

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 9: 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 that mental health is part of everyone's overall health and can change throughout life. - Recognise that experiencing difficult emotions, feeling worried or having periods of low mood is normal and does not necessarily mean someone has a mental health condition. - Understand the importance of challenging stigma, stereotypes and misconceptions about mental health. - Know how attitudes towards mental health can affect whether people talk about difficulties and seek support. - Understand what stress and anxiety are and recognise common causes and triggers. - Understand the difference between everyday worry or stress and anxiety that is persistent or significantly affects someone's life. - Recognise how stress can affect sleep, concentration, relationships, physical health and behaviour. - Recognise some common signs of depression, including persistent low mood, loss of interest, changes in sleep or appetite, low motivation and difficulties concentrating. - Understand that mental health difficulties can affect anyone, regardless of their circumstances or personality. - Know that there are effective treatments, coping strategies and sources of professional support for mental health difficulties. - Understand the importance of healthy coping strategies, including physical activity, sleep, relationships, hobbies, relaxation and talking to others. - Know when someone should seek further help and identify trusted adults and appropriate professional sources of support.	- Use appropriate vocabulary to describe emotions, stress and mental health accurately and sensitively. - Recognise early signs that their own or someone else's mental wellbeing may be deteriorating. - Distinguish between normal emotional experiences and potential signs of a mental health difficulty. - Identify triggers and situations that may contribute to stress or anxiety. - Apply practical strategies to manage stress, worry and difficult emotions. - Develop and use healthy coping strategies rather than relying on harmful or unhelpful behaviours. - Challenge stigma and misconceptions about mental health and mental illness. - Respond with empathy and respect when someone discusses a mental health difficulty.
Half Term 2	Confident Me	- Understand the importance of emotional wellbeing and how it contributes to overall health. - Recognise factors that can support or negatively affect emotional wellbeing. - Understand the importance of self-care, positive relationships and seeking support. - Recognise how social media and online platforms can encourage unhelpful comparisons with others.	- Identify and articulate emotions using appropriate and sensitive language. - Reflect on their own emotional wellbeing and recognise factors that may positively or negatively affect mental health. - Develop practical strategies to promote emotional wellbeing, including positive relationships, physical activity, time outdoors and participation in meaningful activities.

		• Understand the concept of digital resilience, including managing online pressures, responding to negative experiences and maintaining a healthy relationship with technology. • Know a range of healthy coping strategies for managing stress, difficult emotions and challenging situations. • Recognise that different coping strategies work for different people and that some responses can be harmful or unhelpful. • Understand that change, loss and grief are natural parts of life and can affect people in different ways. • Recognise different experiences of loss, including bereavement, changes in relationships, moving home or school, and other significant life changes. • Understand that grief does not follow a fixed pattern or timetable and that people respond to loss differently.	• Evaluate the impact of social media and online comparison on self-esteem, body image and mental health. • Develop digital resilience, including managing online pressures, responding to negative experiences and making healthy decisions about screen use. • Recognise unhelpful thought patterns and behaviours and explore alternative, healthier ways of responding. • Apply a range of healthy coping strategies to manage stress, disappointment, difficult emotions and setbacks. • Evaluate coping strategies and identify when a strategy is helpful, unhelpful or potentially harmful. • Demonstrate empathy and respect when discussing other people's experiences of loss and grief. • Develop strategies for managing change, loss and bereavement, including identifying sources of emotional support.
Half Term 3	Ten Ten RSE Love, Choices and Responsibility	• Understand that human beings are made for loving and respectful relationships, and that love involves valuing the whole person. • Understand the difference between genuine love, attraction, infatuation and unhealthy attachment. • Recognise the importance of respect, dignity, self-control and commitment in relationships. • Understand the principle of loving people and valuing them for who they are, rather than treating people as objects to satisfy our own wants. • Recognise how pornography, sexualised media and consumer culture can influence attitudes towards relationships, bodies and sex. • Understand what drugs are, including the distinction between legal, illegal and prescribed drugs. • Know the potential physical, psychological and social effects of drug use. • Understand the risks associated with smoking and nicotine, including addiction and the effects on physical health. • Understand that vaping is not risk-free and that nicotine can lead to dependence. • Recognise how peer pressure, curiosity, stress and social influences can contribute to decisions about drugs, smoking and vaping.	• Reflect on their own understanding of love and relationships and distinguish healthy attitudes from unhealthy ones. • Recognise when someone is being objectified or treated as a means to an end. • Develop strategies for setting boundaries and showing respect within relationships. • Think critically about messages from media, pornography and advertising concerning relationships and sex. • Recognise the factors that can influence their choices and develop strategies for making independent, responsible decisions. • Assess risks and consequences before making decisions about drugs, smoking, vaping and other substances. • Develop confidence to resist peer pressure and communicate boundaries assertively. • Challenge myths and misconceptions about drugs, smoking and vaping. • Recognise potentially harmful or risky behaviour in themselves or others and seek appropriate support. • Develop practical strategies for protecting their physical and emotional wellbeing. • Identify trusted adults and appropriate professional sources of advice and support when faced with difficult choices.

		Understand that substance use can affect relationships, education, finances, safety and future opportunities.	
Half Term 4	Ten Ten RSE Growing Up, Relationships and Responsibility	- Understand how fertility works and the biological processes involved in conception. - Know the different methods of contraception, including natural and artificial methods, and how they work. - Understand that contraception can be used to reduce the likelihood of pregnancy, while no method is completely effective. - Understand the Catholic Church's teaching on contraception and the reasons underlying this teaching. - Understand marriage as a committed relationship and know that different forms of committed relationships exist, including civil marriage and civil partnership. - Understand Catholic teaching about marriage as a sacrament and the importance of commitment. - Understand the meaning of consent and that consent must be freely given, informed and ongoing. - Understand that pressure, manipulation, coercion or exploitation mean that genuine consent has not been given. - Understand the risks and legal implications surrounding sexual images, sexting and sharing images without consent. - Understand that sexual exploitation and harassment are unacceptable and that people have a right to seek help and protection. - Understand that rights and responsibilities apply within school, relationships, communities and wider society. - Know how to recognise unsafe situations and understand how peer pressure can influence risk-taking behaviour. - Understand how to stay safe when travelling or spending time independently, including risks around roads, railways and water. - Know basic life-saving responses, including how to respond to a cardiac arrest, perform CPR and use an AED. - Understand the importance of acting quickly, contacting emergency services and following instructions during an emergency.	- Explain how fertility and contraception work using accurate terminology. - Compare different contraceptive methods and consider their advantages, limitations and appropriate use. - Identify the characteristics of healthy, committed relationships. - Recognise the importance of commitment, fidelity, respect and responsibility within relationships. - Recognise whether consent has been freely and clearly given. - Identify pressure, coercion, manipulation and exploitation in relationship situations. - Make responsible decisions about sexual behaviour and understand the potential consequences of choices. - Recognise unsafe online behaviour involving sexual images and know how to seek help. - Identify when someone's rights are being ignored or violated. - Know how to seek support and report harassment, exploitation, abuse or other concerns. - Assess risks when out independently and make safer decisions in response to peer pressure. - Respond calmly and appropriately to an emergency. - Demonstrate basic CPR and use an AED in accordance with appropriate training and instructions. - Communicate effectively with emergency services and other people providing assistance.
Half Term 5	Future Me	- Understand the importance of transferable skills, qualifications and experience when applying for work. - Know the basic employment rights and responsibilities of young workers.	- Reflect on personal strengths, interests and skills when considering future work and career opportunities. - Identify employment rights and responsibilities and recognise when these may not be being respected.

		• Know that discrimination and harassment in the workplace are unacceptable and unlawful. • Understand how social media and an online presence can affect education, employment and future career opportunities. • Know that information posted online can be difficult to remove and may be viewed by employers or others in the future. • Understand how to create and maintain a positive and professional online reputation. • Understand the difference between needs and wants when making financial decisions. • Know how to budget, compare prices and assess value for money. • Understand the benefits of saving and the risks associated with borrowing and debt. • Understand different forms of financial risk.	• Evaluate how online behaviour and social media activity could affect future opportunities. • Make responsible decisions about what to post, share and make publicly available online. • Create a realistic personal budget and distinguish between essential and non-essential spending. • Assess the risks and consequences of borrowing, debt and financial commitments. • Consider how emotions and social influences can affect financial decisions. • Know when and how to seek advice or support about employment and financial concerns.
Half Term 6	Future Me	• Understand how advertising can influence financial decisions, including through targeted advertising, social media, influencers and personalised online content. • Know how advertising techniques can create a sense of need, urgency or social pressure to spend. • Understand the difference between needs, wants and impulses when making spending decisions. • Recognise that online platforms can use personal data and algorithms to target people with particular products or offers. • Understand how peer pressure, emotions and social expectations can influence spending. • Understand what financial exploitation is and how it can affect young people. • Understand how criminals may use promises of easy money, gifts, threats or social pressure to exploit people financially. • Know that allowing someone to use your bank account or financial details can have serious consequences. • Know the benefits of saving money and understand the importance of having financial goals. • Understand the difference between saving and borrowing. • Know that borrowing can involve interest, fees and other costs. • Understand the difference between manageable and unmanageable debt. • Know that different forms of borrowing have different risks and costs. • Understand the importance of protecting bank accounts, passwords, PINs and other financial information.	• Identify and analyse techniques used by advertisers to influence spending. • Distinguish between genuine information, advertising and persuasive marketing. • Question whether something is genuinely needed before spending money. • Evaluate the influence of social media, influencers, algorithms and peers on financial choices. • Identify scams, fraudulent messages and other attempts to obtain money or personal information. • Recognise situations where someone may be being financially exploited. • Calculate and compare the potential costs of borrowing, including interest and fees. • Assess financial risks and consider potential short- and long-term consequences. • Protect personal and financial information online.

		• Know how to recognise common signs of scams and fraudulent activity.	
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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 9

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
9.1	The Search for Love	RR: RR2, RR8 ISR: ISR1, ISR2, ISR3, ISR4, ISR5, ISR6	Created to Love Others Education in Virtue: 3.2.1.3, 3.2.1.6 Religious Understanding: 3.2.2.1, 3.2.2.2, 3.2.2.5 Personal Relationships: 3.2.3.4, 3.2.3.5, 3.2.3.6, 3.2.3.10, 3.2.3.11	KS3 Healthy, positive relationships: values, commitment and healthy intimate relationships KS3 Sex education: readiness, attraction, delaying sex, consent and values
9.2	Love People, Use Things	RR: RR2, RR8 ISR: ISR3, ISR5 BS: BS11	Created to Love Others Education in Virtue: 3.2.1.3, 3.2.1.6 Religious Understanding: 3.2.2.5 Keeping Safe: 3.2.4.6 Created to Live in Community: 3.3.3.4, 3.3.3.5	KS3 Healthy, positive relationships: respect, dignity and objectification KS3 Online life and safety: pornography, exploitation and harmful sexual content KS3 Personal safety: exploitation and resisting pressure
9.3A	In Control of My Choices	MW: MW6 RR: RR8 ISR: ISR3, ISR5	Created and Loved by God Education in Virtue: 3.1.1.4, 3.1.1.6 Created to Love Others Education in Virtue: 3.2.1.6 Religious Understanding: 3.2.2.5	KS3 Mental health and wellbeing: evaluating choices and wellbeing KS3 Sex education: desire, sexual decision-making, values and self-control
9.3B	Drug and Smoking Awareness	MW: MW6, MW9 DATV: DATV1, DATV2, DATV5, DATV6, DATV7	Created and Loved by God Education in Virtue: 3.1.1.4, 3.1.1.6, 3.1.1.7 Created to Love Others Keeping Safe: 3.2.4.7 People Who Can Help Me: 3.2.4.8	KS3 Drugs, alcohol and tobacco: facts, law, risk, addiction and support KS3 Healthy lifestyles: evaluating wellbeing and healthy habits KS3 Personal safety: informed and responsible decision-making
9.4	Fertility and Contraception	F: F3 ISR: ISR4, ISR6	Created and Loved by God Life Cycles and Fertility: 3.1.5.4, 3.1.5.5 Created to Love Others Religious Understanding: 3.2.2.1, 3.2.2.2 Personal Relationships: 3.2.3.6	KS3 Sex education: fertility, contraception, reproductive health and decision-making KS3 Healthy lifestyles: reproductive health and medically accurate information
9.5A	Commitment and Marriage	F: F2, F3 RR: RR2 ISR: ISR3, ISR4	Created to Love Others Education in Virtue: 3.2.1.1, 3.2.1.2, 3.2.1.6 Religious Understanding: 3.2.2.1, 3.2.2.2, 3.2.2.5 Personal Relationships: 3.2.3.6, 3.2.3.9, 3.2.3.10	KS3 Healthy, positive relationships: commitment, marriage, civil partnership and cohabitation KS3 Sex education: faith, values and sexual decision-making KS3 Families: stable relationships and wellbeing

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
9.5B	Understanding Consent	RR: RR8 ISR: ISR3, ISR5 BS: BS1, BS2 OSA: OSA1, OSA2, OSA4, OSA5	Created to Love Others Education in Virtue: 3.2.1.3, 3.2.1.6 Keeping Safe: 3.2.4.1, 3.2.4.2, 3.2.4.3, 3.2.4.4, 3.2.4.5 People Who Can Help Me: 3.2.4.8	KS3 Online life and safety: consent, image sharing, sexting and law KS3 Healthy, positive relationships: consent and boundaries KS3 Personal safety: pressure, risk and support
9.6	Safe and Smart Online	WBO: WBO1, WBO2, WBO3 OSA: OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, OSA12, OSA13, OSA14, OSA15 RR: RR8 ISR: ISR3 BS: BS2, BS11	Created to Love Others Education in Virtue: 3.2.1.3, 3.2.1.6 Keeping Safe: 3.2.4.5, 3.2.4.6, 3.2.4.8 Created to Live in Community Education in Virtue: 3.3.1.1, 3.3.1.3 Living in the Wider World: 3.3.3.4, 3.3.3.5	KS3 Online life and safety: digital wellbeing, data, privacy, AI, scams, sextortion and reporting KS3 Living in the wider world: media literacy and digital citizenship KS3 Personal safety: online pressure and exploitation
9.7	Human Rights and Wrongs	RR: RR8, RR10 ISR: ISR3, ISR5 BS: BS5, BS6, BS7, BS8, BS11, BS16	Created to Live in Community Education in Virtue: 3.3.1.1, 3.3.1.3 Religious Understanding: 3.3.2.2 Living in the Wider World: 3.3.3.4, 3.3.3.5, 3.3.3.8, 3.3.3.9 KS4 links: 4.3.3.4, 4.3.3.7, 4.3.3.8	KS3 Personal safety: harassment, assault, exploitation, grooming and reporting KS3 Healthy, positive relationships: consent, power dynamics and dignity KS3 Living in the wider world: human rights and social responsibility
9.8A	Out and About	PS: PS1, PS2, PS3 BS: BS2, BS4	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 Created to Live in Community Education in Virtue: 3.3.1.1, 3.3.1.2 Living in the Wider World: 3.3.3.4	KS3 Personal safety: roads, railways, water, travel, peer pressure and risk assessment KS3 Health and wellbeing: emergency planning and safer choices KS3 Living in the wider world: responsibility in public spaces
9.8B	Lifesaving Skills	BFA: BFA1, BFA2, BFA3	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: basic first aid, CPR, AEDs and emergency response