



PSHE Education KS3 Course Overview 2021/2022

At Key Stage 3, students build on the knowledge & understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE 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 Transition and safety	Core Theme 1 Health and wellbeing Puberty	Core Theme 2 Relationships Our Relationship with Ourselves	Core Theme 3 Living in the wider world Digital literacy	Core Theme 3 Living in the wider world Financial decision making	Core Theme 2 Relationships Building relationships with others
Year 7	1 What is PSHE? Values and Ground Rules 2 Transition from Primary to Secondary School 3 Being a resilient student 4 Bullying or banter 5 Emotional literacy and self-awareness 6 Emotional Wellbeing and Mental Health 7 The good and bad points about mobile phones	1 Introduction to puberty and comparison of children and adults' bodies and capabilities 2 Changes in Males during puberty 3 Changes in Females during puberty 4 Periods 5 What is FGM and why is it dangerous 6 Personal Hygiene and Dental Health iDay <ul style="list-style-type: none"> • First aid Personal safety <ul style="list-style-type: none"> • Road/Rail • Water • Fire Girls/ Boys Split lesson periods, wet dreams/male body image/steroids	1 What do we mean by a healthy lifestyle 2 How can I keep healthy? Food groups/labels and nutrition 3 Consequences of not eating healthily 4 Healthy living exercise 5 Sleep 6 The dangers of smoking and second hand smoking 7 What's the big deal about energy drinks?	1 Personal Identity - British Values 2 An introduction to keeping safe online: Safe Social Media 3 Cyberbullying 4 Internet safety - online grooming 5 Fake News - critically assess different media sources 6 Age restrictions when accessing different forms of media	1 About Wants Vs Needs 2 How can we budget our money 3 Creating a personal budgeting plan 4 What are different financial products for 5 What are different financial transactions 6 About ethical and unethical business practices and consumerism	1 Keeping safe and positive relationships 2 Keeping good friendships 3 Family relationships 4 Falling in love 5 Consent 6. How to manage our anger
Year 8	Core Theme 1 Health and wellbeing	Core Theme 2 Relationships Identity and Relationships	Core Theme 2 Relationships Identity and Relationships	Core Theme 1 Health and wellbeing	Core Theme 2 Relationships Discrimination	Core Theme 2 Relationships Discrimination
	1 Personal Development and target setting 2 Managing my behaviour to achieve 3 Growth Mindset to achieve 4 Self-confidence and goals	1 About the law in relation to consent - tea 2 Personal Identity - Sexual orientation 3 Personal Identity - Gender identity	1 Delaying Sexual Activity 2 Safe Sex – STIs 3 Safe sex – basic contraception 4 Cancer Awareness	1 Body images 2 Eating disorders 3 Why do people self-harm	1 What are prejudice, discrimination and stereotyping? 2 Prejudice and discrimination – racism and Black Lives Matter 3 British Values - tolerance anti-racism 4 Prejudice and discrimination – religion	1 Prejudice + Stereotypes – disability 2 Gender based discrimination, TimesUp and the #MeToo Movements 3 Homophobia/Biphobia 4 Discrimination and The Equality Act 2010
Year 9	Relationships (D) Recognising and Dealing with Bullying H/505/2658 Credits 2	Core Theme 1 Health and wellbeing Peer influence, substance use and gangs	Core Theme 3 Living in the wider world Setting Goals and Careers	Core Theme 1 Health and wellbeing Peer influence, substance use and gangs	Core Theme 3 Living in the wider world Digital literacy	Core Theme 3 Living in the wider world Digital literacy
	1.1 Identify three different forms of bullying. 1.2 State what is meant by being a victim. 2.1 Give three examples of the effects of bullying on the victim. 2.2 Identify the emotions that may be experienced by a bully when bullying.	1 Group Think 2 How can we deal with peer pressure 3 Alcohol awareness 4 How does knife crime impact on our lives	1 Career Pilot - Getting ready for your career and option choices 2 Different types of qualifications, employment and career pathways 3 The Road Map to Success	1 What are drugs class a b c 2 Drugs and the law 3 What are acid attacks 4 How does the law treat young offenders 5. County Lines – What is it? Who is at risk?	1 Why are people selfie obsessed 2 Online Stress and FOMO 2 About the risks of 'sexting' and how to manage requests or pressure to send an image	1 Discrimination teens and media 2 Safe sex - dangers of pornography 3 Domestic conflict - running away from home

PSHE Education KS4 Course Overview 2021/2022

At Key Stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Personal Wellbeing Award Level 1

Learners must achieve 6 credits with a minimum of 4 credits at Level 1. A minimum of 1 credit must be achieved from each of the key subject groups: Diversity (A), Healthy Lifestyles (B), Personal Identities (C), Relationships (D) and Risk (E).

	Relationships (D) Recognising and Dealing with Bullying H/505/2658 Credits 2	Healthy Lifestyles (B) Sex and Relationships A/503/0990 Credits 2	Healthy Lifestyles (B) Sex and Relationships A/503/0990 Credits 2	Diversity (A) Valuing Equality and Diversity K/505/2662 Credits 2	Diversity (A) Valuing Equality and Diversity K/505/2662 Credits 2	Risk (E) Understanding Risk A/503/1010 Credits 1
Y e a r 1 0	<p>1.1 Identify three different forms of bullying.</p> <p>1.2 State what is meant by being a victim.</p> <p>2.1 Give three examples of the effects of bullying on the victim.</p> <p>2.2 Identify the emotions that may be experienced by a bully when bullying.</p> <p>3.1 Outline one intervention that may help the victim.</p> <p>3.2 State two ways in which the self-esteem of the victim can be raised.</p> <p>3.3 Outline one intervention that may help the bully.</p> <p>4.1 Identify three sources of help and support available.</p>	<p>1.1 I have stated what is meant by 'sexuality.'</p> <p>1.2 I have listed different sexual relationships.</p> <p>1.3 I have outlined what is meant by a consensual sexual relationship.</p> <p>1.4 I have outlined cultural differences regarding sexual relationships and marriage.</p> <p>2.1 I have outlined the risks associated with a sexual relationship.</p> <p>2.2 I have given an example of potentially high-risk situations.</p> <p>2.3 I have identified how risk(s) can be minimized or avoided.</p>	<p>3.1 I can identified legal issues in relation to age of consent, marriage, cohabitation and abuse.</p> <p>4.1 I have identified 2 changes in the male body during sexual activity.</p> <p>4.2 I have identified 2 changes in the female body during sexual activity.</p> <p>5.1 I have listed methods of contraception.</p> <p>5.2 I have listed advantages and disadvantages of each.</p> <p>5.3 I have stated sources of further information and support available.</p> <p>6.1 I have identified the cause and effects of STIs including HIV and AIDS.</p> <p>6.2 I have outlined how to maintain good sexual health.</p> <p>6.3 I have stated sources of further information and support available.</p>	<p>1 Understand aspects of equality</p> <p>1.1 Outline the meaning of the term 'equality'.</p> <p>1.2 List the key equality legislation.</p> <p>1.3 Give examples of inequality in different situations.</p> <p>1.4 Identify bodies who work on equality issues.</p> <p>2 Understand aspects of diversity.</p> <p>2.1 Outline the meaning of the term 'diversity'.</p> <p>2.2 List the key diversity legislation.</p> <p>2.3 Give examples of positive and negative stereotyping.</p>	<p>2 Understand aspects of diversity.</p> <p>2.4 Give examples of how diversity can benefit society.</p> <p>3 Understand aspects of discrimination.</p> <p>3.1 State the difference between discrimination and prejudice.</p> <p>3.2 List the areas of discrimination covered by legislation.</p> <p>3.3 Give an example of direct discrimination.</p> <p>3.4 Give an example of indirect discrimination.</p>	<p>1.1 Identify situations that pose risk to self and others.</p> <p>1.2 Identify a situation involving risk where pressure could be used to influence others.</p> <p>2.1 Outline the positive and negative aspects of risk.</p> <p>2.2 Identify factors to consider when taking a risk.</p> <p>2.3 State why it is important to assess and manage risk.</p> <p>2.4 Identify possible strategies to manage risk.</p> <p>3.1 Identify reasons for own risk-taking.</p> <p>3.2 Outline feelings that risk-taking can give</p>
	Relationships (D) Recognising and Dealing with Bullying H/505/2658 Credits 2	Risk (E) Understanding Risk A/503/1010 Credits 1	Personal Identities (C) Personal Identity and Self-Esteem K/503/0984 Credits 1	Healthy Lifestyles (B) Understanding Stress J/503/1012 Credits 1	Catch Up Curriculum	
Y e a r 1 1	<p>1.1 Identify three different forms of bullying.</p> <p>1.2 State what is meant by being a victim.</p> <p>2.1 Give three examples of the effects of bullying on the victim.</p> <p>2.2 Identify the emotions that may be experienced by a bully when bullying.</p> <p>3.1 Outline one intervention that may help the victim.</p>	<p>1.1 Identify situations that pose risk to self and others.</p> <p>1.2 Identify a situation involving risk where pressure could be used to influence others.</p> <p>2.1 Outline the positive and negative aspects of risk.</p> <p>2.2 Identify factors to consider when taking a risk.</p> <p>2.3 State why it is important to assess and manage risk.</p>	<p>1 Understand the concept of personal identity.</p> <p>1.1 Identify elements that shape personal identity.</p> <p>1.2 Identify factors that contribute to a positive sense of self.</p> <p>2 Understand the relationship between self-esteem, confidence and personal identity.</p>	<p>1 Understand what is meant by 'stress.'</p> <p>1.1 Outline what is meant by 'stress.'</p> <p>1.2 Outline why human beings feel stress.</p> <p>1.3 State when stress can be useful to an individual.</p> <p>1.4 State when stress can be unhelpful to an individual.</p> <p>2 Understand possible causes of stress.</p> <p>2.1 Identify possible causes of stress.</p> <p>3 Understand the effects of stress on an individual.</p> <p>3.1 Outline how he/she felt in a stressful situation.</p> <p>3.2 Identify how stress changed his/her behaviour.</p>	<ul style="list-style-type: none"> ● Driving Test ● Driving Safety ● Scooter proficiency ● First Aid 	

	<p>3.2 State two ways in which the self-esteem of the victim can be raised.</p> <p>3.3 Outline one intervention that may help the bully.</p> <p>4.1 Identify three sources of help and support available.</p>	<p>2.4 Identify possible strategies to manage risk.</p> <p>3.1 Identify reasons for own risk-taking.</p> <p>3.2 Outline feelings that risk-taking can give</p>	<p>2.1 State what is meant by self-esteem and confidence.</p> <p>2.2 Outline the relationship between personal identity and self-esteem.</p> <p>3 Understand how personal identity can affect an individual and their role in society.</p> <p>3.1 Give an example of how a positive personal identity can help an individual contribute to society.</p>	<p>4 Understand how stress can be managed.</p> <p>4.1 Give examples of steps that could be taken to reduce stress in daily life.</p> <p>4.2 Identify support available to individuals experiencing stress.</p>		
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[Access to computers/laptops required](#)

Missing - KS3

Core Theme 1 Health and wellbeing	Core Theme 3 Living in the wider world	Core Theme 2 Relationships
Consequences of not eating healthily Healthy living – What do we mean by healthy lifestyle Healthy living – exercise Healthy eating – labels and nutrition Healthy eating – food groups How can we manage our anger Mental health – depression What are drugs classes abc	British Values – Personal Identity Radicalization and extremism	Aspirational students Self esteem and achievement Prejudice and discrimination - racism
Solvents	Y7 Developing skills and aspirations Y8 Community and careers Digital literacy Advertising – weight loss tea, gummies, adverts	

Missing – KS4

Core Theme 1 Health and wellbeing	Core Theme 3 Living in the wider world	Core Theme 2 Relationships