

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 8: 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 what HPV (human papillomavirus) is and how it can be transmitted. - Understand the purpose of the HPV vaccination and how immunisation can help protect against HPV-related cancers. - Know when and how HPV vaccination is offered through the NHS, and understand the importance of accessing reliable health information. - Understand the basic principles of first aid and the importance of responding safely and calmly to an emergency. - Know how to respond to common minor injuries, including cuts, bleeding, burns and sprains. - Understand how to respond to head injuries, including recognising symptoms that may require urgent medical attention. - Know when to call 999 or seek emergency medical assistance. - Understand what cardiac arrest is and why immediate action is critical. - Know the basic principles of CPR (cardiopulmonary resuscitation).	- Respond calmly and appropriately in an emergency situation. - Apply basic first-aid techniques to common injuries. - Recognise potential signs of serious head injury and understand when emergency help is required. - Know how to contact emergency services effectively, providing clear and relevant information. - Demonstrate the basic steps of CPR, including chest compressions, in accordance with current guidance. - Work effectively with others during an emergency by communicating clearly and assigning appropriate roles. - Make informed decisions about vaccination and personal health using reliable sources of information. - Recognise the limits of their own first-aid knowledge and understand when to seek professional medical assistance.
Half Term 2	Keeping Safe	- Understand the health risks associated with smoking and vaping, including the effects of nicotine and other substances on the body. - Understand how nicotine can lead to dependence and addiction, and recognise factors that can influence young people's decisions around tobacco and vaping. - Understand what criminal exploitation is and how young people can be manipulated, coerced or threatened into criminal activity. - Understand the concept of county lines, including how criminal groups may exploit young people to transport drugs or money. - Recognise common signs and tactics of exploitation, including grooming, gifts, threats, debt, intimidation and promises of money or status. - Understand that victims of criminal exploitation may be pressured into activities they would not otherwise choose and may need support rather than blame.	- Assess risks and make informed decisions about tobacco, vaping, gambling and online behaviour. - Challenge peer pressure and social influences that may encourage risky behaviours. - Recognise potential signs of addiction, dependence or harmful behaviour and know where to seek support. - Identify potential criminal exploitation and recognise when someone may be being groomed or coerced. - Develop strategies for responding safely to pressure, threats or manipulation. - Know how to seek help and report concerns about exploitation or criminal activity. - Think critically about gambling opportunities and advertising, recognising techniques designed to encourage participation. - Develop practical strategies for managing personal information and privacy online.

		• Understand how gambling works, including the risks associated with betting and the potential for financial and psychological harm. • Recognise how gambling can become problematic or addictive, particularly where it is used as a way to cope with emotions or financial difficulties. • Understand how advertising, social media, influencers and online gaming can normalise or encourage gambling. • Understand the risks of oversharing personal information online, including location, images, passwords, school details and other identifying information. • Recognise how information shared online can be copied, saved, shared or used by others, even if it is later deleted. • Understand the potential risks of grooming, scams, identity theft, manipulation and unwanted contact resulting from oversharing.	• Evaluate what is safe to share online and consider the possible consequences before posting or sending information. • Know how to respond to unwanted contact, suspicious behaviour or online scams, including blocking, reporting and seeking help.
Half Term 3	Ten Ten RSE Created, Valued and Well	• Understand that every person is created and chosen by God and has inherent dignity, worth and value. • Recognise the unique gifts, qualities and characteristics that make each person who they are. • Understand the importance of self-worth, acceptance and gratitude for who we are. • Recognise that people are different in their appearance, characteristics, experiences and abilities, and that these differences should be respected. • Understand how stereotypes, prejudice and discrimination can affect individuals and relationships. • Recognise that feelings and emotions are a normal part of being human and can change as we grow. • Recognise the difference between attraction, love, care and healthy relationships. • Understand the importance of respect, self-control and emotional maturity when managing feelings and relationships. • Understand the basic journey from conception to birth, including key stages of pregnancy and foetal development. • Recognise the value and dignity of human life from its earliest stages. • Understand that pregnancy can involve a range of physical and emotional experiences, including pregnancy, miscarriage and abortion, and that these should be discussed sensitively.	• Reflect on and articulate their own identity, strengths, gifts and qualities. • Develop a positive sense of self-worth and personal dignity. • Recognise and challenge stereotypes, prejudice and discriminatory behaviour. • Discuss differences and sensitive issues using respectful and appropriate language. • Listen to and consider different experiences and perspectives. • Recognise, name and manage feelings and emotions appropriately. • Develop strategies for managing strong emotions and feelings of attraction. • Demonstrate self-control, patience and respect in relationships. • Recognise the difference between healthy and unhealthy attitudes and behaviours in relationships. • Sequence and explain the main stages of human development from conception to birth. • Use accurate and respectful language when discussing pregnancy, unborn life and human development. • Demonstrate empathy and sensitivity when discussing pregnancy, miscarriage and abortion.

Half Term 4	Ten Ten RSE Relationships, Responsibility and the Wider World	• Understand the journey from conception to birth, including the main stages of pregnancy and foetal development. • Recognise the dignity and value of human life and the importance of treating pregnancy and unborn life with respect. • Know the characteristics of healthy and unhealthy relationships, including controlling, manipulative or abusive behaviours. • Understand the importance of consent, respect and personal boundaries within relationships. • Recognise how emotions, conflict and peer pressure can affect relationships and decision-making. • Understand the risks associated with sharing personal information, images and content online. • Recognise that digital content can be copied, saved and shared, potentially reaching a much wider audience than intended. • Understand the importance of privacy, consent and digital responsibility when sharing information or images of themselves or others. • Know how social media and digital communication can affect wellbeing, relationships and reputation. • Understand how individuals are part of a wider community and society, with responsibilities towards others. • Recognise ways in which young people can contribute positively to their community and the wider world. • Understand how stereotypes, prejudice and discrimination can affect individuals and communities. • Know basic first-aid responses to a range of common injuries and emergencies, building on earlier first-aid knowledge. • Understand appropriate responses to situations such as burns, choking, bleeding, fractures and other injuries, and know when emergency help is required.	• Communicate effectively when dealing with disagreements or difficulties in relationships. • Recognise unhealthy or potentially abusive relationship behaviours and identify when support should be sought. • Develop strategies for setting and respecting personal boundaries. • Think critically before sharing information, photographs or other content online. • Assess whether something is appropriate and safe to share, considering privacy, consent and potential consequences. • Develop confidence in challenging prejudice, stereotypes and discrimination. • Consider different perspectives and communicate respectfully with people from different backgrounds and experiences. • Identify ways to contribute positively to the wider community and take responsible action. • Apply basic first-aid techniques safely and appropriately in response to common injuries. • Remain calm and communicate clearly during an emergency. • Know how to contact emergency services and provide relevant information. • Recognise the limits of their own first-aid knowledge and understand when to seek professional medical assistance.
Half Term 5	My Rights and Values	• Understand the principles of democracy and how democratic government operates in the UK. • Know the role and functions of the UK Parliament, including the House of Commons and House of Lords. • Understand the role of MPs, elections and political parties within the UK democratic system. • Understand different ways citizens can participate in political and civic life, including voting, campaigning, contacting representatives and peaceful protest. • Understand the importance of political participation and informed decision-making in a democracy.	• Explain how democracy and Parliament work in the UK. • Evaluate information from different sources when learning about political issues and processes. • Develop confidence in expressing political views respectfully, including listening to and considering opposing perspectives. • Distinguish between fact, opinion, evidence and political persuasion. • Understand how to participate constructively in democratic processes.

		• Know key freedoms and liberties protected in the UK, including freedom of expression, freedom of religion or belief, freedom of assembly and association. • Understand the relationship between individual rights, responsibilities and the rule of law. • Recognise the importance of respecting different political views and beliefs within a democratic society.	• Develop the ability to question, discuss and debate political issues using evidence and respectful language. • Reflect on how their own actions can contribute to a democratic and inclusive society.
Half Term 6	My Rights and Values	• Understand what stereotypes are and how they can develop from assumptions about people's characteristics, backgrounds, interests or behaviour. • Understand how stereotypes can be inaccurate, limiting and harmful, particularly when applied to individuals. • Recognise how stereotypes can be reinforced through media, advertising, social media and popular culture. • Understand that people can have different types of relationships, including friendships, family relationships, romantic relationships and professional relationships. • Know the key features of healthy relationships, including respect, trust, communication, honesty, boundaries and consent. • Know the legal status of marriage and civil partnership and understand the importance of consent. • Understand that the law provides protections against forced marriage and abuse within relationships. • Recognise different types of media and information sources, including news organisations, social media, influencers, advertising and user-generated content. • Understand how bias, misinformation, disinformation, clickbait and algorithms can influence what people see and believe. • Know the importance of checking sources, evidence, dates, authorship and supporting information before accepting or sharing a claim. • Understand how to identify trusted sources of information, particularly for important or sensitive issues	• Identify and challenge stereotypes in everyday situations and media. • Consider the impact of stereotypes on individuals, relationships and wider society. • Communicate respectfully with people whose backgrounds, characteristics or experiences differ from their own. • Recognise healthy relationship behaviours and understand the importance of respect, boundaries and consent. • Evaluate the reliability and credibility of information encountered online and in the media. • Check information against reliable and independent sources before accepting or sharing it. • Recognise bias, misleading content and attempts to manipulate an audience. • Develop critical thinking skills to distinguish fact, opinion and interpretation. • Make responsible decisions about what information to trust, share and act upon.

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 8

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
8.1	Created and Chosen	RR: RR2, RR3 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 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
8.2	Appreciating Differences	RR: RR2, RR3, RR4, RR5	Created and Loved by God Education in Virtue: 3.1.1.3, 3.1.1.7 Religious Understanding: 3.1.2.5, 3.1.2.6 Created to Love Others Education in Virtue: 3.2.1.2, 3.2.1.3, 3.2.1.5 Personal Relationships: 3.2.3.1	KS3 Respecting self and others: 1, 11, 12, 17, 18 KS3 Healthy, positive relationships: 1, 3, 4
8.3A	Feelings	DB: DB2 ISR: ISR1, ISR5 RR: RR2, RR5	Created to Love Others Education in Virtue: 3.2.1.5, 3.2.1.6 Religious Understanding: 3.2.2.1, 3.2.2.2 Personal Relationships: 3.2.2.5 People Who Can Help Me: 3.2.4.8	KS3 Sex education: 1, 9, 10, 11 KS3 Healthy, positive relationships: 9, 14
8.3B	Keeping Well (Part 2)	MW: MW1, MW2, MW3, MW4, MW5, MW6, MW7	Created and Loved by God Education in Virtue: 3.1.1.5, 3.1.1.6 Religious Understanding: 3.1.2.4 Me, My Body and My Health: 3.1.3.1, 3.1.3.5, 3.1.3.6 Emotional Wellbeing and Attitudes: 3.1.4.1	KS3 Mental health and wellbeing: 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 13, 18, 21
8.4	Before I Was Born	ISR: ISR1, ISR7 RR: RR2 HPP: HPP7	Created to Love Others Education in Virtue: 3.2.1.3, 3.2.1.4, 3.2.1.6 Religious Understanding: 3.2.2.1, 3.2.2.5 Life Cycles and Fertility: 3.2.3.4, 3.2.3.5	KS3 Sex education: 2, 6, 11 KS3 Keeping healthy and well: pregnancy, prenatal care, miscarriage and pregnancy loss
8.5	Tough Relationships	RR: RR2, RR3, RR4, RR5, RR6, RR9	Created to Love Others Education in Virtue: 3.2.1.2, 3.2.1.3, 3.2.1.6 Personal Relationships: 3.2.3.1 Created to Live in Community Education in Virtue: 3.3.1.1, 3.3.1.3	KS3 Respecting self and others: 11, 16, 17, 18 KS3 Healthy, positive relationships: 3, 4 KS3 Living in the wider world: 23, 26

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
8.6	Think Before You Share	OSA: OSA1, OSA2, OSA4, OSA5, OSA6 BS: BS1, BS11 RR: RR5 ISR: ISR3	Created to Love Others Education in Virtue: 3.2.1.5, 3.2.1.6 Religious Understanding: 3.2.2.5 Keeping Safe: 3.2.4.2, 3.2.4.5, 3.2.4.6, 3.2.4.8	KS3 Online life and safety: 2, 3, 11, 12, 13, 23, 24, 25, 26, 27 KS3 Personal safety, risk and influence: 3, 11, 12, 13 KS3 Sex education: 10
8.7	Wider World	RR: RR2, RR3, RR4, RR5, RR6, RR9, RR10	Created to Love Others Education in Virtue: 3.2.1.3, 3.2.1.5, 3.2.1.6 Religious Understanding: 3.2.2.5 Keeping Safe: 3.2.4.2, 3.2.4.6 Created to Live in Community Education in Virtue: 3.3.1.1, 3.3.1.3	KS3 Respecting self and others: 11, 16, 17, 18 KS3 Healthy, positive relationships: 3, 4 KS3 Living in the wider world: 23, 26
8.8	Basic First Aid (Part 2)	BFA: BFA1, BFA2	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 People Who Can Help Me: 3.2.4.8	KS3 Keeping well, health services and first aid: 5, 6