

Subject:	PSHCE (Core)	Year	7	Ability	All
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Term / Date(s)	Unit 1	Unit 2	Unit 3
Topic	Building Positive and Respectful Relationships	Health, Puberty and Healthy Lifestyles	Diversity and Discrimination
Students will learn...	Students will learn how to build positive and respectful relationships within their families, peer groups and online. Students will have knowledge of how and when to seek support if required.	Students will learn how to make informed choices that support their physical, emotional and social wellbeing, including healthy eating, physical activity, sleep, dental health, personal hygiene and puberty. Students will develop an understanding of healthy relationships with social media and body image. Students will learn about menstrual and reproductive health, and how to recognise and seek support for harmful practices such as FGM, virginity testing and hymenoplasty, including the laws that protect them.	Students will learn how to build positive and respectful relationships with others, value diversity and equality, challenge prejudice and discrimination, and recognise and respond to bullying, harassment and harmful online behaviours. They will develop an understanding of their rights and responsibilities in a diverse society, including respect for different beliefs, protected characteristics, and where to access support for themselves and others. Students will have knowledge of the law in relation to different forms of discrimination.
Components	Students will learn about different types of relationship, including online and offline, friendship and romantic relationship, in order to understand the practical steps that they can take to develop supportive, respectful and kind relationships. Students should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks and generosity within relationships. Students will understand the important role of boundaries, tolerance, privacy, and the management of conflict and reconciliation play within a relationship and how to end a relationship if required. Students will understand the importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. They should understand what it means to be treated with respect by others. Students will understand the practical steps they can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. Students will be aware of the different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. Students will understand the role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics.	Students will learn how to make healthy lifestyle choices with regards to diet, dental health, physical activity and sleep in order to make informed and independent health choices surrounding physical health. Students will understand how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. Students will also understand the risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. Students will understand the characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. Students will understand the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. Students will also have an understanding of the characteristics of social media, including that some social media accounts are fake, and / or may post things which aren’t real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. Students will understand how to manage physical and emotional changed during puberty including the importance of personal hygiene in order to take increased responsibility for their own personal health. In addition, students will be aware	Students will understand how to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. Students will understand what tolerance requires, including the importance of tolerance of other people’s beliefs. Students will understand how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. Students will learn about identity, rights and responsibilities when living in a diverse society in order to teach about and avoid stereotypical views and discrimination. Students will learn how to challenge prejudice, stereotypes and discrimination in order to support themselves and others when facing challenging situations. Students will know the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. in order to recognise and challenge discriminatory views and support people at risk of discrimination. Students will identify the signs and effects of bullying, both in person and online and learn how to respond in a positive manner in order to support themselves and others and understand where to find specialised and targeted support. Students will learn how to manage influences on beliefs and decisions, focusing on religious tolerance in order to challenge

	Students will understand that keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. They should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. In addition, they should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Students should also understand that sharing indecent images of people over 18 without consent is a crime. Students will understand where to seek support with building positive and respectful relationships.	of the facts about puberty, the changing adolescent body, including brain development. Students will have an understanding of menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. Students will understand the physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. Students will also understand the laws surrounding FGM and that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.	negative perceptions and stereotypical views that also challenge British Values. Students will learn how to recognise and challenge racist and religious discrimination by challenging hate in order to seek and direct others to supportive services available. Students will learn how to recognise and challenge homophobia in order to seek and direct others to supportive services available.
What Students should already know (prior learning components)	In KS2, students should have covered the following components to support the current topics. Friendships Families Online Safety Consent	In KS2, students should have covered the following components to support the current topics: Y7 Learning for Life Unit 1 •Transition and Emotions •Self Esteem Year 7 PSHCE Unit 1 • Building Positive and Respectful Relationships	Year 7 PSHCE Unit 1 Building Positive and Respectful Relationships
Golden Knowledge	• Understand self-worth within relationships • Understand positive and negative traits in a relationship • Understand consent and the law surrounding consent • Understand sexual orientation • Understand risk taking behaviours.	•Understand healthy lifestyle choices •Understand how to manage ones own physical health and where to find support. •How to recognise FGM and access support. •Understand body image and body shaming.	•Understand human rights. •Understand different forms of discrimination. •Understand how to challenge prejudice and discrimination. •Identify and challenge bullying / peer on peer abuse •Understand British Values
Transferrable knowledge (skills)	• An ability to apply an understanding of fundamental British values to daily issues (Tolerance, Mutual Respect and Tolerance of different faiths and beliefs, Individual Liberty and Rule of Law) • How to consider a wide range of views and be respectful of those with differing opinions to their own. • The ability to consider one's own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others. • How to challenge sexist, homophobic, racist and religious stereotypes and discrimination and signpost to services available both inside and outside of school. • How to challenge negative attitudes within relationships and seek support where required both inside and outside of school.	•Tolerance and understanding of others emotions and mental health. •How to consider a wide range of views and be respectful of those with differing opinions to their own. •How different lifestyle choices can impact your wellbeing both physically and mentally. •How to manage influences on body image / body shaming and body positivity. •How to make informed and independent lifestyle choices surrounding diet and exercise. •How to have a healthy work, life, exercise and leisure balance.	•British Values including: Rule of Law, Tolerance, Mutual Respect for those with differing beliefs and Individual Liberty. •How to consider a wide range of views and be respectful of those with differing opinions to their own. •The ability to consider one's own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others. •How to challenge hate and offer support and signpost to services available both inside and outside of school. •How to support victims of bullying (including online) and signpost to services available both inside and outside of school. •How to challenge sexist, homophobic, racist and religious stereotypes and discrimination and signpost to services available both inside and outside of school.
Key vocabulary pupil will know and learn	Self-worth Self-Efficacy Romance Friendships Intimate Sexual Orientation Consent 'Sexting' Moral	Healthy Lifestyle Female Genital Mutilation Puberty Diet Exercise Lifestyle Balanced Puberty Responsibility	Tolerance Mutual Respect Individual Liberty Racism Homophobia Racism Bullying Cyberbullying Stereotype / Stereotypical

	Assertively Pornography AI Respect	Independence Body Shaming Body Positivity Emotions	Discrimination / Discriminatory Prejudice Self-worth Religion
Assessment activities	-Recall and retention activities at the start of each lesson to deepen knowledge and understanding overtime and to address misconceptions. -End of unit assessment activity to access learning over time and address misconceptions. -Misconceptions re-taught to close learning loop ahead of next topic. -Student Voice -Work Scrutiny	-Recall and retention activities at the start of each lesson to deepen knowledge and understanding overtime and to address misconceptions. -End of unit assessment activity to access learning over time and address misconceptions. -Misconceptions re-taught to close learning loop ahead of next topic. -Student Voice -Work Scrutiny	-Recall and retention activities at the start of each lesson to deepen knowledge and understanding overtime and to address misconceptions. -End of unit assessment activity to access learning over time and address misconceptions. -Misconceptions re-taught to close learning loop ahead of next topic. -Student Voice -Work Scrutiny
Notes Why this topic is important Why this topic is important...	This topic is important because it teaches students about consent and the law and how this is linked to both positive and negative relationships. It teaches students how to seek and revoke consent to support them within potential challenging situations. Students will learn about forming new relationships of all kinds including those linked with sexual orientation. Students will learn the dangers surrounding 'Sexting' and the law and the importance of consent within relationships.	This topic is important because it teaches students how to make independent and healthy choices which can impact their physical and mental wellbeing. It teaches them about the importance of diet, exercise and physical examination such as dental hygiene and the importance of sleep. Students will learn about puberty, building upon their knowledge gained in KS2, this will help them understand the changes that are happening within their body and how to regulate their emotions associated with these changes. Students will learn about FGM, including how they can seek support if required.	This topic is important because it links directly to British Values. Students will understand how to identify and challenge different types of discrimination including gender-based stereotyping, racism, sexism and religious discrimination. Students will understand the importance of challenging hate and how hate impacts different people and the consequences it can cause.
Safeguarding signposts	- Students will be regularly reminded of support services both within the Academy and externally. - Discussions about friendships, romantic relationships and online relationships will be delivered using age-appropriate scenarios and examples. Staff will focus on the learning objectives and will not encourage students to share personal experiences or details of current or past relationships. - When exploring healthy and unhealthy relationship behaviours, including trust, respect, consent, boundaries and conflict resolution, staff will ensure discussions remain generalised and educational rather than focused on individual circumstances. Any disclosures that raise safeguarding concerns will be managed in accordance with school safeguarding procedures. - Lessons on self-esteem, self-worth and positive relationships will be delivered sensitively to avoid students feeling pressured to disclose personal experiences, family circumstances or relationship difficulties. - Discussions about communication, conflict and respectful relationships may involve role-play or scenario-based learning. Staff will ensure that examples are age-appropriate and that students are not required to participate in activities that cause distress or discomfort. - Discussions of bullying will include scenarios of both in-person and online bullying. Staff will keep discussion focused on the scenarios and learning content rather than encouraging students to share personal experiences. Any reports or disclosures of bullying will be followed up through the school's safeguarding and behaviour procedures. - Teaching about consent will be age-appropriate and delivered within the context of respectful relationships. Staff will focus on the principles of consent, communication, respect, personal boundaries and power dynamics, without discussing explicit sexual behaviours or personal experiences.	- Students will be regularly reminded of support services both within the Academy and externally - Discussions about healthy lifestyles, diet, physical activity, sleep and maintaining a healthy weight will be delivered in a way that promotes positive health behaviours and avoids stigma. Staff will not ask students to disclose personal information about their weight, eating habits, medical conditions or family circumstances. - Teaching about healthy eating, weight management and associated health risks will focus on factual health information rather than appearance. Staff will use sensitive and inclusive language and avoid activities that could lead to comparison, shame or negative body image. - Discussions about body image, social media and online influences may explore unrealistic portrayals of appearance and lifestyle. Staff will ensure examples are age-appropriate and will avoid encouraging students to share personal experiences relating to body image, self-esteem or social media use. - When discussing online content, AI-generated images and social media influencers, staff will focus on critical thinking, media literacy and online safety. Students will not be directed to specific harmful content, websites or social media accounts. - Lessons addressing unhealthy comparison, self-esteem and emotional wellbeing may raise sensitive issues for some students. Staff will monitor student engagement and provide appropriate support and signposting where concerns arise. - Teaching about puberty, adolescent development and personal hygiene will be delivered using factual, age-appropriate language. Students will not be required to share personal experiences, questions or details about their own development in front of peers. - Discussions about menstruation, menstrual health and gynaecological conditions will be conducted respectfully and	- Students will be regularly reminded of support services both within the Academy and externally - Discussions about equality, diversity, identity and protected characteristics will be delivered in an inclusive and respectful manner. Staff will establish clear ground rules to ensure that all students feel safe and respected during discussions. - Lessons exploring beliefs, values, identity and personal experiences will focus on developing understanding and respect for others. Students will not be required to disclose personal information about their identity, beliefs, family circumstances or lived experiences. - Teaching about tolerance and respect for different beliefs, cultures and lifestyles will encourage critical thinking and respectful discussion. Staff will challenge discriminatory language, stereotypes and prejudice appropriately and in line with school policies. - Discussions about protected characteristics and discrimination may involve the exploration of real-world examples and scenarios. Staff will ensure examples are age-appropriate and will avoid singling out individual students or groups within the classroom. - Lessons addressing racism, religious discrimination, homophobia and other forms of prejudice-based bullying may include discussion of discriminatory language or behaviours. Such content will be carefully managed, contextualised and challenged by staff. Offensive language will not be normalised or used unnecessarily within lessons. - Teaching about online bullying, abuse and harassment will focus on recognising harmful behaviours, understanding their impact and accessing support. Staff will keep discussions focused on educational scenarios and will not encourage students to share personal experiences publicly. - Discussions relating to hate incidents, discrimination or bullying may prompt safeguarding disclosures. Staff will

	- Discussions relating to romantic and sexual relationships will emphasise respect, kindness, care and personal responsibility. Staff will ensure content is factual, inclusive and appropriate to the age and maturity of students. - Teaching about indecent or sexual images will be delivered in line with statutory guidance and safeguarding procedures. Staff will not instruct students on what types of images may be created, shared or requested, nor provide detailed descriptions of sexual imagery. The focus will remain on the law, risks, consequences, consent, personal safety and how to access support. - Discussions regarding the sharing of indecent or sexual images, including AI-generated imagery, may prompt safeguarding disclosures. Students will be reminded that they can seek help from trusted adults and that safeguarding concerns will be handled appropriately and sensitively. - Staff will make clear that students who have experienced the non-consensual sharing of images, online abuse, coercion or other harmful behaviours are encouraged to seek support. Information about reporting mechanisms and sources of support within school and externally will be provided. - Ground rules for respectful discussion will be established at the beginning of the unit. Students will be reminded not to share personal information about themselves or others and that confidentiality cannot be guaranteed where a safeguarding concern is identified.	sensitively. Staff will ensure that students understand that experiences vary between individuals and that support is available if they have concerns about their health. - Teaching about menstrual and gynaecological health conditions, including premenstrual syndrome (PMS), heavy menstrual bleeding, endometriosis and polycystic ovary syndrome (PCOS), will focus on awareness of symptoms and accessing appropriate medical support rather than diagnosis. Staff will encourage students to seek advice from healthcare professionals where appropriate. - Discussions relating to female genital mutilation (FGM), virginity testing and hymenoplasty will be delivered in line with safeguarding guidance and statutory requirements. Staff will present information factually and sensitively, focusing on the law, health consequences, bodily autonomy and available support services. - Teaching about FGM, virginity testing and hymenoplasty may lead to safeguarding disclosures. Staff will not ask students to share personal or family experiences and will manage any disclosures in accordance with the school's safeguarding procedures and statutory duties. - Students will be reminded that certain forms of abuse, including FGM, are serious safeguarding concerns. Information will be provided about how to seek help for themselves or others, both within school and through appropriate external services. - Ground rules for respectful discussion will be established at the start of the unit. Students will be reminded not to disclose personal information about themselves or others and that confidentiality cannot be guaranteed where a safeguarding concern is identified.	respond to any concerns in accordance with the school's safeguarding, anti-bullying and equality procedures. - When exploring the impact of prejudice and discrimination, staff will ensure discussions remain respectful and factual. Students will be encouraged to challenge ideas rather than individuals and to engage constructively with differing viewpoints. - Lessons on rights, responsibilities and living in a diverse society will emphasise the importance of equality, mutual respect and the rule of law. Staff will ensure that discussions do not become political, confrontational or targeted towards particular students or groups. - Students will learn how to recognise and respond safely to bullying, discrimination, hate incidents and online abuse. Staff will emphasise the importance of reporting concerns and seeking support from trusted adults rather than attempting to manage serious situations independently. - Ground rules for discussion will be reinforced throughout the unit. Students will be reminded not to share personal information about themselves or others and that confidentiality cannot be guaranteed where safeguarding concerns, discrimination or bullying disclosures are identified. - Throughout the unit, staff will signpost students to appropriate sources of support, including pastoral staff, safeguarding leads, anti-bullying procedures, trusted adults and specialist services for those affected by bullying, discrimination, prejudice or hate incidents.
Links to Statutory Guidance	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education PSHE Association OFSTED Guidance	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education PSHE Association OFSTED Guidance	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education PSHE Association OFSTED Guidance
Links to Faith and Cultures	Religious attitudes to Sexual Orientation	FGM is not a religious practice.	Religious Discrimination