Copleston High School
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KEY: Physical Health & mental Wellbeing | Respectful Relationships | Personal Safety on and offline | Sexual health | Diversity. Equality & Inclusion | Rights and Responsibilities | Digital literacy

Year 7 PSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content – what will be covered?	1. **How can we look after our mental wellbeing?** Students explore what mental health is, and what factors affect our mental health. Students start to look at what factors we can control. 2. **What does respect look like?** what respect looks like, sounds like and feels like to gain a deeper insight into what respect means to them. This lesson explores what appropriate boundaries are, which will be built on in later consent lessons. 3. **How can we build healthy relationships?** Identifying traits that we might find in healthy and unhealthy relationships, whether they be familial or friendships. To get pupils to consider they qualities that they prioritise most in strong relationships with others i.e. trust, honesty, communication.	4. **What is body image? Why is a healthy body image important?** What pressures are placed on men and women in relation to body image? What factors which influence the way we see ourselves. 5. **Prejudice and discrimination –**What are the protected characteristics? In what different ways may someone may be discriminated against and uses scenario based activities where students identify examples of discriminatory behaviour. 6. **What are different types of families?** Students address what are some of the unique challenges and benefits faced by different types of family units. 7. **How important is sleep?** The science behind sleep and the links between sleep and physical and mental health.	1. **What is basic first aid: part 1**- How to deal with choking, asthma attacks, and allergic reactions 2. **Online safety: Grooming** Understand what grooming is, and some of the methods that groomers use to build relationships with people online. Pupils are able to identify warning signs, and things to do and not do to keep themselves safe. 3. **AI; what is it?** What are some of the benefits and dangers	4. **How can I develop resilience?** Developing an understanding of when resilience is needed, considering what kind of challenging situations people may experience as a young person and adult, and starts to consider how a person might deal with these situations. 5. **Living with a disability. Exploring disability discrimination, stigma against hidden illnesses, and how we can provide equal opportunity for people with disabilities.** Looks at how far there is equal opportunity for people with disabilities in social and employment settings. 6. **Lessons 2 Living with a disability. Exploring disability discrimination, stigma against hidden illnesses, and how we can provide equal opportunity for people with disabilities.** Looks at how far there is equal opportunity for people with disabilities in social and employment settings.	1. **Online safety: Misinformation and fake news** Pupils look at how to identify fake news and the different ways that fake news can circulate. It looks at some of the more subtle ways that media can be presented in such a way as to skew our opinion of events significantly and shape our opinions. Encourages pupils to consult a range of sources of information. 2. **What does it mean to become a parent? Parental responsibilities** Exploring the qualities of a good parent, and the needs of children at different stages of their development. Looking at how parental challenges will change over time. Understanding the significance of early years experiences in a child's brain development. 3. **Digital literacy and consent online** – builds on some knowledge from scams lesson and respect. Focusses on having respect for people online. Refers to the boundaries and school rules around non-explicit image sharing of other people and how it might make others feel.	4. **My body – changes** Recapping physical changes to the body in puberty (covered in science) 5. **Managing my emotions -** Focuses on the emotional and hormonal changes that occur in puberty and how this can affect us. Gives pupils strategies to deal with these. 6. **What are people's choices and values around marriages and relationships**: a focus on different types of partnership and arranged marriages. Looks at some of the different choices people have for long-term commitment. Pupils look at why partners may choose to or choose not to marry, as well as explore the traditions around arranged marriages, and the law around forced marriages
Key 'How'/'Why' Questions- What **powerful knowledge** will be gained? What areas/themes/ concepts will be explored?	**Autumn 1** What should a loving and respectful relationship look like? Why is it important to appreciate and understand difference?		**Spring** How can I keep myself safe online? How can we ensure that everyone has access to the same opportunities? Why is it important to appreciate and understand difference?		**Summer 1** How do I stay safe online? How can changes to my body affect my mood and my relationships? How can relationships look different?	

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Year 8 PSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content – what will be covered?	1. **What are unhealthy coping strategies?** How to handle problems we encounter socially and in school, and stress. Where can pupils find sources of support in and outside of school? 2. **Gender stereotypes and how it can affect our opportunities later in life and our relationships**? – addresses stereotypes that can still exist for boys and girls, and where do gender stereotypes come from. Looks at the impact of media and marketing at fuelling these and how it might shape our perceptions of ourselves or limit our interests and ambitions. 3. **The law and me: What does it mean to be a good citizen? How can I recognise and avoid anti-social behaviour?** Taking a look into crimes more commonly committed by younger people, or ways that they might negatively interact with the local community. Understanding the impact that this can have on others, and how we can have a positive impact on our community. Knowing how to resist peer pressures when it comes to antisocial behaviour.	4. **What is consent?** Builds on year 7 respect lesson. Students start to explore consent specifically in the context of romantic or intimate relationships, and how you can stand up to pressure in intimate relationships. 5. **Harmful male stereotypes** – builds on prior lesson as well as introducing a definition of misogyny. Students address male stereotypes which could be particularly harmful for their emotional wellbeing, or could go so far as to impact their behaviours and treatment of others. 6. **What is basic first aid: part 2** – Builds on and should recap knowledge from Y7 first aid. How to do a primary survey to assess if a person requires emergency help, the recovery position and CPR. 7. **Body image and social media** Builds on the body image lesson from year 7. Recaps some of the physical stereotypes that pupils may feel pressured by and pupils discuss how much they feel there is an obligation to 'fit in' with certain norms. Takes a sharper look at the influence of social media on body image, and how online content it curated and not true to life.	1. **Lesson 1: gangs** - what influences people to join and how can we stand up to these pressures? What are the consequences? 2. **Coercive control lesson 1 harassment and abuse: what do safe and unsafe relationships look like?** 2 lessons which address the signs of manipulative and controlling relationships. Pupils address lots of scenarios to decide what behaviours are deemed acceptable or not, and which are dependent on context. 3. **Coercive control lesson 2: harassment and abuse: what do safe and unsafe relationships look like**	4. **Do we understand the risks around nude image sharing?** Looks at why people may choose to share images of themselves, risks and consequences, the law surrounding underage image sharing, and strategies to stand up to pressure or manipulation into sending images. 5. **Risks around nude image sharing: lesson 2 –** what are the effects of sharing nude images? The lesson should address the consequences of sharing images but also create a culture of support for victims. Covers the law around non-consensual image sharing or the passing on of someone else's content without consent. 6. **Cervical cancer** – HPV awareness, transmission, prevalence of it and why the vaccine is administered	1. **FGM - what is it? How do I recognise the signs?** Understanding the law and the facts vs myths around FGM. Knowing how to identify someone that may be at risk of, or have undergone FGM and how to report it. 2. **Misogyny** – addresses the role of the internet, social media, and influential people and the methods that they use to target and attract young boys into adopting harmful attitudes towards women. 3. **Growth mindset –** What is it and why is it important for success and our mental health?	4. **Healthy families: Recognising signs of abuse.** Builds on previous lessons around healthy relationships, and the role of a parent from year 7.Explores in more detail signs of abusive relationships especially parental relationships. 5. **Navigating relationships** How to know when you are ready for relationships, navigating conflicts and ending relationships respectfully. 6. **Staying safe online – scams** Understanding the different financial scams that are operated online and how to tell if something may be a scam 7. **Leave a spare lesson at the end for staff who have fewer lessons.**
Key 'How'/'Why' Questions- What **powerful knowledge** will be gained?	**Autumn** What does it mean to be part of a community? How can stereotypes limit our future prospects?		**Spring** How can I keep myself safe? What do healthy relationships look like?		**Summer** What are the qualities of a healthy family dynamic? Why is my mental attitude so important to my future? How can I keep myself safe?	

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Year 9 PSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content – what will be covered?	1. **How can I manage influence relating to substances?** Exploring the pressures and causes that may lead someone to smoke, vape, or drink alcohol and how to stand up to these pressures. A focus on marketing and how it targets young audiences. 2. **Substance misuse: what are the risks of recreational drugs?** Looking at the law and physical, mental and economic effects of illicit drugs 3. **Substance misuse part 2: what are the risks of recreational drugs?** Looking at the physical, mental and economic effects of illicit drugs – 4. **What factors can impact fertility?** The impact of health, age and other factors on fertility. Looking at alternative routes into parenthood and how can people have a family, and what factors might encourage different types of people towards different routes to parenthood.	5. **What does consent mean in a healthy relationship?** Builds on year 8 - what consent means in an intimate relationship. How should we interpret body language to make sensible decisions? Understanding that consent is not always as simple as 'yes' and 'no 6. **Substance misuse: what are the risks of cigarettes?** Looking at the physical, mental, economic, and environmental impacts of vaping, cigarettes and alcohol 7. **Personal safety -Gangs.** Should build on year 8 lesson about why individuals join gangs and who is most at risk. This lesson focusses on the impact of gang membership, how to identify warning signs that someone may be in a gang, and how someone can get support.	1. **How can I make the right choice when it comes to contraception?** Looking at the range of contraceptives available in the UK and the benefits and drawbacks of each. Considering what factors will influence their choice of contraceptive, including age, health, longevity of the contraceptive, and where to go for advice. 2. **How can I protect myself against STIs –** Being able to define what an STI is, understanding how they can spread, and being aware that not every STI is curable. What are some of the most prevalent symptoms of STIs, and being aware that not all STIs present symptoms. What can be the long term impacts of some of these infections? How to properly use a condom 3. **STIS – how can I access testing?** Understanding why testing is so important – challenging arguments that may prevent someone from getting STI testing. Knowing what the different methods to access testing and the benefits of each. Looking at what the test entails.	4. **Pregnancy** Recognising the signs and symptoms of pregnancy; build on year 7 science lessons and year 8 PSHE introduction to contraception in HPV lesson. How might a young person especially respond to pregnancy and where could they go for support? Recap responsibilities of a parent from Y7. 5. **Substance misuse: what are the risks of vaping?** Looking at the physical, mental, economic, and environmental impacts of vaping 6. **Addiction** exploring the qualities of addiction – how does it alter the brain? Looking at different forms of behavioural addiction and real-life scenarios like gambling, shopping, and pornography	1. **Online safety: What are the dangers of accessing explicit material online? Digital relationships, consent and pornography Lesson 1:** Draws upon the year 8 lesson on digital literacy. Sequence of 2 lessons which begin by focussing more broadly on navigating the digital world, digital consent and image sharing, (be it of a sexual or non-sexual nature), with a later focus on pornography. The lesson is geared towards pupils considering what a healthy intimate relationship looks like in the real world, and discussing the ways that pornography often does not portray sex or relationships in ways that are true-to-life, and can create misconceptions around sex. 2. **What are the dangers of accessing explicit material online? Digital relationships, consent and pornography - Lesson 2** 3. **Abortion** – the law around abortion in the UK, and people's attitudes towards abortion. 4. **Substance misuse: what are the risks of alcohol?** Looking at the physical, mental, economic, and environmental impacts of alcohol.	5. **Substance misuse: Alcohol – peer pressure and drink culture** To explore the prevalence of Alcoholism in the UK. Do we have a 'drink culture' and what can be done to alleviate pressures to drink? What alternatives are there? 6. **Exploring people's choices around marriage and your rights as a partner in and outside of a marriage – lesson** Builds on year 7 lesson on partnerships. Pupils should already have an awareness from this prior learning, and will briefly recap, the key distinctions between marriage, a civil partnership, and cohabiting. Students will delve deeper into the legal responsibilities to a partner based on these different types of partnerships and the implications of separation. Exploration of the concept of arranged marriages and how to deduce possible signs.
Key 'How'/'Why' Questions- What **powerful knowledge** will be gained?	**Autumn** How can my health and lifestyle choices now affect me in the future? What does consensual intimacy look like?		**Spring** How can my health and lifestyle choices now affect me in the future?		**Summer** How can I have safe and respectful relationships?	

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Year 10 PSHE Curriculum Map 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content – what will be covered?	• Growth mindset, resilience and resilience • Gambling – understanding motivations for gaming, how they are addictive, and consequences • Community responsibility and how to show respect in the community • Equality and diversity and anti-discrimination • The harms of mobile phone use on our mental health and relationships	• Online scams and financial exploitation • Understanding of healthy relationships, and recognising controlling behaviours • Exploring the harms around sexist language and recognising how it contributes to harmful gender stereotypes • Recapping the 'FRIES' rules of consent in romantic relationships and using scenarios to see how they apply in practice • Understanding the different types of partnership people may choose, and the law and protections offered in marriage • Understanding the law around consensual marriage – arranged marriage	• Exploring positive male role models and how to recognise the dangers of misogynistic content and influencers • How someone can express romantic interest in a healthy way • How to handle conflict in romantic relationships and dealing with ending relationships • The benefits and drawbacks of AI • Breast cancer screening and self -examination • X2 sessions Understanding political extremism – who is at risk? How groomers operate? How can we stay safe from political extremism?	• Gender inequality in the UK and globally – exploring inequality in the workplace, paternity and the real-world impacts of this • Violence against women – what are the causes? • Smoking awareness • Gangs - who is at risk? What are the push and pull factors motivating people to join?	• Vaping – the impacts of addiction and health impacts • X2 sessions Nude image sharing – why do people send explicit images of themselves, what are the impacts? • Sextortion – links to nude image sharing session – how can people be exploited using explicit content? • AI and social isolation - Exploring how people are turning to AI in favour of face-to-face relationships? How does this lead to social isolation? How can this impact our face-to-face relationships	• Harmful sexual language • **X2 sessions - Impacts of viewing pornographic content.** Explore the effects of viewing pornography on our relationships and self- esteem. • X2 sessions – Alcohol - The law, harms on mental and physical health. Is UK drinking culture 'out of control'? What alternatives are there and how can we resist peer pressure?
Key 'How'/'Why' Questions- What **powerful knowledge** will be gained? What areas/themes/	**Autumn 1** How can resilience support success? How do online platforms affect wellbeing? What responsibilities do I have in my community?	**Autumn 2** What makes a relationship healthy? How do we recognise consent?	**Spring 1** Media literacy, respectful disagreement and staying safe online.	**Spring 2** How do harmful attitudes affect society?	**Summer 1** What are the impacts of my choices? How can I get help if I need it?	**Summer 2** How can young people make informed choices? How can we have healthy relationships?

concepts will be explored?						

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Year 11 PSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content – what will be covered?	• X2 sessions Grooming – what are the warning signs that someone is being groomed? What strategies do groomers use to build relationships? • Gangs – does the media glamourise criminality? • X2 sessions Illicit drugs – the law – what is the real impact of addiction? • Knife crime – the law	• X2 sessions – contraceptives – what is available? How do I make the right choice for me? What considerations are there to contraceptives? • X2 sessions Pregnancy – what are the signs and symptoms? What symptoms are 'normal' in pregnancy and when and where to seek help. What are the alternatives options if someone cannot naturally conceive?	• Abortion – what does the law say? What are the facts around abortion? • STIs – what are the different types, what are the risks and how are they transmitted? • STIs – why testing is so important and removing the stigma around STI testing • Deepfakes and the law • X2 sessions What constitutes harmful sexual behaviour and harassment?	• Incel culture – what is it? How do incels groom young men? • X2 sessions – cosmetic procedures, and risks of procedures abroad. Motivations for body enhancement and possible risks. • X2 sessions Understanding our bodies – understanding health issues – PCOS and endometriosis	**None – exam preparation**	**None – exams**
Key 'How'/'Why' Questions- What **powerful knowledge** will be gained?	**Autumn 1** wellbeing? What responsibilities do I have in my community? How can I resist peer pressure and how does addiction	**Autumn 2** What support is there for sexual health?	**Spring 1** How can my lifestyle and health choices now affect my future?	**Spring 2** How do harmful attitudes affect society? How can peer pressure impact my choices?	**Summer 1** NA	**Summer 2** **NA**

Skills-what will be developed in PSHE?	• **<u>Social and communication:</u>** students are regularly expected to discuss their ideas with partners and, if they wish to, with the class. Pupils have lots of opportunity to verbalise their views on important topics which also requires them to be active listeners. • **<u>Independent thinking and reaching judgments:</u>** Students must formulate their own opinions, and reflect on their own values when dealing with these topics. Through the sharing ideas with others, we imagine that many pupils may have their existing opinions challenged or broadened. • **<u>Social action:</u>** students in some lessons are encouraged not just to share their opinions, but offer solutions to issues that still exist in our society. For example, in the equality and diversity lesson, how we can make social settings and workspaces more diverse and more fair? How can we cater more to people with disabilities in society and give them equal access to physical spaces as well as job opportunities? These discussions are to set pupils up to be proactive members of society who want to affect change, rather than just passively offering a critique of things that we may still find problematic.
SEND- how will support be seen in PSHE?	• We recognise that some children and young people with SEND can be particularly at increased risk regarding aspects of their health, wellbeing, safety and relationships, including heightened vulnerability to abuse and exploitation – sexual or otherwise, online or offline. They may also face barriers in maintaining their own personal and sexual relationships, meeting new people and avoiding social isolation. Our PSHE lessons help to develop the communication skills, vocabulary, strategies and confidence to help identify and try to manage such challenges. • Scenario based activities are used regularly to allow pupils to explore and discuss people's experiences and feelings in a more concrete way. This is helpful when dealing with the many the topics we teach that have more nuance. It allows pupils to analyse social situations that are relevant to their age range and make judgments for themselves, but also to discuss these with others. This is useful in topics like recognising signs of healthy and unhealthy/abusive relationships, where there may be more nuance in what constitutes manipulative or controlling behaviours. • Glossaries of key words are included in the PowerPoints so that pupils can access the lesson and to develop their vocabulary around these key issues – pupils are expected to add one or two of these to their books where they are introduced to new key terms. • Students are given space to discuss ideas in pairs first before discussing as a class. As staff get to know their classes, seating plans are used to place pupils in a way to not just manage behaviour, but foster relationships and discussion between different students. Seating plans can also be used so that SEND pupils, or those who many not be SEND but may for other reasons struggle in social situations, can have the confidence to express their ideas. This could include placing them next to one person that they are familiar with to encourage them to participate.
Assessment in PSHE	• Lesson objectives are set out clearly in every lesson. Pupils' progress or understanding of the topic are measured against these learning objectives. • Teachers use cold-calling to check the understanding of a variety of pupils throughout the lesson. Lessons are planned with a variety of questions which link back to the objectives, or tasks which pupils must be ready to discuss their ideas with the class. • Retrieval questions or tasks are used at the start of sessions • Termly quizzes on satchel
What **memory for learning** skills will be required?	• Retrieval tasks or quizzes used at the start of lessons • A spiraled curriculum builds on themes each year
What literacy skills will be developed?	• **<u>Oracy:</u>** Much of PSHE is about pupils being able to articulate their ideas out loud rather than long pieces of extended writing. • Students have regular opportunities to discuss key questions which are usually done in pairs and then to the whole class to give pupils the chance to gather their ideas first, and give them greater confidence to share with the group. • Key questions are used throughout the lessons which link back to the lesson objectives. Many of these key questions are open-ended to elicit ideas and opinions from pupils, rather than questions which expect declarative, factual knowledge.
Character development	• PSHE lessons equip pupils with the knowledge that will allow them to be a respectful, tolerant, and active citizens who can form and evaluate their own opinions whilst accepting those of other people. • Pupils are encouraged to be compassionate and develop an understanding of other people's points of view. The bullying and respect lessons help to reinforce behaviour expectations of the school, and give students an awareness of appropriate boundaries, and a clear idea of how we treat others. In their discrimination, equality and diversity, and living with disabilities lessons, pupils develop empathy for others who may experience hostility because of a particular personal quality or characteristic. • Pupils are encouraged to be agents of change by coming up with solutions to how we can continue to make improvements in school, and the wider community.
<u>Homework</u>	• A minimum of bi-annual quizzes for every year group set by Heads of Department in line with the school's twice-a-year formal assessments for every subject • Quizzes will feature a variety of multiple choice, but also freetext, extended writing questions that require students to elaborate their responses and to give more thoughtful, and reasoned ideas. • Homework should also prompt pupils to carry out research using reputable sites if they are unsure of an answer, meaning that even pupils who have had some absences from school should be accessing and completing the task, and are being prompted to conduct their own reading around PSHE.