

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 7: 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	Confident Me	- Understand what identity means and the different factors that contribute to our sense of identity. - Understand that people can have different strengths, qualities, interests and identities, and that these can change over time. - Know the characteristics of healthy and unhealthy friendships. - Understand the importance of trust, respect, communication, boundaries and mutual support in friendships. - Recognise different forms of bullying, including physical, verbal, social and online bullying. - Understand the roles of the target, perpetrator and bystander in bullying situations. - Know how bullying and exclusion can affect a person's confidence, wellbeing and relationships. - Know where to seek support and advice if experiencing or witnessing bullying.	- Reflect on and identify their own strengths, qualities and positive characteristics. - Develop strategies to build confidence and maintain a positive self-image. - Set and respect personal boundaries within relationships. - Identify unhealthy friendship behaviours and consider appropriate responses. - Recognise bullying and distinguish it from friendship disagreements or isolated incidents. - Consider the impact of their choices and behaviour on others and take responsibility for creating an inclusive environment.
Half Term 2	Healthy Me	- Understand what contributes to a healthy lifestyle, including a balanced diet, regular physical activity, sleep and rest. - Know the main food groups and the importance of a varied and balanced diet. - Understand the physical and mental benefits of regular exercise and being active. - Understand the importance of personal hygiene for health, wellbeing and confidence. - Understand good body hygiene. - Know about different period products. - Understand how to manage periods at school and in everyday life. - Know when menstrual symptoms may require support from a parent/carers, school or healthcare professional.	- Make informed choices about diet, exercise and everyday health. - Apply practical strategies to maintain good personal and dental hygiene. - Develop confidence in managing personal hygiene independently. - Develop practical skills for managing menstruation safely and confidently. - Identify and use strategies to manage physical discomfort and emotional changes during periods. - Communicate confidently about periods and personal health with trusted adults or healthcare professionals. - Challenge embarrassment, stigma and myths surrounding menstruation. - Recognise when a health concern is outside normal variation and identify when and where to seek help.
Half Term 3	Ten Ten RSE Body, Mind and Identity	- Understand that every person is unique, valuable and loved by God, with their own strengths, qualities, characteristics and experiences. - Understand how identity and self-worth can be influenced by relationships, experiences and the way we view ourselves.	- Recognise and reflect on their own strengths, qualities and developing identity. - Develop a positive and respectful attitude towards their changing body and the bodies of others. - Develop and maintain effective personal hygiene routines.

		• Recognise that people develop and change at different rates, and that differences in appearance and development are normal. • Know how to maintain good personal hygiene as the body changes during puberty. • Know how healthy eating, physical activity, sleep, hygiene and self-care contribute to overall health. • Understand how germs and infections spread and how good hygiene can reduce the risk of illness. • Know how to maintain good dental health. • Understand the importance of vaccination and using medicines appropriately. • Recognise the importance of healthy sleep and how lifestyle and screen use can affect sleep.	• Make informed choices about diet, exercise, sleep and other aspects of a healthy lifestyle. • Apply practical strategies to protect physical and emotional wellbeing. • Use effective dental and general hygiene practices to maintain health. • Develop strategies to prevent the spread of infection and illness. • Recognise when they need help and seek appropriate support from trusted adults and healthcare professionals.
Half Term 4	Ten Ten RSE Relationships, Responsibility and Staying Safe	• Understand that human beings are created for relationship, and that families and friendships can provide love, support, care and a sense of belonging. • Understand that families can be different in their structure and circumstances, while recognising the importance of healthy, loving relationships. • Understand how relationships can change as people grow and develop, and how to respond positively to these changes. • Know the basic stages of pregnancy and development before birth. • Recognise the importance of online safety. • Understand the responsibilities that come with being part of families, friendships, communities and the wider world. • Recognise how individual choices and actions can affect other people, the environment and society. • Know the basic principles of first aid, including how to respond safely to common injuries. • Know appropriate first-aid responses to bleeding and head injuries and understand when emergency help should be sought.	• Build and maintain healthy relationships through respectful communication, empathy, trust and cooperation. • Recognise healthy and unhealthy relationship behaviours and identify when support may be needed. • Communicate appropriately with family members and friends, including managing disagreements and resolving conflict. • Develop an understanding of responsible digital behaviour. • Develop strategies for managing screen use and maintaining a healthy balance between online and offline life. • Develop a sense of responsibility towards their community and environment. • Apply basic first-aid skills safely and appropriately in response to common injuries. • Know how to respond calmly in an emergency, seek appropriate help and communicate important information to others.
Half Term 5	My Rights and Values	• Understand the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. • Understand how British values contribute to a fair, safe and inclusive society. • Recognise the importance of respecting people with different backgrounds, identities, beliefs and opinions.	• Respectfully discuss and challenge different viewpoints, including those with which they disagree. • Develop confidence to challenge intolerance and discrimination appropriately and safely. • Demonstrate respect and tolerance towards people from different backgrounds, faiths, cultures and identities.

		• Understand the difference between freedom of expression and behaviour that harms, threatens or discriminates against others. • Understand what extremism and radicalisation mean and how extremist ideas can be promoted or spread. • Recognise some of the warning signs and vulnerabilities that may make someone susceptible to extremist influence. • Understand how social media and online communities can be used to spread extremist content and influence individuals. • Know how and where to seek help and report concerns about discrimination, extremism or radicalisation.	• Think critically about information and ideas, particularly content encountered online. • Recognise potentially extremist or radicalising content and behaviours and understand appropriate responses. • Make responsible choices online and consider the impact of sharing or engaging with harmful content. • Know how to seek support and report concerns when they or someone else may be at risk. • Apply British values to everyday situations, relationships and decision-making.
Half Term 6	My Rights and Values	• Understand that everyone has rights and responsibilities within their family, school, community and wider society. • Know that rights are protected by laws and legal frameworks, and understand why these protections are important. • Understand how individuals can contribute to safe, respectful and inclusive communities. • Know what Female Genital Mutilation (FGM) and forced marriage are, and understand that they are forms of abuse and serious violations of a person's rights. • Understand that FGM is illegal in the UK and that it can cause serious physical and psychological harm. • Know that a person has the right to choose whether, when and whom they marry. • Recognise potential signs that someone may be at risk of FGM or forced marriage and understand the importance of seeking help. • Understand the meaning of active citizenship and how individuals can participate positively in their community. • Recognise different ways citizens can influence decisions and contribute to positive change, including volunteering, campaigning and engaging with local organisations.	• Recognise and understand their rights and the responsibilities that accompany them. • Apply knowledge of the law to identify situations where someone's rights or safety may be at risk. • Recognise signs of abuse, including potential risks relating to FGM and forced marriage. • Challenge harmful attitudes and practices while responding sensitively and safely. • Communicate respectfully with people who have different experiences, backgrounds and perspectives. • Develop the confidence to participate in their community and identify issues they care about. • Work collaboratively to identify problems and consider practical ways to create positive change. • Develop skills in discussion, persuasion, campaigning and responsible decision-making. • Reflect on how their own choices and actions can contribute to a fairer, safer and more inclusive community.

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 7

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
7.1	Who Am I?	RR: RR2, RR3, RR4 MW: MW1, MW2	Created and Loved by God Education in Virtue: 3.1.1.1, 3.1.1.2, 3.1.1.3 Religious Understanding: 3.1.2.4, 3.1.2.5, 3.1.2.6 Me, My Body and My Health: 3.1.3.1 Emotional Wellbeing and Attitudes: 3.1.4.1	KS3 Healthy, positive relationships: 1, 11 KS3 Mental health and wellbeing: 1, 3
7.2	Changing Bodies	DB: DB1, DB2 RR: RR3	Created and Loved by God Education in Virtue: 3.1.1.1, 3.1.1.7 Religious Understanding: 3.1.2.5 Me, My Body and My Health: 3.1.3.5, 3.1.3.7	KS3 Puberty and adolescence: 1, 2
7.3A	Healthy Inside & Out	MW: MW1, MW2, MW3, MW7 WO: WO1, WO2	Created and Loved by God Me, My Body and My Health: 3.1.3.1, 3.1.3.5, 3.1.3.6, 3.1.3.9 Emotional Wellbeing and Attitudes: 3.1.4.1	KS3 Online life: 5, 11, 12 KS3 Mental health and wellbeing: 1, 3, 7, 9, 13
7.3B	Keeping Well (Part 1)	HPP: HPP1, HPP2, HPP3, HPP6 HE: HE1, HE2, HE3	Created and Loved by God Me, My Body and My Health: 3.1.3.7 Created to Live in Community Living in the Wider World: 3.3.3.1	KS3 Healthy lifestyles: 4, 5, 6 KS3 Keeping well, health services and first aid: 1, 2, 4
7.4	Where We Come From	ISR: ISR1 DB: DB3	Created and Loved by God Education in Virtue: 3.1.1.1, 3.1.1.3 Religious Understanding: 3.1.2.1, 3.1.2.2, 3.1.2.5 Life Cycles and Fertility: 3.1.5.1, 3.1.5.4	KS3 Puberty and adolescence: 3 KS3 Sex education: 1
7.5	Family & Friends	F: F1, F2 RR: RR1, RR2, RR3, RR5	Created to Love Others Education in Virtue: 3.2.1.1, 3.2.1.2, 3.2.1.4, 3.2.1.5 Religious Understanding: 3.2.2.4, 3.2.2.6 Personal Relationships: 3.2.3.2, 3.2.3.7, 3.2.3.8 People Who Can Help Me: 3.2.4.8	KS3 Healthy, positive relationships: 2, 7, 9, 11, 12, 17
7.6	My Life on Screen	WO: WO1, WO2 OSA: OSA1, OSA2	Created and Loved by God Me, My Body and My Health: 3.1.3.9 Created to Love Others Education in Virtue: 3.2.1.6 Keeping Safe: 3.2.4.5 People Who Can Help Me: 3.2.4.8	KS3 Online life: 1, 2, 3, 4, 5, 11

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
7.7	Living Responsibly	RR: RR2, RR5	Created to Love Others Religious Understanding: 3.2.2.4 Created to Live in Community Education in Virtue: 3.3.1.1, 3.3.1.2 Religious Understanding: 3.3.2.2 Living in the Wider World: 3.3.3.4	KS3 Healthy, positive relationships: 7 KS3 Mental health and wellbeing: 12
7.8	Basic First Aid (Part 1)	BFA: BFA1	Created and Loved by God Education in Virtue: 3.1.1.5, 3.1.1.7 Created to Love Others Education in Virtue: 3.2.1.2 Religious Understanding: 3.2.2.4	KS3 Keeping well, health services and first aid: 5