



## Key Stage 3 PSHE Curriculum Maps

|        | AUTUMN                                                                                                                                                                                             |   |   |   |   |                                                                                                                                                                                                                                                      |   |   |   |    |                                                                                                                                                                                                                                                                    |    |    |    |    | SPRING                                                                                                                                                                                                                                    |    |    |    |    |                                                                                                                                                                                                                                                        |    |    |    |    |                                                                                                                                                                                                                                                  | SUMMER |    |    |    |                                                                                                                                                                                                                                                                                                           |    |    |    |    |    |    |    |    |
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|        | 1                                                                                                                                                                                                  | 2 | 3 | 4 | 5 | 6                                                                                                                                                                                                                                                    | 7 | 8 | 9 | 10 | 11                                                                                                                                                                                                                                                                 | 12 | 13 | 14 | 15 | 16                                                                                                                                                                                                                                        | 17 | 18 | 19 | 20 | 21                                                                                                                                                                                                                                                     | 22 | 23 | 24 | 25 | 26                                                                                                                                                                                                                                               | 27     | 28 | 29 | 30 | 31                                                                                                                                                                                                                                                                                                        | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| YEAR 7 | Topic – Settling into LCS<br><br>S – Know that LCS has many opportunities.<br><br>P – Know how to be a model LCS student.<br><br>Sk – be able to find out about the different members of my class. |   |   |   |   | Topic – Online Safety and Anti-bullying<br><br>S – Know that group chats on social media can become negative places.<br><br>P – Know how to create positive places on social media.<br><br>Sk – be able to recognise and report issues faced online. |   |   |   |    | Topic – Relationships and Health Education<br><br>S – Know that the media sets unrealistic expectations.<br><br>P – Know how to manage the physical and emotional changes during puberty.<br><br>Sk – be able to find information and ask questions about puberty. |    |    |    |    | Topic – Careers Education<br><br>S – Know that gender stereotypes in careers can be limiting to choices.<br><br>P – Know how to write a basic personal statement.<br><br>Sk – be able to identify key employability skills and qualities. |    |    |    |    | Topic – Citizenship – The Local Council<br><br>S – Know that the local council provides different services.<br><br>P – Know how to run a campaign for a election.<br><br>Sk – be able to recognise different ways to hay a say about important issues. |    |    |    |    | Topic – Healthy Lifestyles and Emergency First Aid<br><br>S – Know that physical and mental health can be managed and improved.<br><br>P – Know how to treat minor injuries and illnesses.<br><br>Sk – be able to explain the dangers of vaping. |        |    |    |    | Topic – Economic education and Citizenship (migration and refugees)<br><br>S – Know that people are forced to leave their homes due to war, persecution or natural disaster.<br><br>P – Know how to keep personal information safe.<br><br>Sk – be able to explain what it might be like to be a refugee. |    |    |    |    |    |    |    |    |
|        | Assessment                                                                                                                                                                                         |   |   |   |   |                                                                                                                                                                                                                                                      |   |   |   |    |                                                                                                                                                                                                                                                                    |    |    |    |    |                                                                                                                                                                                                                                           |    |    |    |    | Assessment –                                                                                                                                                                                                                                           |    |    |    |    |                                                                                                                                                                                                                                                  |        |    |    |    |                                                                                                                                                                                                                                                                                                           |    |    |    |    |    |    |    |    |
|        | I can record information about myself and recognise similarities and differences with others.                                                                                                      |   |   |   |   | Assessment –                                                                                                                                                                                                                                         |   |   |   |    | Assessment –                                                                                                                                                                                                                                                       |    |    |    |    | I can write a personal statement to show my interests and strengths and begin to use careers vocabulary.                                                                                                                                  |    |    |    |    | I can work with others to produce an election campaign.                                                                                                                                                                                                |    |    |    |    | I can recognise the health risks of vaping                                                                                                                                                                                                       |        |    |    |    | Assessment –                                                                                                                                                                                                                                                                                              |    |    |    |    |    |    |    |    |
|        |                                                                                                                                                                                                    |   |   |   |   | I can recognise the risks of social networking and online friendships                                                                                                                                                                                |   |   |   |    | I know how to keep good hygiene during puberty.                                                                                                                                                                                                                    |    |    |    |    |                                                                                                                                                                                                                                           |    |    |    |    |                                                                                                                                                                                                                                                        |    |    |    |    |                                                                                                                                                                                                                                                  |        |    |    |    | I can explain how to keep my personal information safe from scammers.                                                                                                                                                                                                                                     |    |    |    |    |    |    |    |    |
|        |                                                                                                                                                                                                    |   |   |   |   | I can work with others to design an anti-bullying App.                                                                                                                                                                                               |   |   |   |    |                                                                                                                                                                                                                                                                    |    |    |    |    |                                                                                                                                                                                                                                           |    |    |    |    |                                                                                                                                                                                                                                                        |    |    |    |    |                                                                                                                                                                                                                                                  |        |    |    |    |                                                                                                                                                                                                                                                                                                           |    |    |    |    |    |    |    |    |

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| YEAR 8 | <p>Topic – Citizenship (British Values)</p> <p>S – Know that the British Values influence laws and expected behaviours.</p> <p>P – Know how to explain my identity considering a variety of factors.</p> <p>Sk – be able to explain the importance of BV in their lives.</p> <p>Assessment –</p> <p>I can show who I am proud to be – including a variety of my own identity factors.</p> | <p>Topic – Relationships and Health Education</p> <p>S – Know that relationships and families differ.</p> <p>P – Know how to treat people in a respectful and healthy way.</p> <p>Sk – be able to select coping strategies to improve resilience.</p> <p>Assessment –</p> <p>I can recognise healthy and unhealthy relationship behaviours.</p> |                                                                                                                                                                                                                                                                                                                                                                       | <p>Topic – Drugs Education</p> <p>S – Know that all drugs can affect the mind or the body.</p> <p>P – Know how to calculate the unit in different alcoholic drinks.</p> <p>Sk – be able to recognise a variety of illegal drugs and their harms.</p> <p>Assessment –</p> <p>I can recognise the risks of different illegal drugs.</p> | <p>Topic – Citizenship (Diversity)</p> <p>S – Know that the equality act is a law to support people’s individuality.</p> <p>P – Know how to take account of people’s differences to help inclusion.</p> <p>Sk – be able to recognise discrimination and prejudice.</p> <p>Assessment –</p> <p>I can work with others to plan a party which considers the different needs of individuals.</p> | <p>Topic – Careers Education</p> <p>S – Know that the NHS can provide a variety of different jobs roles.</p> <p>P – Know how to write a personal statement including employability vocab.</p> <p>Sk – be able to analyse simple LMI.</p> <p>Assessment –</p> <p>I can write a personal statement using key employability skill and personality vocabulary and begin to use specific real-life examples.</p> | <p>Topic – Internet Safety and Economic Education</p> <p>S – Know that sending of nude images is against the law for under 18s.</p> <p>P – Know how to report inappropriate behaviour online.</p> <p>Sk – be able to recognise the risks when communicating online.</p> <p>Assessment –</p> <p>I know the risks of sending and sharing inappropriate images.</p> |
| YEAR 9 | <p>Topic – Citizenship (Human Rights)</p> <p>S – Know that the Human Rights Act is a law and explain its aims.</p> <p>P – Know how to balance human rights.</p> <p>Sk – be able to compare HR of citizens around the world.</p> <p>Assessment –</p> <p>I can compare Human Rights of citizens in the</p>                                                                                  | <p>Topic – Internet Safety and digital awareness</p> <p>S – Know the difference between fact and opinion.</p> <p>P – Know how to spot fake news.</p> <p>Sk – be able to check the reliability of a source.</p> <p>Assessment –</p> <p>I can work with others to spot fake news from a selection of news articles.</p>                           | <p>Topic – Careers Education</p> <p>S – Know that careers research can be done on unifrog and other websites.</p> <p>P – Know how to write a personal statement.</p> <p>Sk – be able to make good subject choices for GCSEs.</p> <p>Assessment –</p> <p>I can write a personal statement using careers vocabulary, professional structure and real-life examples.</p> | <p>Topic –Mental Health</p> <p>S – Know that reducing the stigma of mental health helps people to seek help.</p> <p>P – Know how to make mental health part of the conversation.</p> <p>Sk – be able to research about specific mental illnesses and treatment.</p> <p>Assessment –</p>                                               | <p>Topic –Citizenship (Politics)</p> <p>S – Know that parliament and government are different.</p> <p>P – Know how to have a say on important issues.</p> <p>Sk – be able to compare different types of government.</p> <p>Assessment –</p> <p>I can recognise how different forms of government can impact on citizens of a country.</p>                                                    | <p>Topic – Relationships, Sex and Health Education</p> <p>S – Know that the media influences our perception of healthy relationships.</p> <p>P – Know how to recognise consenting behaviours.</p> <p>Sk – be able to begin to manage pressure in a relationship.</p> <p>Assessment –</p> <p>I can recognise consenting relationship behaviours.</p>                                                         | <p>Topic – Economic Education</p> <p>S – Know that debt can be good if it is manageable.</p> <p>P – Know how to recognise value for money.</p> <p>Sk – be able to select appropriate borrowing products for a situation.</p> <p>Assessment –</p> <p>I can consider the impact of my financial choices on people and the environment.</p>                         |

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|  | UK to those in North Korea. |  |  | I can work with others to investigate different mental health illnesses. |  |  |  |
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Notes:

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| Substantive knowledge | ‘Know that’   |
| Procedural Knowledge  | ‘Know how to’ |
| Skill                 | ‘Be able to’  |