understand that someone cannot freely consent when they are being pressured, threatened, manipulated or are unable to make a decision. - Understand the legal framework around sexual consent in England and Wales, including the age of consent and the circumstances in which sexual activity is unlawful.	- Identify characteristics of healthy, unhealthy and abusive relationships. - Recognise patterns of controlling, manipulative or coercive behaviour. - Communicate personal boundaries clearly and respect the boundaries of others. - Recognise when consent has not been freely or validly given. - Know how to seek support for themselves or someone else experiencing abuse or harassment.

		• Know where to seek help and support if experiencing or witnessing harassment, abuse, violence or other unsafe behaviour.	
Half Term 3	Ten Ten RSE Freedom, Identity and Values	• Understand that authentic freedom is more than simply doing whatever we want. • Understand the relationship between freedom, responsibility and making choices. • Understand that authentic freedom involves making choices that respect our own dignity and the dignity of others. • Understand the importance of taking responsibility for the consequences of our choices. • Understand that every person has inherent dignity and worth and should not be valued solely for their appearance, achievements or popularity. • Understand how self-image can be shaped by family, friendships, social media, advertising and wider cultural expectations. • Recognise that images presented online and, in the media, may be edited, filtered or carefully selected and may create unrealistic expectations. • Recognise the importance of developing a realistic and positive understanding of oneself. • Recognise that beliefs and values can be shaped by family, faith, culture, experiences, education, relationships and society. • Understand that knowing our own beliefs and values can help us make decisions that are consistent with what we consider important. • Recognise that people can hold different beliefs and values and that these differences should be approached respectfully. • Understand that reflecting on beliefs and values can help us make more thoughtful and responsible choices.	• Reflect on what authentic freedom means in different situations. • Distinguish between genuine freedom and choices driven by pressure, manipulation or fear. • Identify influences on personal choices and consider whether those influences are helpful or harmful. • Evaluate the short- and long-term consequences of decisions. • Develop confidence in making independent and responsible choices. • Recognise unrealistic or harmful messages about appearance and self-worth. • Evaluate the influence of social media, advertising and comparison on self-image. • Develop strategies for maintaining a positive and realistic self-image. • Identify personal strengths, qualities, beliefs and values. • Reflect on how personal beliefs and values influence decisions and behaviour. • Explain and justify personal viewpoints respectfully.
Half Term 4	Ten Ten RSE Relationships, Parenthood and Society	• Understand the importance of stable, loving and respectful relationships in supporting children and family life. • Understand pregnancy and the stages of development before birth. • Understand different circumstances in which pregnancy can occur and the importance of accurate information and appropriate support. • Understand the Catholic Church's teaching on the dignity of human life and abortion, while recognising that people may have deeply personal experiences and differing views. • Recognise that abuse can occur within relationships and families and that responsibility lies with the person causing the harm.	• Reflect on the responsibilities and consequences associated with becoming a parent. • Consider different perspectives on pregnancy and abortion sensitively and respectfully. • Recognise signs of abuse, exploitation and coercive or controlling behaviour. • Identify unsafe relationship situations and consider appropriate responses. • Know how to seek help for themselves or someone experiencing abuse. • Critically evaluate the influence of social media, influencers and online communities on attitudes and behaviour.

		• Understand the importance of recognising unsafe relationships and knowing where to seek help. • Recognise that online content can present distorted or idealised versions of reality and may normalise or glamorise harmful attitudes or behaviour. • Recognise how algorithms, targeted content and social media can reinforce particular beliefs or behaviours. • Understand that online spaces can be used for bullying, harassment, stalking, coercive control, grooming and exploitation. • Understand how to increase personal safety when out in public with friends, family, strangers or independently. • Know how peer pressure can influence risk-taking and behaviour in public spaces. • Understand the legal and personal risks associated with violence, carrying weapons and involvement in conflict. • Know how to respond to situations that feel unsafe and where to seek help from trusted adults or appropriate services. • Understand that everyone has equal dignity and rights and that behaviour towards others should reflect kindness, respect and responsibility.	• Recognise when online content is manipulative, harmful or deliberately designed to influence behaviour. • Identify trusted adults and appropriate sources of support when concerned about personal safety. • Communicate respectfully with people who have different experiences, beliefs and perspectives.
Half Term 5	Ten Ten RSE Self-Worth, Wellbeing and Healthy Living	• Understand that every person has inherent dignity and worth, which is not dependent on appearance, achievements, popularity, relationships or social status. • Understand the difference between healthy self-esteem and relying on external approval for a sense of worth. • Know that addiction can affect physical health, mental wellbeing, relationships, education, work and finances. • Recognise risk factors that can contribute to addictive behaviours and the importance of seeking support. • Understand that mental wellbeing is an important part of overall health and can change throughout life. • Understand that mental health difficulties can affect anyone and that seeking help is a sign of taking responsibility for one's wellbeing. • Understand what eating disorders are and recognise that they are serious mental and physical health conditions. • Know that eating disorders can affect people of different ages, genders, backgrounds and body types. • Recognise potential signs of eating disorders and understand the importance of early support.	• Reflect on personal strengths, qualities and values and develop a healthy sense of self-worth. • Recognise and challenge unrealistic or harmful messages about appearance and personal value. • Identify healthy strategies for protecting and improving mental wellbeing. • Make informed decisions about nutrition, physical activity, sleep and wider health. • Distinguish between healthy and potentially harmful approaches to fitness and body image. • Identify reliable sources of health and fertility information. • Know when and how to seek support from trusted adults, healthcare professionals or specialist services

		• Understand how social media, appearance ideals and comparison can influence attitudes towards food, exercise and body image. • Understand factors that can affect fertility, including age, lifestyle and some medical conditions. • Understand how conception can occur and the importance of accurate information when making decisions about relationships and family life. • Understand the Catholic understanding of marriage, sexuality, fertility and openness to family life. • Know where to access reliable health information and appropriate professional support.	
Half Term 6	Ten Ten RSE	• Understand what sexual health means and the importance of looking after both physical and emotional sexual wellbeing. • Know about sexually transmitted infections (STIs), including how they are transmitted, how they can be prevented and the importance of testing and treatment. • Understand that pornography presents sexual activity in a manufactured and unrealistic context and should not be treated as a model for healthy relationships or sexual behaviour. • Understand how pornography can contribute to objectification, reducing a person to their body or sexual use rather than recognising their dignity as a whole person. • Understand that healthy relationships are based on respect, trust, equality, communication, boundaries and genuine consent. • Understand coercive control as a pattern of behaviour used to control, manipulate, intimidate or isolate another person within a relationship. • Recognise behaviours associated with coercive control. • Understand that abuse is never the responsibility of the person experiencing it and that victims may find it difficult to recognise or leave an abusive relationship. • Know how and where to seek help and support if concerned about sexual health, pornography, abuse or coercive control.	• Make informed decisions about sexual health and personal wellbeing. • Challenge objectification and attitudes that reduce people to their bodies or sexual usefulness. • Apply principles of dignity, respect, boundaries and consent to relationship situations. • Recognise patterns of controlling, manipulative or coercive behaviour. • Know how to seek help for themselves or someone else experiencing abuse or coercive control. • Identify trusted adults and appropriate professional or specialist services.

Curriculum Mapping Matrix Key	
RSHE Guidance Term	Ten Ten Abbreviation
Relationships and Sex Education	
Families	F
Respectful Relationships	RR
Online Safety and Awareness	OSA
Being Safe	BS
Intimate Sexual Relationships, including Sexual Health	ISR
Health and Wellbeing	
Mental Wellbeing	MW
Wellbeing Online	WBO
Physical Health and Fitness	PHF
Healthy Eating	HE
Drugs, Alcohol, Tobacco and Vaping	DATV
Health Protection and Prevention	HPP
Personal Safety	PS
Basic First Aid	BFA
Developing Bodies	DB

Year 10

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
10.1	Authentic Freedom	ISR: ISR1, ISR2, ISR3, ISR4 RR: RR8 BS: BS2	Created to Love Others Education in Virtue: 4.2.1.1, 4.2.1.4, 4.2.1.6 Religious Understanding: 4.2.2.1, 4.2.2.2, 4.2.2.5 Personal Relationships: 4.2.3.4, 4.2.3.5, 4.2.3.6	KS4 Relationships: personal values, readiness, consent, sexual decision-making and delaying sex KS4 Health and wellbeing: peer influence, values-led choices and emotional wellbeing
10.2	Self-Image	RR: RR2, RR3, RR9 ISR: ISR4 WBO: WBO2	Created and Loved by God Education in Virtue: 4.1.1.1, 4.1.1.3, 4.1.1.4 Religious Understanding: 4.1.2.5 Me, My Body and My Health: 4.1.3.5, 4.1.3.6 Created to Love Others: 4.2.3.2	KS4 Relationships: self-worth, stereotypes, objectification and respectful attitudes KS4 Health and wellbeing: body image, self-esteem, media influence and emotional wellbeing
10.3	Beliefs, Values, Attitudes	RR: RR2, RR5 MW: MW6	Created and Loved by God Education in Virtue: 4.1.1.6, 4.1.1.7 Religious Understanding: 4.1.2.4, 4.1.2.6 Emotional Wellbeing and Attitudes: 4.1.4.5 Created to Love Others: 4.2.1.6	KS4 Health and wellbeing: values, character, conscience, decision-making and wellbeing KS4 Relationships: respecting different beliefs and maintaining healthy boundaries
10.4	Parenthood	F: F1, F2, F3, F6, F7 RR: RR5	Created to Love Others Education in Virtue: 4.2.1.1, 4.2.1.2, 4.2.1.6 Religious Understanding: 4.2.2.1, 4.2.2.2, 4.2.2.4 Personal Relationships: 4.2.3.6, 4.2.3.8, 4.2.3.9 Keeping Safe: 4.2.4.6	KS4 Relationships: parenthood, family life, committed relationships, rights and responsibilities KS4 Health and wellbeing: future responsibilities, empathy and preparation for adult life
10.5A	Pregnancy and Abortion	ISR: ISR4, ISR7 RR: RR4, RR5	Created to Love Others Education in Virtue: 4.2.1.2, 4.2.1.6, 4.2.1.7 Religious Understanding: 4.2.2.1, 4.2.2.4, 4.2.2.5 Life Cycles and Fertility: 4.2.3.4, 4.2.3.5 Keeping Safe: 4.2.4.7	KS4 Relationships: pregnancy, abortion, law, values, differing beliefs and respectful discussion KS4 Health and wellbeing: informed decision-making and emotional impact of pregnancy and abortion
10.5B	Abuse	RR: RR1, RR5, RR8, RR10 BS: BS3, BS9, BS10, BS11, BS16 OSA: OSA10	Created to Love Others Education in Virtue: 4.2.1.2, 4.2.1.3, 4.2.1.6 Personal Relationships: 4.2.3.2, 4.2.3.7 Keeping Safe: 4.2.4.1, 4.2.4.2, 4.2.4.4 People Who Can Help Me: 4.2.4.8, 4.2.4.10	KS4 Relationships: healthy, unhealthy and abusive relationships; coercive control; stalking; grooming; consent; help-seeking KS4 Health and wellbeing: personal safety, recognising risk and accessing support

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
10.6	Online Influences	WBO: WBO1, WBO2, WBO3, WBO5, WBO6, WBO7 OSA: OSA3, OSA7, OSA8, OSA9, OSA10 RR: RR12	Created to Love Others Education in Virtue: 4.2.1.3, 4.2.1.6 Keeping Safe: 4.2.4.5 Created to Live in Community Education in Virtue: 4.3.1.1, 4.3.1.3 Living in the Wider World: 4.3.3.4, 4.3.3.5	KS4 Health and wellbeing: digital wellbeing, online harms, critical evaluation and media literacy KS4 Relationships: online influence, dignity, harassment, conflict and sub-cultures KS4 Living in the wider world: algorithms, misinformation, disinformation, AI and deepfakes
10.7	Solidarity	F: F5 BS: BS3, BS11, BS12, BS13, BS16	Created to Live in Community Education in Virtue: 4.3.1.1, 4.3.1.2, 4.3.1.3 Religious Understanding: 4.3.2.1, 4.3.2.2 Living in the Wider World: 4.3.3.4, 4.3.3.5, 4.3.3.7, 4.3.3.8 Created to Love Others: Keeping Safe: 4.2.4.1	KS4 Relationships and personal safety: FGM, forced marriage, honour-based violence, human trafficking, exploitation, warning signs and support KS4 Living in the wider world: human dignity, solidarity, common good and social action
10.8	Out in Public	RR: RR2, RR5, RR6 PS: PS1, PS2, PS3, PS4, PS5 BS: BS3, BS4, BS16	Created to Love Others Education in Virtue: 4.2.1.2, 4.2.1.3, 4.2.1.6 Keeping Safe: 4.2.4.1, 4.2.4.8 Created to Live in Community Education in Virtue: 4.3.1.1, 4.3.1.3 Living in the Wider World: 4.3.3.4	KS4 Personal safety: public spaces, conflict, peer pressure, knife crime, trusted adults, de-escalation and help-seeking KS4 Relationships: bystander responsibility, bullying, respect for strangers and managing conflict

Year 11

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
11.1	Self-Worth	RR: RR1, RR3, RR5 MW: MW6	Created and Loved by God Education in Virtue: 4.1.1.1, 4.1.1.4, 4.1.1.6 Religious Understanding: 4.1.2.5 Me, My Body and My Health: 4.1.3.1, 4.1.3.2 Created to Love Others: 4.2.1.2, 4.2.3.2	KS4 Health and wellbeing: self-worth, identity, resilience and evaluating influences on wellbeing KS4 Relationships: dignity, respect, healthy relationship foundations and positive self-relationship
11.2	Alcohol, Drugs & Dependency	DATV: DATV1, DATV2, DATV3, DATV4, DATV5, DATV6, DATV7 HE: HE3 MW: MW6, MW9 WBO: WBO6 ISR: ISR10 BS: BS16	Created and Loved by God Education in Virtue: 4.1.1.4, 4.1.1.6, 4.1.1.7 Emotional Wellbeing: 4.1.4.3, 4.1.4.4 Created to Love Others: Keeping Safe: 4.2.4.3, 4.2.4.10 People Who Can Help Me: 4.2.4.8	KS4 Health and wellbeing: drugs, alcohol, tobacco, vaping, addiction, recovery, mental health and help-seeking KS4 Relationships: substance use, sexual risk-taking and responsible decision-making KS4 Living in the wider world: online supply of illicit drugs and law
11.3A	Mental Wellbeing	MW: MW1, MW4, MW5, MW6, MW7, MW8, MW9, MW10 HP: HP9 WBO: WBOL4 HE: HE3 BS: BS16	Created and Loved by God Education in Virtue: 4.1.1.5, 4.1.1.6, 4.1.1.7 Emotional Wellbeing: 4.1.4.1, 4.1.4.3, 4.1.4.4 Religious Understanding: 4.1.2.4, 4.1.2.5 People Who Can Help Me: 4.2.4.8	KS4 Health and wellbeing: mental wellbeing, stress, anxiety, warning signs, support pathways, addiction links and reducing stigma KS4 Relationships: connection, belonging, supporting others and trusted adults
11.3B	Eating Disorders	MW: MW1, MW4, MW5, MW6, MW7, MW10 HP: HP9 HE: HE3 BS: BS16	Created and Loved by God Education in Virtue: 4.1.1.5, 4.1.1.6, 4.1.1.7 Me, My Body and My Health: 4.1.3.2, 4.1.3.3, 4.1.3.5 Emotional Wellbeing: 4.1.4.1, 4.1.4.3 People Who Can Help Me: 4.2.4.8	KS4 Health and wellbeing: eating disorders, body image, coping strategies, warning signs, early intervention and recovery KS4 Relationships: supportive friendships, inclusion, empathy and professional help-seeking
11.3C	Health and Fitness	HP: HP1, HP2, HP4, HP7, HP8, HP9 MW: MW6 HE: HE3 BS: BS16	Created and Loved by God Education in Virtue: 4.1.1.1, 4.1.1.4, 4.1.1.6 Me, My Body and My Health: 4.1.3.5, 4.1.3.6 Emotional Wellbeing: 4.1.4.3 Created to Live in Community: 4.3.1.2	KS4 Health and wellbeing: healthy lifestyle, sleep, movement, diet, screening, early detection and health services KS4 Living in the wider world: responsible use of healthcare services, prevention and donation as service

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
11.4	Family Planning and Fertility	ISR: ISR1, ISR2, ISR6 HP: HPP7 DB: DB4 HE: HE3	Created to Love Others Education in Virtue: 4.2.1.1, 4.2.1.2, 4.2.1.6 Religious Understanding: 4.2.2.1, 4.2.2.2, 4.2.2.5 Life Cycles and Fertility: 4.2.3.4, 4.2.3.5 People Who Can Help Me: 4.2.4.10	KS4 Relationships and sex education: fertility, contraception, NFP, intimacy, commitment and sexual decision-making KS4 Health and wellbeing: pre-conception health, pregnancy loss, reproductive health, infertility and support services
11.5A	Sexual Health	ISR: ISR4, ISR5, ISR8, ISR9, ISR10, ISR11, ISR12 HE: HE3	Created to Love Others Education in Virtue: 4.2.1.2, 4.2.1.6 Religious Understanding: 4.2.2.5 Keeping Safe: 4.2.4.3, 4.2.4.10 Created to Live in Community: 4.3.3.1	KS4 Health and wellbeing: STIs, HIV, PrEP/PEP, testing, treatment, stigma and confidential services KS4 Relationships: sexual decision-making, alcohol/drugs, dignity, influence, responsibility and support
11.5B	Pornography	RR: RR8, RR9, RR10, RR11 ISR: ISR5, ISR11, ISR12 OSA: OSA7, OSA10, OSA11, OSA15 MW: MW6 BS: BS11, BS14, BS15, BS16	Created to Love Others Education in Virtue: 4.2.1.3, 4.2.1.6 Religious Understanding: 4.2.2.5 Personal Relationships: 4.2.3.2, 4.2.3.7 Keeping Safe: 4.2.4.1, 4.2.4.2, 4.2.4.5, 4.2.4.6	KS4 Relationships: pornography, consent, misogyny, power dynamics, objectification and authentic intimacy KS4 Online safety: deepfakes, sextortion, exploitation, image-based abuse and fake intimacy KS4 Health and wellbeing: evaluating the impact of pornography on wellbeing and freedom
11.5C	Coercive Control	RR: RR1, RR2, RR5, RR7, RR8, RR9, RR10, RR12 F: F8 ISR: ISR3, ISR11 BS: BS3, BS5, BS7, BS9, BS10, BS16 OSA: OSA10	Created to Love Others Education in Virtue: 4.2.1.2, 4.2.1.3, 4.2.1.6 Personal Relationships: 4.2.3.2, 4.2.3.3, 4.2.3.7, 4.2.3.8 Keeping Safe: 4.2.4.1, 4.2.4.2, 4.2.4.4 People Who Can Help Me: 4.2.4.8, 4.2.4.10	KS4 Relationships: coercive control, domestic abuse, consent, rape, stereotypes, ending relationships and help-seeking KS4 Online safety: technology-facilitated harassment, monitoring and abusive behaviour KS4 Health and wellbeing: safety, support and recovery after abuse