Lowton Church of England High School

Year 7 PSHE — Full Curriculum Mapping 2026

PSHE Programme of Study, DfE RSHE 2026, Gatsby Benchmarks, Personal Development, Substantive and Disciplinary Knowledge

Purpose:

This document presents the complete Year 7 PSHE curriculum, half-term by half-term, mapping each unit to the PSHE Programme of Study, the DfE RSHE 2026 statutory guidance, the Gatsby Benchmarks, and the Personal Development Framework. It identifies both the substantive knowledge (the "what" pupils learn) and the disciplinary knowledge (the "how" pupils think, apply, evaluate and reflect within PSHE). Each section shows progression from primary school into Year 7 and onward through KS3.

Autumn Term 1 — Mental Health & Puberty

Core Theme: Health & Wellbeing

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Health and wellbeing: the difference between health and wellbeing • Mental health: definitions, symptoms of poor mental health and common conditions • Resilience: coping strategies and psychological flexibility • Kindness and empathy: their role in mental health and relationships • Boys' puberty: physical and emotional changes and their significance • Periods and menstruation: the menstrual cycle, PMS and menstrual products • Female Genital Mutilation (FGM)	• Distinguish between health and wellbeing and explain why both matter • Identify symptoms of poor mental health and respond appropriately • Apply coping strategies to realistic scenarios requiring resilience • Demonstrate empathy and explain its difference from sympathy • Explain the physical and emotional changes of puberty in both sexes • Describe the menstrual cycle accurately using correct terminology • Explain Female Genital Mutilation (FGM) as a criminal act and describe support routes	• Self-evaluation • Pupil voice • Formative teacher assessment • Scenario response task

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Primary PSHE: emotions, feelings and basic puberty introduction • Science: body systems and hygiene • PSHE: healthy lifestyles basics	• Health and wellbeing introduction • Mental health: definitions and symptoms • Resilience and coping strategies • Kindness, empathy and sympathy • Boys' puberty and periods/menstruation • Female Genital Mutilation (FGM) (criminal act and support)	• Mental health deepened in Y8 (eating disorders, self-harm) and Y9–10 • DB3/DB4 (gynaecological health, fertility) revisited in Y11 • Puberty literacy underpins all RSE content in Y7–11

Personal Development links:

- Healthy lifestyles: physical and mental wellbeing
- Respect for difference including gender and disability
- Developing positive self-image and resilience
- Preparation for healthy adult life
- Safeguarding: Female Genital Mutilation (FGM), forced marriage and exploitation

Autumn Term 2 — Citizenship & Identity

Core Theme: Living in the Wider World (Citizenship)

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Personal development: identifying skills, qualities, strengths and areas to grow	• Identify personal strengths and areas for development using evidence	• Self-evaluation • Pupil voice

Substantive Knowledge	Disciplinary Knowledge	Assessment
• SMART target-setting and taking ownership of personal progress • The importance of respect in all relationships and environments • Wants, needs and priorities: Maslow's hierarchy applied to everyday life • Self-esteem: what it is, why it matters and how to build it • Media literacy: how online content is created, curated and monetised • Critical thinking: evaluating sources and identifying bias • Racism: its forms, causes and impact in Britain today • Using Unifrog's strengths and skills explorer to support personal development • Recap and consolidation: retrieval of key knowledge from Autumn Terms 1 and 2, with time to fill gaps identified through formative assessment	• Set and evaluate SMART targets for personal progress • Justify why respect is essential in all settings including online • Distinguish between wants and needs using Maslow's framework • Analyse how low self-esteem develops and evaluate strategies to build it • Critically evaluate media content for bias, accuracy and intent • Apply critical thinking to real-world examples of misinformation • Explain the causes and consequences of racial inequality in the UK • Recall and connect key learning from across the autumn terms, identify own gaps in knowledge and act on feedback to close them	• Formative teacher assessment • Personal development plan • Retrieval quiz and gap audit

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Primary PSHE: SMSC, values and fairness • Understanding of rules, rights and responsibilities • Basic media awareness	• Personal development: skills, qualities and SMART targets • Respect and its role in all relationships • Wants, needs and Maslow's hierarchy • Self-esteem and how to build it • Media literacy, critical thinking and racism • Recap and consolidation of autumn learning	• Deeper identity and equality work in Y8–9 • Careers awareness built on self-knowledge in Y8–11 • Critical digital literacy developed across KS3–4

Personal Development links:

- Developing character: resilience, confidence and self-belief
- Respect for self and others including protected characteristics
- Active citizenship: understanding democracy, law and rights
- British Values: mutual respect, tolerance and individual liberty

Spring Term 1 — Careers

Core Theme: Living in the Wider World

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Personal qualities and skills: the difference between interests, skills and qualities • Employability basics: what employers look for and how to develop it • Stereotyping and its impact on career choices and life chances • Protected characteristics and the Equality Act 2010 • Budgeting: income, expenditure and the basics of personal finance • Early aspirations: setting ambitious yet realistic goals for the future • Building a Unifrog profile: skills, qualities and early exploration of post-16 pathways	• Categorise and evaluate personal interests, skills and qualities • Identify how stereotypes harm career aspirations and challenge them • Explain how the Equality Act protects individuals in education and work • Apply budgeting skills to realistic personal finance scenarios • Construct an early personal development plan linking qualities to aspirations • Justify career goals with reference to personal evidence	• Self-evaluation • Pupil voice • Formative teacher assessment • Personal development plan / budget task

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Primary PSHE: community helpers and jobs • Self-awareness through SMSC activities • Basic numeracy for money management	• Personal qualities, skills and interests • Stereotyping and protected characteristics • Employability basics • Personal budgeting and finance • Early aspirations and goal-setting	• Deepened in Y8 ambition and employability unit • Options process in Y9 Spring Term 1 • Labour market awareness in Y9–10 • CV and application skills in Y10–11

Personal Development links:

- Preparation for next phase of education and training
- Challenging stereotypes and promoting equality of opportunity
- British Values: individual liberty and rule of law
- Confidence and self-belief in relation to future choices

Spring Term 2 — Relationships & Sex Education

Core Theme: Relationships

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Healthy relationships: qualities that define them and how to maintain them • Trust: identifying trustworthy people and sources; recognising when trust is broken • Friendships and fall-outs: managing conflict and toxic group dynamics • Anti-bullying: types of bullying, bystander responsibility and where to get help • Peer pressure: recognising, resisting and managing peer influence online and offline • Online grooming: warning signs, tactics used by groomers and how to report concerns	• Distinguish healthy from unhealthy relationships using realistic scenarios • Evaluate the trustworthiness of people and online sources • Apply conflict resolution strategies to friendship scenarios • Identify and challenge bullying in all its forms including online • Analyse peer pressure and apply strategies to resist harmful influence • Recognise grooming tactics and communicate how to seek help safely	• Self-evaluation • Pupil voice • Formative teacher assessment • Scenario-based response task

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Primary PSHE: friendships, feelings and personal safety • PSHE: right and wrong, rules and responsibilities • PSHE: keeping safe online (basic)	• Healthy vs unhealthy relationships • Trust and trustworthy sources • Friendships, conflict and toxic dynamics • Anti-bullying and bystander responsibility • Peer pressure and peer influence • Online grooming awareness	• Consent, contraception and RSE deepened in Y8 • Relationships, gender and misogyny in Y9 • Coercive relationships and forced marriage in Y10 • Online dating, sextortion and honour violence in Y11

Personal Development links:

- Healthy and respectful relationships
- Safeguarding: recognising risk and seeking help
- Equality and respect for all protected characteristics
- Online safety and responsible digital citizenship

Summer Term 1 — RSE (continued) & Health

Core Theme: Relationships / Health & Wellbeing

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Stable families: different family types and the importance of commitment • Romance and falling in love: dopamine, attachment and healthy early relationships	• Explain why different family structures can all provide stability and love • Describe the neurological basis of falling in love and its implications for young people • Justify why marriage must be freely entered into, explain its legal protections, and correct the	• Self-evaluation • Pupil voice • Formative teacher assessment • Creative response / app design task

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Marriage: its legal status, protections, why it must be freely entered into, and why 'common-law marriage' is a legal myth • Vaping: health harms, nicotine addiction, the link to smoking, and the prevalence of related health conditions • Illegal drugs: classification, effects and the relationship between drugs and the law • Life online: cybercrime, trolling, predators and how to stay safe	misconception that cohabiting couples have marriage-like legal rights • Evaluate the health risks of vaping and distinguish them from smoking • Apply drug classification to real scenarios and justify legal consequences • Apply online safety strategies to realistic scenarios involving grooming and crime	

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Primary PSHE: family types and feelings about growing up • PSHE: keeping safe online and with strangers • Science: basic drug and tobacco education	• Families, commitment and different family structures • Romance, falling in love and early relationships • Marriage: law and free consent • Vaping and its harms • Illegal drugs and classification • Online safety, grooming and cybercrime	• RSE deepened in Y8: consent, contraception, STIs • Drugs revisited in Y8: county lines and alcohol • Online safety deepened across KS3–4

Personal Development links:

- Healthy and respectful relationships including family and romantic
- British Values: individual liberty and rule of law
- Healthy lifestyles: avoiding harmful substances

Summer Term 2 — Health & Consolidation
Core Theme: Health & Wellbeing / Living in the Wider World

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Personal hygiene, oral health and infection prevention: consolidation and extension • Community, citizenship and active participation: contributing to school and society • Transition to Year 8: managing change, new expectations and building resilience • Personal finance revisit: responsible budgeting and avoiding debt • Using Unifrog's finance and budgeting tools to consolidate financial learning	• Apply oral hygiene and infection prevention knowledge to daily routines • Reflect on contribution to school community and plan future involvement • Identify personal strategies for managing transition to Year 8 • Apply budgeting principles to a realistic personal finance scenario	• Self-evaluation • Pupil voice • Formative teacher assessment • Reflection task / enrichment activity

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Y7 learning across all three strands • Primary PSHE: community and belonging	• Personal hygiene and oral health consolidation • Community and active citizenship • Transition readiness for Year 8 • Personal finance revisit	• Healthy habits maintained through KS3 • Community participation valued across Y8–11 • Financial literacy deepened in Y8–10

Personal Development links:

- Healthy lifestyles: physical wellbeing and hygiene
- Active citizenship and contribution to school community
- Resilience and confidence in managing transitions
- Preparation for Year 8 and upper KS3

Personal Development — Programme Summary

Half-term	Personal Development Links
Autumn 1 — Mental Health & Puberty	Healthy lifestyles; self-image; respect for difference; preparation for healthy adult life
Autumn 2 — Citizenship & Identity	Character development; resilience; respect; British Values; equality of opportunity
Spring 1 — Careers	Preparation for education/training; challenging stereotypes; individual liberty; confidence
Spring 2 — Relationships & Sex Education	Healthy and respectful relationships; safeguarding; online safety; equality
Summer 1 — RSE (continued) & Health	Families and relationships; safeguarding; healthy lifestyles; rule of law
Summer 2 — Health & Consolidation	Healthy habits; active citizenship; resilience in transition; financial literacy

Statutory Compliance Statement

This Year 7 PSHE curriculum is fully mapped to the PSHE Association Programme of Study, the DfE RSHE statutory guidance (2026) and the Gatsby Benchmarks for Good Career Guidance. All statutory Health, Relationships and Living in the Wider World content is sequenced appropriately for this year group. The curriculum makes a significant contribution to the Personal Development Framework, supporting pupils' character, confidence, resilience, respectful relationships, healthy lifestyles, equality, active citizenship, British Values and preparation for adult life. Safeguarding content is sequenced with clear signposting, in line with Keeping Children Safe in Education.

Lowton Church of England High School

Year 8 PSHE — Full Curriculum Mapping

PSHE Programme of Study, DfE RSHE 2026, Gatsby Benchmarks, Personal Development, Substantive and Disciplinary Knowledge

Purpose:

This document presents the complete Year 8 PSHE curriculum, half-term by half-term, mapping each unit to the PSHE Programme of Study, the DfE RSHE 2026 statutory guidance, the Gatsby Benchmarks, and the Personal Development Framework. It identifies both the substantive knowledge (the "what" pupils learn) and the disciplinary knowledge (the "how" pupils think, apply, evaluate and reflect within PSHE). Each section shows progression from Year 7 into Year 8 and onward through KS3 into KS4.

Autumn Term 1 — Physical Health & Online Safety

Core Theme: Health & Wellbeing

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Balanced diets, nutrition and healthy eating choices • The benefits of exercise for physical and mental health • Consequences of living unhealthily: lifestyle diseases, cancer and prevention • Eating disorders: recognising them, their causes and how to support others • Social media stress: the psychological impact of online platforms on young people • Group messaging: legal responsibilities, terms and conditions, and mob dynamics • Self-harm: what it is, why it happens and where to get support	• Evaluate the nutritional content of diets and propose healthier alternatives • Explain the scientific and psychological benefits of regular exercise • Identify lifestyle factors that increase disease risk and justify preventive choices • Recognise the signs of eating disorders and respond appropriately with empathy • Analyse the psychological impact of social media and develop coping strategies • Apply knowledge of online legal responsibilities to realistic group-messaging scenarios • Communicate sensitively about self-harm and direct others to appropriate support	• Self-evaluation • Pupil voice • Formative teacher assessment • Scenario response / noticeboard task

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Y7: health and wellbeing introduction • Y7: mental health introduction, resilience and kindness • Primary: basic healthy eating and hygiene	• Balanced diet and nutrition • Benefits of exercise for body and mind • Lifestyle diseases and cancer prevention • Eating disorders: recognition and support • Social media stress management • Group messaging law and responsibilities • Self-harm: causes and support	• Body image and eating disorders revisited in Y10 • Mental health community and support networks in Y10 • Exam stress and revision in Y10–11 • Online safety deepened across KS3–4

Personal Development links:

- Healthy lifestyles: physical and mental wellbeing
- Safeguarding: recognising self-harm and eating disorders
- Online safety and responsible digital citizenship
- Respect for difference including disability and mental health

Autumn Term 2 — Society, Work & Identity

Core Theme: Living in the Wider World / Health & Wellbeing

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Attendance and punctuality: their impact on attainment and future employment • Sexism in society: gender discrimination in the workplace and public life • Ableism: what it is and how it manifests in everyday behaviours and systems	• Justify the link between attendance, punctuality and long-term outcomes • Identify and challenge sexism using the Equality Act • Evaluate case studies for ableist behaviour and propose inclusive alternatives	• Self-evaluation • Pupil voice • Formative teacher assessment • Case study analysis / identity task

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Knife crime: causes, consequences and the law around carrying weapons • Personal identity: exploring what makes us unique and the roots of our character	• Analyse the causes and consequences of knife crime and apply the law to scenarios • Articulate a clear sense of personal identity using appropriate vocabulary	

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Y7: respect, stereotyping and protected characteristics • Y7: resilience and personal development • Primary: rules, rights and responsibilities	• Attendance and punctuality • Sexism and gender discrimination • Ableism and disability inclusion • Knife crime: law, causes and consequences • Personal identity and individuality	• Equality and equity deepened in Y10 • Employment rights and responsibilities in Y10 • Hate crime and discrimination in Y10

Personal Development links:

- Respect for equality and protected characteristics
- Active citizenship: understanding the law and rights
- Safeguarding: knife crime and gang awareness
- Preparation for the world of work

Spring Term 1 — Careers

Core Theme: Living in the Wider World

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Ambition and aspiration: what they are and how to cultivate them	• Evaluate personal career aspirations against realistic market knowledge	• Self-evaluation • Pupil voice

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Employability skills: what employers value and how to develop them • Entrepreneurship: what it means to run a business and manage risk • Saving and managing money: savings accounts, budgeting and investing basics • Teamwork as a life and career skill: its benefits and how to do it well • Workplace mental health: stress, wellbeing and support systems at work	• Identify and demonstrate key employability skills in practical activities • Analyse the qualities of successful entrepreneurs and apply these to own goals • Apply financial planning principles to realistic saving and investment scenarios • Collaborate effectively in team challenges and reflect on contribution • Recognise and respond to mental health challenges in work settings	• Formative teacher assessment • Career aspiration portfolio / team challenge

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Y7 Spring 1: personal qualities, skills, stereotypes and budgeting • Primary: community helpers and aspirations	• Ambition, aspiration and career goal-setting • Employability skills and soft skills • Entrepreneurship and business awareness • Saving, investing and financial management • Teamwork and collaboration • Workplace mental health	• KS4 options process in Y9 Spring 1 • Labour market and AI impact in Y9–10 • CV, interview and application skills in Y10–11

Personal Development links:

- Preparation for next phase of education, training and employment
- Challenging stereotypes about careers and gender roles
- British Values: rule of law in employment
- Resilience and aspiration in facing future challenges

Spring Term 2 — Relationships & Sex Education

Core Theme: Relationships

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• British Values: tolerance and mutual respect in society • Masculinity in focus: positive and negative expressions of masculinity • Alcohol, risks and relationships: the physical and social impact of drinking • Cyberbullying and online trolls: law, impact and how to respond • Consent: the law, capacity and the cup-of-tea analogy applied to sexual activity, and how pornography can distort attitudes towards sexual partners	• Explain and demonstrate the British Values of tolerance and mutual respect • Evaluate expressions of masculinity and identify positive male role models • Analyse the risks of alcohol consumption and apply them to relationship scenarios • Identify cyberbullying and apply reporting and support strategies • Explain consent in detail, apply it to scenarios and justify the legal framework, and critically evaluate the influence of pornography on sexual attitudes and behaviours	• Self-evaluation • Pupil voice • Formative teacher assessment • Scenario-based consent and relationship task

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Y7: healthy relationships, trust, friendships and peer pressure • Y7: online grooming and online safety	• British Values: tolerance and mutual respect • Positive masculinity and male role models • Alcohol: risks, relationships and dependencies • Cyberbullying: law, impact and response • Consent: law, capacity and application	• Coercive relationships and gaslighting in Y10 • Stalking and harassment law in Y10 • Honour violence and sextortion in Y11

Personal Development links:

- Healthy and respectful relationships
- Safeguarding: recognising abuse and coercion
- British Values: mutual respect, tolerance and rule of law
- Equality: challenging gender stereotypes

Summer Term 1 — RSE (continued) & Online Safety
Core Theme: Relationships / Living in the Wider World

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Contraception: the full range, how each method works and how to access it • STIs and sexual health: prevalence, transmission, prevention, testing and treatment • Condoms: correct use, effectiveness and accessing them • County Lines, gangs, weapons, drugs and the exploitation of young people • Communication skills: applying skills to professional and personal contexts	• Compare contraceptive methods and advise which is appropriate for given scenarios • Explain how common STIs are transmitted and how risk is reduced through safer sex • Demonstrate knowledge of correct condom use and its dual protective function • Identify the signs of county lines exploitation and describe safe reporting routes • Demonstrate professional communication skills in a variety of modelled contexts	• Self-evaluation • Pupil voice • Formative teacher assessment • STI/contraception advice task / county lines case study

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Y7: vaping, illegal drugs and online grooming • Y8 Spring 2: consent, alcohol and cyberbullying	• Contraception: range, effectiveness and access • STIs, sexual health and testing • Condoms: correct use and dual protection • County Lines: exploitation, gangs and drugs • Communication skills application	• Readiness for sex in Y10 • Unplanned pregnancy and abortion in Y10 • Fertility and gynaecological health in Y11

Personal Development links:
- Healthy lifestyles: sexual and reproductive health

- Safeguarding: exploitation, grooming and county lines
- Preparation for responsible adult sexual health decisions
- British Values: rule of law in relation to sexual offences

Summer Term 2 — Consolidation & Transition

Core Theme: Health & Wellbeing / Living in the Wider World

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Transition to Year 9: managing change, increased independence and new expectations • PSHE consolidation: revisiting key themes from across the year • Community and citizenship: active participation and civic responsibility • Financial awareness: responsible spending and avoiding debt	• Identify personal strategies for managing the transition to Year 9 • Reflect critically on key learning from across the Y8 curriculum • Plan one practical action for community contribution in Y9 • Apply financial awareness principles to a personal budgeting scenario	• Self-evaluation • Pupil voice • Formative teacher assessment • Reflection and transition plan

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Y8 learning across all three strands • Y7: community, citizenship and budgeting	• Transition readiness for Year 9 • PSHE consolidation and reflection • Community and civic participation • Financial awareness and responsibility	• Ongoing engagement with community in Y9–11 • Independent living skills developed in Y9–11 • Financial literacy deepened in Y9–11

Personal Development links:

- Resilience and confidence in managing transitions
- Active citizenship and contribution to community
- Healthy habits and financial responsibility as preparation for adult life
- Reflection on personal development and growth

Personal Development — Programme Summary

Half-term	Personal Development Links
Autumn 1 — Physical Health & Online Safety	Healthy lifestyles; safeguarding: self-harm and eating disorders; online citizenship
Autumn 2 — Society, Work & Identity	Equality and protected characteristics; safeguarding: knife crime; world of work
Spring 1 — Careers	Preparation for education/training; employability; financial literacy; aspiration
Spring 2 — RSE	Healthy relationships; consent; British Values; challenging gender stereotypes
Summer 1 — RSE (continued) & Online Safety	Sexual and reproductive health; safeguarding: exploitation and county lines
Summer 2 — Consolidation & Transition	Transition resilience; active citizenship; financial responsibility

Statutory Compliance Statement

This Year 8 PSHE curriculum is fully mapped to the PSHE Association Programme of Study, the DfE RSHE statutory guidance (2026) and the Gatsby Benchmarks for Good Career Guidance. All statutory Health, Relationships and Living in the Wider World content is sequenced appropriately for this year group. The curriculum makes a significant contribution to the Personal Development Framework, supporting pupils' character, confidence, resilience, respectful relationships, healthy lifestyles, equality, active citizenship, British Values and preparation for adult life. Safeguarding content is sequenced with clear signposting, in line with Keeping Children Safe in Education.

Lowton Church of England High School

Year 9 PSHE — Full Curriculum Mapping 2026

PSHE Programme of Study, DfE RSHE 2026, Gatsby Benchmarks, Personal Development, Substantive and Disciplinary Knowledge

Purpose:

This document presents the complete Year 9 PSHE curriculum, half-term by half-term, mapping each unit to the PSHE Programme of Study, the DfE RSHE 2026 statutory guidance, the Gatsby Benchmarks, and the Personal Development Framework. It identifies both the substantive knowledge (the "what" pupils learn) and the disciplinary knowledge (the "how" pupils think, apply, evaluate and reflect within PSHE). Each section shows progression from Year 8 into Year 9 and onward into KS4.

Autumn Term 1 — Mental Health & Lifestyle

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Mental health stigma: the language we use and its impact on help-seeking • Anxiety: its neurological basis, triggers and evidence-based management strategies • Happiness and positivity: what contributes to sustained wellbeing • The science and importance of good quality sleep for health and learning • Healthy eating on a budget: applying nutrition knowledge to real financial constraints • Gratefulness (if not delivered in Year 7): its role in mental wellbeing	• Challenge mental health stigma using accurate vocabulary and lived experience • Apply evidence-based anxiety management strategies to realistic scenarios • Evaluate the factors that contribute to happiness and design a personal wellbeing plan • Justify the importance of sleep using scientific evidence • Plan nutritious meals within realistic budget constraints • Articulate the personal and social benefits of gratitude practices	• Self-evaluation • Pupil voice • Formative teacher assessment • Wellbeing plan / meal planning task

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Y7: mental health introduction, resilience and coping strategies • Y8: exercise, lifestyle diseases and eating disorders	• Mental health stigma and language • Anxiety: neuroscience and management • Happiness and positive wellbeing • Sleep: science and importance • Healthy eating on a budget • Gratefulness	• Social anxiety in Y10 • Mental health community and support networks in Y10 • Exam stress management in Y10–11

Personal Development links:

- Healthy lifestyles: mental and physical wellbeing
- Reducing stigma around mental health
- Developing resilience and coping strategies for adult life
- Respect for mental health difference and neurodiversity

Autumn Term 2 — Relationships & Sex Education

Core Theme: Relationships

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Relationships in the media: how they are portrayed and the impact on expectations • Diverse relationships: LGBT+ relationships, the challenges faced and legal protections • Gender stereotypes: how they form, their damage and how to challenge them • Gender equality: progress made and challenges remaining in the UK and globally • Sexual harassment and the law: definitions, examples and reporting routes	• Critically evaluate media representations of relationships for accuracy and bias • Explain the legal protections for LGBT+ individuals and apply them to scenarios • Identify and challenge gender stereotypes in everyday contexts • Analyse data on gender equality and evaluate the causes of remaining inequalities • Identify sexual harassment accurately and explain how to report and seek support	• Self-evaluation • Pupil voice • Formative teacher assessment • Media analysis task / case study response

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Y7: personal hygiene, drugs introduction and online grooming • Y8: lifestyle diseases, county lines and employability	• Relationships and media representation • Diverse relationships and LGBT+ rights • Gender stereotypes: cause and impact • Gender equality: progress and challenges • Sexual harassment: law and reporting	• Cancer screening and self-examination in Y10 • Responsible health choices in Y11 • Community engagement valued across Y10–11

Personal Development links:

- Healthy and respectful relationships
- Equality and respect for all protected characteristics
- Safeguarding: recognising harassment and abuse
- British Values: tolerance, rule of law and mutual respect

Spring Term 1 — Health, Safety & Community

Core Theme: Health & Wellbeing / Living in the Wider World

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Appropriate and legitimate health services: when and how to use them • Prescription drugs and antibiotics: safe use, misuse, antimicrobial resistance, and personal hygiene/how germs spread	• Navigate the healthcare system and identify the right service for given scenarios • Apply safe medicine use principles and explain the risks of antimicrobial resistance	• Self-evaluation • Pupil voice • Formative teacher assessment • First aid practical / case study analysis

Substantive Knowledge	Disciplinary Knowledge	Assessment
• First aid in emergencies: DRABC, CPR and the use of defibrillators • Gambling risks: the psychology of gambling, odds and addiction • What are communities and why do we need them: belonging and civic participation • Why volunteering matters: benefits to mental health, community and future careers • Female Genital Mutilation (FGM) (if not delivered in Year 7): criminal act, support routes and international context • Pornography and the brain: the neurological and psychological impact, and the law on sharing indecent images of under-18s	• Demonstrate the DRABC protocol and perform basic CPR technique • Analyse the psychological mechanisms of gambling addiction and justify safer behaviour • Articulate the personal and community benefits of belonging and volunteering • Explain Female Genital Mutilation (FGM) as a criminal act and describe safeguarding support routes (if applicable) • Explain the neurological impact of pornography and evaluate its social consequences	

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Y7 Spring 1: personal qualities and budgeting • Y8 Spring 1: ambition, employability and money management	• Health services: when and how to use them • Prescription drugs, antibiotics and antimicrobial resistance • First aid: DRABC, CPR and defibrillators • Gambling: psychology and risks • Community and belonging • Volunteering: benefits and opportunities • Female Genital Mutilation (FGM) (if applicable): law and support • Pornography: neurological and social impact	• Labour market awareness deepened in Y10 • CV, applications and interviews in Y10–11 • Post-16 planning in Y11 Autumn 1

Personal Development links:

- Healthy lifestyles: physical health and healthcare navigation
- Safeguarding: anti-social behaviour and exploitation

- Active citizenship: volunteering and community participation
- British Values: rule of law and individual responsibility
- Safeguarding: Female Genital Mutilation (FGM) and exploitation

Spring Term 2 — Relationships & Sex Education (continued)
Core Theme: Relationships

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Misogyny and the manosphere (incel culture): how harmful ideologies spread online	• Identify misogynistic narratives in online content and construct counter-arguments	• Self-evaluation • Pupil voice • Formative teacher assessment • Analytical essay

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Y7: healthy relationships, trust, peer pressure and online grooming • Y8: consent, masculinity and British Values	• Misogyny and the manosphere	• Coercive relationships, gaslighting and forced marriage in Y10 • Stalking and harassment law in Y10 • Sextortion, deepfakes and honour violence in Y11

Personal Development links:
- Challenging harmful ideologies and promoting respectful relationships
- Safeguarding: recognising harmful content and reporting it
- Resilience: managing loss and conflict as part of adult life
- British Values: mutual respect and tolerance

Spring Term 2 — Relationships & Sex Education: Locala sessions (external provider) Core Theme: Relationships

Delivered by Locala, the NHS-commissioned sexual health service for Wigan and Leigh, across three classroom sessions. A member of school staff is present throughout.

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
Sexual health as whole wellbeing, not a single aspect of health. Contraception: barrier methods (internal and external condoms, diaphragm and cap), the combined pill, the progestogen-only pill, the injection, the implant, the IUD (intra-uterine device) and the IUS (intra-uterine system), grouped and named as Long-Acting Reversible Contraception (LARC). Efficacy: perfect-use and typical-use effectiveness rates for each method, and possible side effects. Emergency contraception: Levonorgestrel (within 72 hours), EllaOne (within 120 hours) and the copper IUD (within 120 hours), and that these are free at sexual health clinics. Consent in law, and the statutory definitions of rape, assault by penetration and sexual assault. Healthy and unhealthy relationship characteristics. Sexually transmitted infections: viral and bacterial, transmission, testing, treatment and prevention; correct condom use. HIV (human immunodeficiency virus): PrEP (pre-exposure prophylaxis) and PEP (post-exposure prophylaxis), including that PEP must be started within 72 hours and is accessed via a sexual health clinic or A&E, and that antiretroviral treatment makes HIV undetectable and untransmittable. How and where to access confidential sexual health advice and treatment	Evaluate contraceptive methods against efficacy rates, side effects and differing lifestyles. Distinguish perfect use from typical use and explain why the two differ. Apply the consent framework to realistic scenarios and identify where the law has been broken. Distinguish healthy from unhealthy relationship characteristics using fictional dating profiles. Analyse how alcohol and drug use affects decision-making around sex and contraception. Identify the correct route and timescale for accessing emergency contraception, PEP and STI testing.	Self-evaluation (Locala pre-session ‘before’ questionnaire and post-programme ‘after’ questionnaire) Pupil voice (feedback and suggestions recorded at the end of Session 3) Formative teacher assessment Questionnaires held by Locala and available on request

locally, including NHS and Locala online information.		

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
Y7: healthy relationships, trust, peer pressure and online grooming. Y8: consent and the age of consent, contraception and how methods work, condoms and correct use, STIs and sexual health, alcohol and risky sexual behaviour.	Contraception: full range, efficacy and side effects. Emergency contraception and its time limits. Consent in law and sexual offences. Healthy and unhealthy relationships. STIs, testing and treatment. PrEP, PEP and HIV. Accessing confidential local services.	Harmful sexual behaviours and the law in Y10 (Locala). Alcohol, drugs and risky sexual behaviour, with a recap of Y9 contraception and STI content, in Y10 (Locala). Assessing readiness for sex, unplanned pregnancy and abortion in Y10. Pregnancy options, infertility and parenting in Y11 (Locala). Fertility and reproductive health in Y11.
Personal Development links: Healthy and respectful relationships. Safeguarding: recognising harm and understanding the law around sexual offences. Healthy lifestyles: sexual health as part of whole wellbeing. Navigating confidential health services independently. Reducing stigma around sexual health and HIV.		

Summer Term 1 — Careers

Core Theme: Living in the Wider World

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• The KS4 options process: how to choose well and manage family expectations • Succeeding in a changing labour market: lifelong learning and adaptability • Personal finances: responsible money management, avoiding debt, and an	• Evaluate GCSE and vocational option choices against personal strengths and aspirations • Explain why lifelong learning and adaptability are essential in the modern labour market • Apply financial planning principles to realistic debt-avoidance scenarios	• Self-evaluation • Pupil voice • Formative teacher assessment • Options planning form / digital footprint audit / conflict scenario response

Substantive Knowledge	Disciplinary Knowledge	Assessment
introduction to household bills and interest rates • Financial exploitation and online scams: how to recognise and protect yourself • Online reputation and digital footprint: their long-term impact on careers and life • Conflict management: de-escalation strategies and restorative approaches	• Identify financial exploitation tactics and explain how to protect oneself • Evaluate personal online profiles against employability criteria and improve them • Develop and apply strategies for managing conflict peacefully and restoratively	

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Y8: consent, masculinity, cyberbullying and social media stress • Y9 Autumn 2: sexual harassment, gender equality and media representation	• KS4 options process and decision-making • Adaptable, lifelong learning in a changing labour market • Responsible personal finance and avoiding debt • Financial exploitation and online scams • Online reputation and digital footprint • Conflict management and de-escalation	• Pornography ethics deepened in Y10 • Sextortion, deepfakes and non-consensual images in Y11 • Honour violence contextualised in Y11

Personal Development links:

- Preparation for next phase of education and training
- Digital literacy and online safety
- British Values: individual liberty and the rule of law
- Financial literacy for adult life

Summer Term 2 — Online Safety, Society & Consolidation

Core Theme: Living in the Wider World / Health & Wellbeing

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Anti-social behaviour consolidation, including which drugs are illegal and the law on supply/possession • Algorithms, subcultures and AI chatbots: how they shape our online worldview • Financial literacy revisit: budgeting and money management • Transition to Year 10: managing increased independence and KS4 pressures • Grief, loss and its digital legacy: navigating bereavement in the digital age	• Apply knowledge of algorithms and subcultures to evaluate online influence • Identify strategies for managing transition to KS4 including academic and personal pressure • Critically evaluate and curate personal online presence for KS4 and beyond • Apply the stages of grief to case studies and identify appropriate support strategies	• Self-evaluation • Pupil voice • Formative teacher assessment • Reflection and KS4 transition plan

Progression: prior, current and future learning

Prior Learning	Current Focus	Post-16 / Adult Life
• Y9 learning across all three strands • Y7/Y8: community, citizenship and online safety	• Algorithm awareness and subculture risks • Transition readiness for Year 10 and KS4 • PSHE consolidation and reflection • Grief, loss and digital bereavement	• Online safety and digital literacy deepened in Y10–11 • Extremism and radicalisation in Y11 • Independent adult digital citizenship

Personal Development links:

- Online safety and digital citizenship
- Resilience and confidence for KS4 transition
- Active citizenship and community responsibility

Personal Development — Programme Summary

Half-term	Personal Development Links
Autumn 1 — Mental Health & Lifestyle	Healthy lifestyles; mental wellbeing; reducing stigma; resilience and coping strategies
Autumn 2 — Relationships & Sex Education	Equality; respectful relationships; safeguarding: harassment; British Values
Spring 1 — Health, Safety & Community	Physical health navigation; first aid; community and volunteering; safeguarding: FGM
Spring 2 — RSE (continued)	Challenging harmful ideologies; grief and conflict; safeguarding: harmful content
Summer 1 — Careers	Options process; labour market; financial literacy; digital footprint; Gatsby
Summer 2 — Online Safety, Society & Consolidation	Digital citizenship; anti-social behaviour consolidation; KS4 transition resilience

Statutory Compliance Statement

This Year 9 PSHE curriculum is fully mapped to the PSHE Association Programme of Study, the DfE RSHE statutory guidance (2026) and the Gatsby Benchmarks for Good Career Guidance. All statutory Health, Relationships and Living in the Wider World content is sequenced appropriately for this year group. The curriculum makes a significant contribution to the Personal Development Framework, supporting pupils' character, confidence, resilience, respectful relationships, healthy lifestyles, equality, active citizenship, British Values and preparation for adult life. Safeguarding content is sequenced with clear signposting, in line with Keeping Children Safe in Education.