



Fairlands Middle School

We Collaborate, Achieve & Belong

Curriculum Progression Map

Subject: PSHE and RSE

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
Social & Emotional Skills Learning Intentions	<ul style="list-style-type: none"> Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Be able to identify what 	<ul style="list-style-type: none"> Appreciate the value of happiness regardless of material wealth Identify their own culture and different cultures within their class community Identify their own attitudes about people from different 	<ul style="list-style-type: none"> Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Reflect on the differences between their own learning goals and those of someone from a different culture 	<ul style="list-style-type: none"> Respect and value their own bodies Can reflect on their own body image and know how important it is that this is positive Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can make informed 	<ul style="list-style-type: none"> Can suggest strategies for building self-esteem of themselves and others Can identify when an online community/social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online/ social media 	<ul style="list-style-type: none"> Can celebrate what they like about their own and others' self-image and body image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them

	<p>they value most about school</p> <ul style="list-style-type: none"> • Identify hopes for the school year • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions 	<p>faith and cultural backgrounds</p> <ul style="list-style-type: none"> • Develop respect for cultures different from their own • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied 	<ul style="list-style-type: none"> • Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive contribution to supporting others • Appreciate the opportunities learning and education can give them 	<p>decisions about whether or not they choose to smoke when they are older</p> <ul style="list-style-type: none"> • Can make informed decisions about whether they choose to drink alcohol when they are older • Accept and respect themselves for who they are • Be motivated to keep themselves healthy and happy 	<ul style="list-style-type: none"> • Can say how to report unsafe online/social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks 	<ul style="list-style-type: none"> • Can ask questions about puberty to seek clarification • Can express how they feel about having a romantic relationship when they are an adult • Can express how they feel about having children when they are an adult • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult
Knowledge	<ul style="list-style-type: none"> • Understand how democracy and having a 	<ul style="list-style-type: none"> • Know external forms of support in 	<ul style="list-style-type: none"> • Know about a range of jobs that are 	<ul style="list-style-type: none"> • Know basic emergency procedures, 	<ul style="list-style-type: none"> • Know that there are rights and responsibilities in an online 	<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty

	<p>voice benefits the school community</p> <ul style="list-style-type: none"> • Understand how to contribute towards the democratic process • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how to face new challenges positively • Understand how to set personal goals • Know how an individual's behaviour can affect a group and the consequences of this 	<p>regard to bullying e.g. Childline</p> <ul style="list-style-type: none"> • Know that bullying can be direct and indirect • Know what racism is and why it is unacceptable • Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know that rumour-spreading is a form of bullying online and offline • Know how their life is different from the lives of children in the developing world 	<p>carried out by people I know</p> <ul style="list-style-type: none"> • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that they will need money to help them to achieve some of their dreams • Know that different jobs pay more money than others • Know that communicating with someone from a different culture means that they can learn from them and vice versa 	<p>including the recovery position</p> <ul style="list-style-type: none"> • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know what makes a healthy lifestyle 	<p>community or social network</p> <ul style="list-style-type: none"> • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences 	<p>and understand the importance of looking after themselves physically and emotionally</p> <ul style="list-style-type: none"> • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility • Know what perception means and that perceptions can be right or wrong
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			<ul style="list-style-type: none"> Know ways that they can support young people in their own culture and abroad 			
Key Vocabulary	Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules	Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age

						appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights
Reading Opportunities	Discussing and exploring the meaning of words in context, reading aloud for pronunciation and intonation. Choral response for key vocabulary, independent reading opportunities across the curriculum.					
Stretch and Challenge	Identify and account for prior knowledge and get pupils to rephrase something for other as this allows the learner to build empathy, understand alternative perspectives and think laterally. Build on interests to extend by encouraging learners to read widely around the subject outside of lesson. Dig into an area more deeply and ask students to use more complex terminology. Use questioning techniques to boost thinking. Consider learner roles by getting pupils to take on a fresh role or perspective. This encourages the learner to build empathy with different viewpoints they do not hold themselves.					
Gatsby links			2, 3, 4			
Hinterland Knowledge	To embed the substantive knowledge, students need to reflect on the human experience. Students' understanding of the topics will be enhanced through stories and scenario-based considerations and reflections. Their hinterland knowledge will complement the substantive through teachers sharing examples and stories that relate to the topics.					

Subject: PSHE + RSE

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
Social & Emotional Skills Learning Intentions	<ul style="list-style-type: none"> Know own wants and needs Be able to compare their 	<ul style="list-style-type: none"> Empathise with people who are different and be aware of 	<ul style="list-style-type: none"> Understand why it is important to stretch the boundaries of 	<ul style="list-style-type: none"> Are motivated to care for their own physical and 	<ul style="list-style-type: none"> Recognise that people can get problems with their mental health and that 	<ul style="list-style-type: none"> Recognise ways they can develop their own self-esteem Can express how

	<p>life with the lives of those less fortunate</p> <ul style="list-style-type: none"> • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive role-model • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions • Be able to make others feel welcomed and valued 	<p>my own feelings towards them</p> <ul style="list-style-type: none"> • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different 	<p>their current learning</p> <ul style="list-style-type: none"> • Be able to give praise and compliments to other people when they recognise that person's achievements • Empathise with people who are suffering or living in difficult situations • Set success criteria so that they know when they have achieved their goal • Recognise the emotions they experience when they consider people in the world who are suffering or living in 	<p>emotional health</p> <ul style="list-style-type: none"> • Suggest strategies someone could use to avoid being pressured • Can use different strategies to manage stress and pressure • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Recognise that people have different attitudes towards 	<p>it is nothing to be ashamed of</p> <ul style="list-style-type: none"> • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own 	<p>they feel about the changes that will happen to them during puberty</p> <ul style="list-style-type: none"> • Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to • Recognise how they feel when they reflect on the development and birth of a baby • Can celebrate what they like about their own and others' self-image and body image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
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		<p>feelings of the bully, bullied and bystanders in a bullying scenario</p> <ul style="list-style-type: none"> • Appreciate people for who they are • Show empathy 	<p>difficult circumstances</p>	<p>mental health/illness</p>	<p>safety and well-being</p>	
<p>Knowledge</p>	<ul style="list-style-type: none"> • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Know how to set goals for the year ahead 	<ul style="list-style-type: none"> • Know that people can hold power over others individually or in a group • Know that power can play a part in a bullying or conflict situation • Know that there are different perceptions of 'being normal' and where these might come from • Know that difference can be a source of celebration as 	<ul style="list-style-type: none"> • Know their own learning strengths • Know what their classmates like and admire about them • Know a variety of problems that the world is facing • Know some ways in which they could work with others to make the world a better place 	<ul style="list-style-type: none"> • Know how to take responsibility for their own health • Know what it means to be emotionally well • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's bodies, 	<ul style="list-style-type: none"> • Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them 	<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what

	<ul style="list-style-type: none"> • Understand what fears and worries are • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process 	<p>well as conflict</p> <ul style="list-style-type: none"> • Know that being different could affect someone's life • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives 	<ul style="list-style-type: none"> • Know what the learning steps are they need to take to achieve their goal • Know how to set realistic and challenging goals 	<p>especially their liver and heart</p> <ul style="list-style-type: none"> • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve 	<ul style="list-style-type: none"> • Know some of the dangers of being 'online' • Know how to use technology safely and positively to communicate with their friends and family 	<p>they can do to develop it</p> <ul style="list-style-type: none"> • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class
Key Vocabulary	Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal,	Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights	Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment,	Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure,	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power,	Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement

	Illegal, Lawful, Laws, Participation, Motivation, Decision		Contribution, Recognition	Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure	Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety	
Reading Opportunities	Discussing and exploring the meaning of words in context, reading aloud for pronunciation and intonation. Choral response for key vocabulary, independent reading opportunities across the curriculum.					
Stretch and Challenge	Identify and account for prior knowledge and get pupils to rephrase something for other as this allows the learner to build empathy, understand alternative perspectives and think laterally. Build on interests to extend by encouraging learners to read widely around the subject outside of lesson. Dig into an area more deeply and ask students to use more complex terminology. Use questioning techniques to boost thinking. Consider learner roles by getting pupils to take on a fresh role or perspective. This encourages the learner to build empathy with different viewpoints they do not hold themselves.					
Links to Modern Britain	Democracy, Rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs (See KS2 British values mapping document)					
Gatsby links			2,3,4			
Hinterland Knowledge	To embed the substantive knowledge, students need to reflect on the human experience. Students' understanding of the topics will be enhanced through stories and scenario-based considerations and reflections. Their hinterland knowledge will complement the substantive through teachers sharing examples and stories that relate to the topics.					

Subject: PSHE + RSE

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Being me in my world Big Question: How do I fit into the world I live in?	Celebrating difference Big Question: Do we need to feel 'the same as' to belong?	Dreams and Goals Big Question: Can my choices affect my dreams and goals?	Healthy me Big Question: To what extent am I responsible for my mental and physical health?	Relationships Big Question: What can make a relationship healthy or unhealthy?	Changing me Big Question: Do I stay the same when things around me change?
Social & Emotional Skills Learning Intentions	<ul style="list-style-type: none"> - I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc. - I can identify what influences my life - I can achieve an appropriate level of independence from others while maintaining positive relationships with them - I understand how my online identity can affect what others think and feel about me - I understand that what I say and do online can 	<ul style="list-style-type: none"> - I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me - I can be assertive when appropriate - I know how I can challenge prejudice and discrimination assertively 	<ul style="list-style-type: none"> - I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them - I know how to bring about change in myself and others - I can anticipate and plan to work around or overcome potential obstacles - I can identify barriers to achieving a goal and identify how I am going to overcome them - I understand that an irresponsible or unsafe choice could affect my dreams and goals 	<ul style="list-style-type: none"> - I can describe techniques I use to manage my emotions - I understand that how I express my feelings can have a significant impact both on other people and on what happens to me - I can explain why everyone needs to take responsibility for their health - I can explain why good sleep is important and how it can have an impact on my 	<ul style="list-style-type: none"> - I understand/recognise the range of positive qualities people bring to relationships - I understand why respect for the other person's wishes is important in relationships - I understand/recognise the characteristics of some of the supportive relationships in my life - I can recognise that my emotions and feelings can change regularly - I can identify emotions that can be associated with falling out - I can understand discernment and how it is important in relationships - I can suggest skills which will keep my relationships happy and healthy - I can apply assertiveness to my relationships when appropriate - I can explain my understanding of respect and authenticity 	<ul style="list-style-type: none"> - I can express how I feel about the changes that happen during puberty, and that people develop at different rates, and what to do if I am concerned - I can express the different feelings and choices that people may have and make about conception, pregnancy and having a baby - I can appreciate that a baby

	<p>have consequences for myself and others</p> <ul style="list-style-type: none"> - I understand that what I say and do online can have consequences for myself and others 	<ul style="list-style-type: none"> - I can see the world from other people's points of view and take account of their intentions, preferences and beliefs - I know I have choices in how I allow others to influence me - I know that I am a unique individual, and I can think about myself and others on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.) - I understand the impact of bullying, prejudice and discrimination on those involved and can think through how this can be alleviated - I can 	<ul style="list-style-type: none"> - I understand that an irresponsible or unsafe choice could affect my dreams and goals - I can take responsibility for my life, believe that I can influence what happens to me and make wise choices 	<p>physical and mental well-being</p> <ul style="list-style-type: none"> - I can describe techniques I use to manage my emotions - I know what makes me feel good and know how to enjoy myself (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) - in ways that are not damaging to myself and others - I can express my emotions and empathise with others 		<p>comes with responsibilities</p> <ul style="list-style-type: none"> - I can understand that stable intimate relationships can be linked to happiness - I understand how self-image is linked to self-esteem - I can apply strategies to build my self-esteem I know some ways to support myself and others during times of change - I can stay positive and boost my own self-esteem
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		<p>take others' thoughts and feelings into account in how I manage my relationships - I know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help)</p> <ul style="list-style-type: none">- I can recognise the benefits of helping others - I understand that taking positive action can support mental wellbeing- I can take positive action to challenge bullying, prejudice and discrimination - I believe that I can influence what happens to me and can make informed choices				
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<p>Knowledge</p>	<p>I can recognise that identity is affected by a range of factors</p> <ul style="list-style-type: none"> - I can understand that identity is affected by a range of factor - I understand how peer pressure operates within group - I can recognise how I present myself online - I understand what can influence my behaviour onlin - I can maintain positive on and offline relationship 	<ul style="list-style-type: none"> - I can describe what prejudice and discrimination are - I know what bystanders are and their impact on bullying - I can explain some ways the Equality Act protects against prejudice and discrimination - I can challenge my own and others' attitudes and values, and accept difference in other - I can understand the wide range of roles in society and the variety of individuals that operate within them - I understand what stereotyping means and its potential impact - I can define stereotyping 	<ul style="list-style-type: none"> - I can identify my dreams and goals and recognise that these may change over time - I can identify some of the skills that may benefit my future, including employment - I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour - I can explain how responsible choices enable me to move towards my dreams and goals - I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals - I can demonstrate how to respond to a situation requiring first aid - I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals - I understand that the choices I make affect my relationships, health and future 	<ul style="list-style-type: none"> - I understand how health can be affected by emotions and know a range of ways to keep myself well and happy - I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise on my body and mind - I understand how physical activity can help combat stress - I understand the positive impact of healthy lifestyle choices such as good sleep on my body and mind - I can explain ways to help myself when I feel stressed - I recognise when I feel stressed and the triggers associated with this - I know about different substances and 	<ul style="list-style-type: none"> - I can identify characteristics and benefits of positive, strong, supportive, relationships - I understand what expectations might be of having a romantic/attraction relationship - I understand what is meant by consent - I can identify the supportive relationships in my life - I know that relationships change and suggest how to manage this - I can identify why people sometimes fall out - I can suggest ways to manage conflict within my friendship group - I can understand that discernment is an important skill when being a consumer of media - I can recognise when to use assertiveness in some of my relationships - I can understand the personal and legal consequences of sexting - I can understand what it meant by consent - I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is 	<ul style="list-style-type: none"> - I can understand the changes that happen during puberty - I understand that practices such as female genital mutilation and breast ironing are forms of abuse - I know where to access help if I am worried or concerned about puberty or abuse - I know how a baby is conceived naturally - I know that there are other ways a baby can be conceived, e.g. IVF - I understand how a baby develops inside the uterus and is born - I know there are different types of committed stable relationships and that some
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and explain why it is unhelpful
- I can challenge prejudice and discrimination assertively - I understand that positive and negative discrimination can take different forms and how it can affect people's lives - I know what the Equality Act is and can give some examples of protected characteristics
- I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours
- I understand how respect has an impact on relationships

the effects they have on the body and why some people use them - I understand that I can make choices about my own lifestyle including sleep, nutrition
- I can summarise some key things I can do to sustain my wellbeing

people may choose to have children or not - I can make links between positive, healthy family relationships and effective parenting - I can identify some of the roles and responsibilities of being a parent
- I know that the media can have a positive or negative impact on a person's self-esteem or body image - I know where to go for help if I am worried about my body image or self-esteem
- I know some of the changes in my brain during puberty - I understand some of the emotional changes during puberty - I know where to access

						support if I am worried about adolescence - I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes
Key Vocabulary	Identity, peer pressure, online, influence, behaviour, relationship	Prejudice, discrimination, bystander, equality, attitudes, society, stereotype	Employment, responsible, unsafe, skills, setback	Health, emotion, lifestyle, nutrition, exercise, activity, trigger	Characteristic, relationship, romantic, conflict, discernment, consumer, assertiveness, consequence, behaviour	Puberty, mutilation, genital, conceived, uterus, esteem
Reading Opportunities	Discussing and exploring the meaning of words in context, reading aloud for pronunciation and intonation. Choral response for key vocabulary, independent reading opportunities across the curriculum.					
Stretch and Challenge	Identify and account for prior knowledge and get pupils to rephrase something for other as this allows the learner to build empathy, understand alternative perspectives and think laterally. Build on interests to extend by encouraging learners to read widely around the subject outside of lesson. Dig into an area more deeply and ask students to use more complex terminology. Use questioning techniques to boost thinking. Consider learner roles by getting pupils to take on a fresh role or perspective. This encourages the learner to build empathy with different viewpoints they do not hold themselves.					
Links to Modern Britain	Rule of law, individual liberty, mutual respect	Rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs	Democracy, Rule of law, individual liberty, mutual respect	Democracy, Rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs	Democracy, Rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs	Democracy, Rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs
Gatsby links			2,3,4			

Hinterland Knowledge	To embed the substantive knowledge, students need to reflect on the human experience. Students' understanding of the topics will be enhanced through stories and scenario-based considerations and reflections. Their hinterland knowledge will complement the substantive through teachers sharing examples and stories that relate to the topics.
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Subject: PSHE + RSE

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Being me in my world Big Question: Can I choose how I fit into the world?	Celebrating difference Big Question: How different are we really?	Dreams and Goals Big Question: Can the choices I make now influence my future?	Healthy me Big Question: Can I become more responsible for my health and happiness?	Relationships Big Question: Can the choices I make now influence my future?	Changing me Big Question: Can the choices I make now influence my future?
Social & Emotional Skills Learning Intentions	<ul style="list-style-type: none"> - I understand that faith, families, communities and cultures influence identity and can start to identify the influences in my life - I can make sense of what has happened in my life and understand the influences from my own history and how they have shaped my selfidentity, including those I've chosen to reject - I can listen actively to other people, I can identify what is 	<ul style="list-style-type: none"> - I can describe the positive feelings that result from doing something positive - I can give examples of the benefits of living in a multi-cultural society- I can challenge prejudice and discrimination - I can understand and explain the 	<ul style="list-style-type: none"> - I can identify areas where I may need to expand my skills and how I might do this - I understand that people have different relationships with money - I understand that money can be a divisive element in relationships and communities - I am able to form my own opinions on moral issues around money - I can identify the steps I can take to protect my online 	<ul style="list-style-type: none"> - I can understand my responsibility for my health - I can state some links between physical and emotional health - I am aware of some steps that can be taken to avoid engaging in high risk behaviour in relation to substance use - I know what makes me feel good and know how to 	<ul style="list-style-type: none"> - I know some things I can do to manage the impact of how social media makes me feel about myself - I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised - I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised - I know what a good relationship looks like and how to protect myself from an unhealthy relationship - I understand some of the emotional risks associated with 	<ul style="list-style-type: none"> - I know that intimate relationships do not have to involve sex - I know some of the things that might happen emotionally when individuals experience physical attraction - I know some of the positive behaviours people exhibit in healthy intimate relationships - I can identify what you would seek in a

	<p>important for me and what I expect from myself, taking into account the beliefs and expectations of, for example, my family</p> <ul style="list-style-type: none"> - I understand that I can make accurate and inaccurate assumptions about my own and others' identities - I understand that I can make choices about the influences I accept as part of my personal identity - I can see the world from other people's points of view and understand their beliefs - I respect people's right to hold their own views and beliefs - I know I have choices in how I respond to the expectations of others 	<p>emotional impact of LGBT bullying on both victim and perpetrator</p> <ul style="list-style-type: none"> - I can recognise the benefits of helping others - I understand that taking positive action can support mental wellbeing - I can take positive action to challenge bullying, prejudice and discrimination - I believe that I can influence what happens to me and can make informed choices 	<p>identity and avoid anything that can negatively impact my future aspirations</p> <ul style="list-style-type: none"> - I understand that money can be a divisive element in relationships and communities - I can make reasoned judgements about spending - I can reflect on the effect money can have on emotional and mental health, including my own - I can take positive action to challenge bullying, prejudice and discrimination - I believe that I can influence what happens to me and can make informed choices 	<p>enjoy myself (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) - in ways that are not damaging to myself and others</p> <ul style="list-style-type: none"> - I can state some links between dental health and physical and emotional health - I can recognise that decisions about my health depend on having access to accurate information - I understand that how I express my feelings can have a significant impact both on other people and on what happens to me - I can understand my responsibility for my health 	<p>inappropriate use of social media</p> <ul style="list-style-type: none"> - I know what to do if I'm worried about my online or offline safety - I can empathise with people experiencing negative or difficult relationships 	<p>boyfriend/girlfriend relationship - I can compare and contrast the key features of healthy and unhealthy romantic relationships</p> <ul style="list-style-type: none"> - I recognise that attraction towards others takes many forms and can change over time to help manage them - I recognise the role of pornography in society - I understand the negative influence pornography can have on relationships - I can describe the behaviour changes that can occur when people drink alcohol - I can express my own opinions on relationship issues
Knowledge	<ul style="list-style-type: none"> - I can appreciate that identities are complex and can change over time - I can appreciate the similarities, 	<ul style="list-style-type: none"> - I can recognise the challenges faced by individuals when trying to 	<ul style="list-style-type: none"> - I know what some of my long-term goals are, how I can achieve them, and how my short- and 	<ul style="list-style-type: none"> - I can describe the actions that can be taken to support good physical health - I 	<ul style="list-style-type: none"> - I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised - I understand that social media can 	<ul style="list-style-type: none"> - I know different types of close, intimate relationships that people can have - I

	<p>differences and diversity of people's identities</p> <ul style="list-style-type: none"> - I can understand about collective and individual identities and cultural diversity I understand the influence family has on self-identity - I can define what stereotypes are - I understand that first impressions can lead to judgements that may be misinformed - I understand that there is a range of beliefs within any community and I can recognise the beliefs I hold as important to me - I can appreciate that people's faiths and beliefs can affect their personal identity - I understand how to identify influences and differences and use these positively in my relationships 	<p>make positive change - I can give examples of individuals who have made a positive contribution despite prejudice and discrimination</p> <ul style="list-style-type: none"> - I can give examples of social injustice in the UK - I can describe what inequality means in the UK - I can give examples of social injustice - I can define what is and what is not bullying - I can give examples of LGBT bullying - I can describe the steps that can be taken to challenge LGBT bullying - I can make a positive contribution to my community - I recognise that the choices I 	<p>mediumterm goals might help me do that</p> <ul style="list-style-type: none"> - I can identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals - I understand some of the positive and negative roles that money can play in society - I can describe how my activity online can be both positive and negative - I can explain why it is important to keep track of spending - I can explain why it is important to keep track of spending - I understand the variations in income across the world - I understand how respect and equality, or the lack of these, affects relationships - I know I can make a difference (self-efficacy) 	<p>can list some factors that help ensure good health in the longer term</p> <ul style="list-style-type: none"> - I understand what the law says about substance use and possession - I can describe some of the links between substances and exploitation of young people - I can describe the actions that can be taken to support good physical health - I can list some factors that help ensure good health in the longer term - I can list the factors that can impact negatively on dental health - I can describe the steps that can be taken to keep teeth and gums healthy - I understand the role of vaccinations and 	<p>both positively and negatively affect how I feel about myself</p> <ul style="list-style-type: none"> - I understand that relationships can cause strong feelings and emotions - I understand the features of positive and stable relationships - I understand that all relationships have positive and less positive aspects - I understand that relationships can cause strong feelings and emotions - I understand the features of positive and stable relationships - I understand that all relationships have positive and less positive aspects - I understand what is meant by control, power balance and coercion in a relationship - I understand how to use social media appropriately, safely and legally - I can give examples of how personal safety can be compromised online - I can summarise the differences between a healthy, positive relationship and a coercive one 	<p>know what happens physically when individuals experience physical attraction - I know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children</p> <ul style="list-style-type: none"> - I understand the positive aspects of having a girlfriend or boyfriend - I can describe some of the behaviours you would expect to find in a healthy romantic relationship - I can understand the range of feelings associated with attraction - I know where to get information to safely explore feelings about sexuality - I know that pornographic images do not reflect reality - I know how
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		<p>make will have an impact on my ability to develop my self-confidence and integrity</p> <ul style="list-style-type: none"> - I understand how respect and equality, or the lack of these, affects relationships - I know I can make a difference (self-efficacy) 		<p>can explain differing views on this</p> <ul style="list-style-type: none"> - I understand how health can be affected by emotions and know a range of ways to keep myself well and happy - I can describe the actions that can be taken to support good physical and mental health 		<p>pornography can impact on expectations and self-image</p> <ul style="list-style-type: none"> - I can list some risks associated with drinking too much alcohol, including unprotected sex, nonconsensual sex - I know what the law says in relation to sex and alcohol - I can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol - I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy - I can explain some risks associated with pornography or alcohol use in relation to relationships
Key Vocabulary	Diversity, identify, influence, stereotype,	Individual, prejudice, discrimination,	Careers, spending, income, variations,	Health, factor, substance,	Relationship, social, emotion, power, coercion, media, legally	Attraction, intimate, relation,

	impression, judgement, misinformed, faith	injustice, inequality	relationships, equality, health	possession, exploitation		behaviour, healthy, romantic, feeling
Reading Opportunities	Discussing and exploring the meaning of words in context, reading aloud for pronunciation and intonation. Choral response for key vocabulary, independent reading opportunities across the curriculum.					
Stretch and Challenge	Identify and account for prior knowledge and get pupils to rephrase something for other as this allows the learner to build empathy, understand alternative perspectives and think laterally. Build on interests to extend by encouraging learners to read widely around the subject outside of lesson. Dig into an area more deeply and ask students to use more complex terminology. Use questioning techniques to boost thinking. Consider learner roles by getting pupils to take on a fresh role or perspective. This encourages the learner to build empathy with different viewpoints they do not hold themselves.					
Links to Modern Britain	Democracy, Rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs	Democracy, Rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs	Democracy, Rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs	Rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs	Democracy, Rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs	Democracy, Rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs
Gatsby links			2, 3, 4			
Hinterland Knowledge	To embed the substantive knowledge, students need to reflect on the human experience. Students' understanding of the topics will be enhanced through stories and scenario-based considerations and reflections. Their hinterland knowledge will complement the substantive through teachers sharing examples and stories that relate to the topics.					