PSHE

Year 7

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
1	Exploring Transition	Studied through the lens of Health and Wellbeing, PSHE helps students develop the knowledge, skills, and resilience to make safe, informed choices and support their mental and physical health.	Risk Defibrillator First Aid CPR Transition Community Emotions Wellbeing	MOR & Big think question	Science-First aid	Knowing the law Managing risk Developing mutual respect	**Careers**- jobs that require First Aid training. **SMSC**-learning about support	Students explore identity, develop personal safety strategies, and care for their mental wellbeing, with the **golden threads of knowing the law, managing risk, and developing mutual respect woven throughout**.
2	Puberty	Studied through the lens of Health and Wellbeing, this unit covers puberty, and healthy lifestyle choices, including dental health and sleep, and understand FGM, including how to access support.	Puberty Menstruation Well-being	Extended writing through big think question	Taught in Science and Health and Social Care	Managing risk Mutal respect	SMSC-M Career-health/social worker	This unit helps students understand and manage the physical and emotional changes of puberty, through the **golden threads of managing risk and mutual respect**.
3	Relationships	Studied through the lens of Relationships, this unit explores identity, rights, and responsibilities in a diverse society, helping students recognise and challenge prejudice, stereotypes, and discrimination.	Discrimination Prejudice Manipulation Responsibility	MOR test Testing recall Big Questions: Should I call it out?	RS-diversity in belief	Knowing the law, Developing mutual respect	SMSC-Pupils explore how to manage decisions, Careers-human rights lawyer.	Students learn how stereotypes and bullying based on race, sex, gender, or sexual orientation. The **threads of knowing the law and developing mutual respect woven throughout**,
	Understanding Democracy	Studied through the lens of Living in the Wider World, this unit introduces students to British democracy.	Democracy Parliament Monarch Voting MP	Big think question "We should all play a part in democracy"	This knowledge is built on through Citizenship in year 10.	Knowing the law Mutual respect Setting aspirations	SMSC-Moral obligation British values-linking it to democracy Careers- civil servant jobs becoming an MP	Introduces British democracy, the **golden threads of knowing the law, mutual respect, and setting aspirations** woven throughout to support informed, active participation in society.
	Building relationships	Through the lens of Relationships, this unit explores healthy and unhealthy relationships, maintaining respect (including online), asserting boundaries, with the **golden threads of mutual respect, knowing the law, managing risk, and setting aspirations** woven throughout.	Friendship On-line safety Consent Communication	MOR-Recall	In yr. 7 ICT they are taught: E Safety:	Mutual respect. Knowing the law Managing risk Setting Aspirations	**Big Question:** a healthy and safe relationship? **SMSC**- healthy relationship **Careers**-Human rights lawyer, health worker	This unit introduces students how to maintain healthy relationships while managing conflict, with the **golden threads of mutual respect, knowing the law, managing risk, and setting aspirations** woven throughout.

PSHE

Year 7

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
6	Financial Decision Making	Through Living in the Wider World, pupils learn about managing money and making informed financial choices. They explore risk-taking, where to seek support if needed.	Financial Saving Borrowing Budgeting Gambling Transaction	Structured analysis Establishing connections and impact through discussion	This is taught progressively from yr.7-9 in ICT Advertising: targets Cookies Browsing History When does gaming become a problem? Maths and enterprise-Income and expenditure – Y9.	Managing risk Setting aspirations	Big Questions-Why is it important to have money sense? SMSC-Financial literacy taught so that pupils will understand the functions and uses of money Careers-Consider the salaries of different careers..	This unit helps pupils understand the importance and benefits of budgeting from a young age, preparing them to be financially literate as they move on to college, apprenticeships or university. It highlights the **golden threads of managing risk and setting aspirations**, while raising awareness of financial dangers such as fraud, ensuring pupils know how it works and how to protect themselves.

Trinity Academy Cathedral

PSHE

Year 8

Term 3	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
1	Healthy Relationships	Through Relationships, pupils learn about healthy partnerships, consent and the law, including pornography. They explore managing pressure, understanding sexual risks, and basic contraception.	Gender identity Contraception Menstrual wellbeing Menstrual products Parenting	MOR Test-Recall	In both yr. 8 and & 7 in ICT they study: E Safety:	Knowing the law, Developing mutual respect Managing risk	Blg Question- How to I maintain a healthy and safe relationship? SMSC-Pupils a taught about the moral duty of seeking consent. Careers-for working with young people	This unit introduces pupils to the the risks, responsibilities and consequences linked to intimacy. **Through the golden threads of knowing the law, developing mutual respect and managing risk**, pupils learn how to make safe, respectful and informed choices.
2	Emotional Wellbeing	Through the lens of Health and Wellbeing, pupils explore attitudes to mental health and challenge myths and stigma. They learn to manage emotions, build digital resilience and develop healthy ways to support their wellbeing.	Resilience Mental Health Body Image Bereavement	Big think question	Pupils are taught in PE- the importance of benefits and physical exercise.	Managing risk	SMSC beliefs and decisions, **Big Questions:** Should I call it out? **Careers**. The role of unions, career as human rights lawyer.	Students learn how stereotypes can cause harm, understand the importance of treating everyone with respect and know how the Equality Act 2010 protects people—while developing the skills to **manage risk** by spotting unsafe behaviour and knowing how to seek help.
	My Role as a Citizen- Green Education	Students explore how human actions affect the climate and examine issues of climate justice, including the experiences of climate refugees. linking to the school's values and the message within the chosen parable.	Environment Climate Change Stewardship Sustainability Carbon footprint Climate justice Climate refugee	MOR-Recall	RS KS3 & $ Science term 2 year 8	Mutual Respect Setting Aspirations Managing risk	**Careers** Environmental scientist **SMSC Links** Developing appreciation and curiosity about the natural world	Introduces concepts and sustainable living, helping them understand how individual and collective actions affect the planet. Through learning about climate change, resource use, and environmental responsibility, **students develop aspirations** to contribute positively to the future.

PSHE

Year 8

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
4	Digital Literacy	This unit, studied through the lens of Living in the Wider World, teaches students how to use social networking sites safely, recognise the different forms online grooming can take, and know how to respond and seek support if it occurs.	Digital Literacy Online safety Gambling Social networking Financial	Big think question	ICT-Y7 Introduction in computing: How to use computers, discussing the use of computers in schools	Managing risk Developing mutual respect Knowing the law	**Big Question-** How do I keep myself safe online? **SMSC**- respect online **Careers-** Using social media appropriately is important in the world of work.	This Year 8 unit equips students to navigate the digital world safely by understanding online identity, digital footprints, misinformation, privacy, and respectful communication. **It reinforces managing risk, developing mutual respect online, and knowing the law** so students can make informed, responsible choices in digital spaces.
5	Exploring Drugs and alcohol	This unit, taught through the lens of Health and Wellbeing, helps students understand the law around drugs, the relationship between habit and dependence.	Alcohol Tobacco Habit Addiction Social Norms Substances Nicotine	MOR TEST- recall	Y9 H and S coursework-	Managing Risk Knowing the law	**Big Question-**How can my lifestyle choices impact my Health? **SMSC**- Students to understand the laws **Careers**-Jobs that require knowledge of the drug laws.	students learn about substances that can harm their bodies and minds, Pupils understand the **legal framework** around these products and the risks and consequences of using them, enabling them to **manage risk** and make healthy, informed choices.
6	Exploring Discriminatory Behaviour	This unit, taught through the lens of Living in the Wider World, helps students understand what makes a strong, community, how to maintain respectful relationships, and why diversity matters. They develop strategies to manage conflict.	discrimination Disability Racism Human rights Community Cohesion Conflict Sexism	Big Think Question	Builds on previous PSHE in year 7	Managing risk Developing mutual respect Knowing the Law	**Big Questions-** What is discriminatory behaviour? **SMSC-** respect community cohesion **Careers**-MP, Human rights activist	This unit helps students understand the impact of discrimination, while introducing the Equality Act (2010) to build legal awareness. It equips them with strategies to challenge discrimination reinforcing the **golden threads of managing risk, developing mutual respect and knowing the law**.

Academy Cathedral

PSHE

Year 9

	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
1	Intimate Relationships -SPECTRUM	**Studied through the disciplinary lens of –Relationships** • Consent • Contraception. • The risks of STIs • About myths and misconceptions • About the consequences of unprotected sex.	Viral infections Bacterial infections Consent Contraception Sexting STI's	MOR-Recall	In Science & Health & Social care pupils are taught	Managing risk Knowing the law Developing Mutual respect	**Big Questions-** How do I keep myself safe in an intimate relationship? **SMSC**- relationship including mutual respect.	students understand how to keep themselves safe when they choose to become sexually active, focusing on the law around sex and consent, managing risk, and recognising ways to reduce harm. and the options available if pregnancy occurs. **The golden threads of managing risk, knowing the law, and developing mutual respect** underpin this learning to help students make informed, responsible choices.
2	Gangs and Staying Safe	Studied through the disciplinary lens of –Living in the Wider World • Substance misuse • Gang exploitation • How to distinguish between healthy and unhealthy friendships • How to assess risk and manage influences, including online • About the legal and physical risks of carrying a knife	Risk Exploitation Anti-social behaviour Addiction Social Norms Substances	Big Think		Managing Risks Knowing the law	**Big Questions**- What is gang culture? **SMSC**-Pupils to be made aware of the laws surrounding supply and possession of drugs and **Career-skills learnt required for:** Police Youth worker Social worker	This unit responds to rising knife crime and gang-related risks in the UK. It equips them with the knowledge to keep themselves safe, **manage risk, and understand the law** around gangs and knife possession. The golden threads of **managing risk, knowing the law, and developing mutual respect** underpin the learning so students can make safer, informed choices.
3	Healthy Lifestyles	**Studied through the disciplinary lens of –Health and Wellbeing** • How to manage influences to make healthy lifestyle choices. • How and why to maintain a healthy balance. How to access health services with confidence, • how to assess and manage risks associated with health	Diet Lifestyle Body Image Well-being Sleep hygiene Responsibility	MOR-Recall	Pupils are taught in Science and Health & Social Care Pupils are taught in Food TechnologyY7 (Term 1)- Eat Well Guide, Pupils are taught in PE-the importance of benefits and physical exercise.	Setting High Aspirations Managing risk	**SMSC**-Pupils to explore that while having good health it becomes easier to maintain social activities and become an active citizen **Careers:** Dietician, health nurse.	As students enter adolescence, their physical, emotional and mental health choices become increasingly important. This unit equips them with the knowledge and skills to make informed decisions about nutrition, exercise, sleep and wellbeing, while understanding the risks linked to unhealthy habits. **The golden threads of managing risk and setting high aspirations run throughout.**

PSHE

Year 9

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
4	Conflict and relationships	**Studied through the disciplinary lens of – Relationships** • Conflict: Causes, types, and resolution strategies. • Healthy vs. unhealthy relationships. • Red flags in relationships.	Conflict Emotional regulation Red flags Manipulative behaviour Abuse Coercive control Exploitation	Big Think Question	**English** Developing communication skills **Citizenship** Learning about the Equality Act 2010, Serious Crime Act 2015. **ICT / Computing Online** safety and recognising manipulation or coercion in digital spaces.	Managing risk Knowing the law Setting high aspirations Developing mutual respect	**SMSC**: Encourages reflection on personal values **Links to Careers** Enhances communication.	This unit supports students as they begin forming more complex relationships, helping them recognise healthy and unhealthy behaviours, manage conflict, and understand consent. **The golden threads of managing risk, knowing the law, developing mutual respect, and setting high aspirations** underpin the unit.
5	PREVENT	**Studied through the disciplinary lens of –Living in the wider world** • How to recognise and respond to extremism and radicalisation • Exploring the UK PREVENT strategy.	prevent Terrorism Community cohesion Extremism Diversity Radicalisation	MOR-recall	How can I make healthy choices re relationships	Managing Risks Knowing the law Developing mutual respect	**SMSC** -**respect.** **Careers:** Social worker, health care worker	This unit gives pupils the knowledge to recognise signs of radicalisation, understand the red flags, and use strategies to manage the risks safely. Through the golden threads of managing risk, knowing the law, and developing mutual respect.
6	Economic wellbeing & Careers	**Studied through the disciplinary lens of –Living in the wider world** • Understanding budgeting, saving, and spending responsibly. • Rights and responsibilities at work (minimum wage, contracts).. • Resilience and adaptability in a changing job market. • Post-16 options: A-levels, vocational courses, apprenticeships.	Budgeting Savings Credit Debt Interest Taxation Employment Apprenticeship Transferable Skills Labour Market	Big think question	**Maths** •Budgeting,. **ICT / Computing** •Digital literacy for online **Business Studies** •Links to entrepreneurship,. **Citizenship** •Rights and responsibilities in employment.	Managing Risks Setting high aspiration	**SMSC** Encourages reflection on personal values •**Career Pathways**: Introduces post-16 options such as apprenticeships, vocational courses, and higher education.	This unit equips students with the financial skills needed for adult life, including budgeting, saving, credit and debt, while introducing workplace rights and responsibilities. By exploring transferable skills, labour-market trends and post-16 pathways, pupils build confidence in planning their futures. **The golden threads of managing risk and setting high aspirations** underpin the unit, promoting resilience, informed decision-making and financial wellbeing.

PSHE

Year 10

Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
Financial Health	Th**rough lens oof living in the wider world** pupils learn how to manage money and achieve good financial wellbeing..	Saving Credit Mortgage	Discussion	Maths-Financial l literacy	**Golden threads**-Rule of Law and Active Citizenship	What does it mean to be Financially literate? **Career Accountant** **Financial adviser, SMSC** - Providing the skills to build financial wellbeing	Financial education helps young people learn how to manage their money now and, in the future, choose the best financial products and services and protect themselves from fraud and exploitation.
Hate Crime	**Through the lens of living in the wider world** pupils explore the British values and the UK law on extremism	Hate Crime	Think/Pair/Share	PSHE in year 9	Developing mutual respect Knowing the law	**Big Think**-How does the promotion of British values enable me to challenge extremism. **SMSC**-British values **Career**-police/lawyer	Pupils explore standing up to hate, extremism and British values to help them understand the impact of intolerance and the importance of inclusion in a diverse society. This supports **developing mutual respect**
Maintaining sexual health	**Through the lens of health and wellbeing and living in the wider world** pupils complete a RSHE top lesson, building on previous years	Contraception STI's Deep Fakes	Questioning	Science & PSHE-Managing health	Managing risk Knowing the law Developing mutual respect	**Big Think**-How can I manage risk **SMSC-moral** development through making safe choices, **Careers**-Health worker	This is a Spectrum Led lesson linked to the latest RSE requirements
Parenting & Sextortion	**Through the lens of health and wellbeing and living in the wider world** pupils explore the reality of parenting and the impact of deep fakes etc	Parenting Sextortion Deep fakes	Questioning	Computing-Online risks	Managing risk Knowing the law Developing mutual respect	**Big Think**-How can I manage risk **SMSC-moral** development through making safe choices, **Careers**-Health worker	This is a Spectrum Led lesson linked to the latest RSE requirements
Managing Risk In Relationships	**Through the lens of relationships** pupils explore what a healthy relationship is and the different types of abuse that can happen in a relationship	Domestic abuse Emotional, financial, online abuse	questionnaire at the start of this session -to be retaken end of session 4	Citizenship-Hate crime	Managing risk Developing mutual respect Knowing the law	**Big Think**-What is abuse **SMSC-moral** development through making safe choices, **Careers**-Health worker	Domestic abuse is a local safeguarding issue. It promotes **mutual respect** by helping students understand healthy relationships, supports **knowing the law** around coercive control, and strengthens **managing risk** by enabling them to recognise warning signs and seek support.

PSHE

Year 11

Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
Maintaining Positive Mental Health Beyond School	**Through the lens of health and wellbeing** pupils explore strategies to maintain mental health and how to seek further support through a GP.	GP Mental Health 5 Steps to wellbeing	Questioning Take home sheet which they complete	HS-How to contact health professionals	Managing Risk	**Big Think**-How to maintain positive mental **SMSC-moral** development through making safe choices, **Careers-**Health worker	Teaching students how to maintain positive mental health beyond school supports lifelong resilience. Linked to the **golden thread of managing risk,** it helps young people recognise early signs of difficulty, assess risks and take proactive steps to protect their wellbeing.
Maintaining positive Mental Health Online	**Through the lens of health and wellbeing and living in the wider world.** Pupils explore the impact of internet addiction with a focus on risks	Influencer Deep fakes Gaming	Questioning Take home sheet which they complete	Computing-risks of being online	Managing risk Developing mutual respect Knowing the law	**Big Think**-How to maintain positive mental online **SMSC-moral** development through making safe choices, **Careers-**Health worker	Maintaining positive mental health online helps students recognise and manage risks such as harmful content. IIt promotes mutual respect through responsible online behaviour and ensures pupils understand the law around sharing content, enabling them to stay safe online.
Safe #Relationships Part 1	**Through the lens of relationships** pupils explore what a healthy relationship is and the different types of abuse that can happen in a relationship	Domestic abuse Emotional, financial, online abuse	questionnaire at the start of this session -to be retaken end of session 4	Citizenship-Hate crime	Managing risk Developing mutual respect Knowing the law	**Big Think**-What is abuse **SMSC-moral** development through making safe choices, **Careers-**Health worker	Domestic abuse is a local safeguarding issue. It promotes **mutual respect** by helping students understand healthy relationships, supports **knowing the law** around coercive control, and strengthens **managing risk** by enabling them to recognise warning signs and seek support.
Safe Relationships Part II	**Through the lens of relationships** Pupils explore what are the hidden influences in society that normalise behaviours	Hidden influences Blame culture	questionnaire at the start of this session -to be retaken end of session 4	PSHE in year 9	Managing risk Developing mutual respect Knowing the law	**Big Think**-What is abuse **SMSC-moral** development through making safe choices, **Careers-**Health worker	We teach about hidden influences in society and who is affected by domestic abuse to help students critically understand how power, control, stereotypes and social pressures can shape behaviour and relationships..
The Dangers of Ketamine use	**Through the lens of health and wellbeing** Pupils explore the rise and dangers of Ketamine use in the UK	Addiction Ketamine Vulnerable	Questioning pair work	PSHE in year 8	Managing Risk Knowing the Law Setting High aspirations Knowing the law	**Big Think**-What is abuse **SMSC-moral** development through making safe choices, **Careers-**Health worker	We teach about ketamine because it is a growing issue in our local area and presents clear risks to young people's physical and mental health. This supports the golden thread of **managing risk** by helping students understand the short- and long-term consequences.