

	KS2 National Curriculum prior learning	By the end of the term, students can:	Year 7 Term 1	Year 7 RSE Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 RSE Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 RSE Term 2	Year 9 Term 3
What we want our students to know and remember	Whilst there is no set NC for pupils at KS2, following guidance from the PSHE association for what pupils should know from the core themes, students will be supported in transition through baseline assessments to establish gaps and strengths in pupil knowledge.	Define the key tier 3 vocabulary:	1. Personal 2. Social 3. Health 4. Economic 5. Self-Esteem 6. Mental Health 7. Personal Hygiene 8. Antibiotics 9. Risk/Personal Safety	1. Puberty 2. Marriage/Family 3. Friendship 4. Online Presence 5. Self-Esteem 6. Sexual Intercourse 7. Sexual Development 8. Respect	1. Skills (Soft/Hard) 2. Attributes 3. Team Work 4. Problem Solving 5. Options (Subjects) 6. Finances/Budgeting/Numeracy 7. Communication 8. Ambition 9. Aspirations	1. Emotional Wellbeing 2. Mental Health 3. Coping Strategies 4. Tobacco/Nicotine 5. Vaping 6. Alcohol 7. Risks- Gambling and Stalking	1. Sexual Identity (Orientation) 2. Gender Identity 3. Bullying (Cyberbullying) 4. Stereotypes / Prejudice 5. Equality Act 2010 6. Puberty 7. Pornography 8. Consent (Delaying Intimate relations) 9. Pre-Natal 10. Abuse	1. Employment 2. Apprenticeships 3. Aspirations 4. Finances – Emotions 5. Rights 6. Responsibilities	1. Mental Health Support 2. Physical Health 3. Self-Examination 4. Vaccination 5. Dental/Oral 6. Misuse 7. Emergency Services 8. Addictions 9. Substance Abuse	1. Physical Consent 2. Intimacy 3. Exploitation/Abuse/ Grooming 4. Masturbation 5. Objectification 6. Fertility 7. Contraception 8. Menstrual 9. Marriage 10. Equality Act	1. Post-16 Choices 2. College/ Sixth Form 3. Apprenticeships 4. Financial Exploitation 5. Social Media 6. Marketing 7. Employment Rights
	Knowledge for KS3 students will build each year with the themes becoming more complex and being more age appropriate. For example, students will begin with an understanding of 'relationships' which will develop into marriages, legal status and rights/responsibilities of parents.	Recall the knowledge:	1. What is self-confidence and how can we achieve this? 2. What is mental-health and what factors can affect our mental health? 3. How can we maintain good personal hygiene? 4. What makes a healthy lifestyle? (Incl. time management, hygiene, medicine). 5. Explain facts about reproduction leading to childbirth?	1. How to treat others with respect 2. What changes take place for both males and females during puberty? 3. What factors contribute to being healthy inside and out? 4. What are the characteristics/values of a healthy relationship? 5. Explain facts about reproduction leading to childbirth?	1. What are skills and attributes? 2. The benefits of setting early goals and aspiring to be more. 3. Why soft-skills taught in school are valued by employers 4. What is budgeting and financial risks (debt)?	1. What are coping strategies? 2. How can we stay safe online? 3. What are the risks of smoking and/or vaping? 4. What are the risks and consequences of alcohol consumption? 5. What is a risk? What are some examples of online risks?	1. How to treat others with respect and to respect yourself? 2. What are the stages of puberty and pregnancy? 3. What is prejudice and discrimination? How can we challenge these attitudes? 4. What is consent? What are the consequences of image sharing? 5. What ways may people explain their sexual and gender identities?	1. What goals are appropriate for the end KS3? 2. What types of employment are available to you in the UK? 3. What rights and responsibilities do you have as an employee in the UK? 4. Why is it important to manage our finances and money?	1. How does social media impact our body image/self-esteem? 2. What signs might suggest someone is struggling with their mental health? 3. How can we maintain good personal health? (Incl. Sun safety, Dental checks, self-examination) 4. What are the laws surrounding the supply and misuse of drugs? 5. How can we support in a First Aid situation?	1. What does it mean to delay intimacy and show respect for ourselves? 2. What are the impacts of engaging in casual sex, objectification and pornography? 3. What is fertility and contraception? 4. What is a committed relationship? 5. Explain how consent, boundaries and respect all contribute to a healthy relationship	1. What options are available for students post-16? 2. What are the risks online to do with finances? 3. How can social media benefit you and your career? 4. What rights do young people have in employment specifically?

What we want our students to do	Students in PSHE will be able to demonstrate that they can classify, define and identify facts that can affect our mental health, wellbeing and relationships, as students' progress through KS3 students will then be able to analyse, compare and examine factors and influences on our development as a whole person.	Demonstrate excellence in these skills:	<ol style="list-style-type: none"> <li>1. Recognise factors that can influence our mental health/self-esteem</li> <li>2. Describe the distribution of activities in our daily lives and create a timetable to make the best use of time.</li> <li>3. Label a diagram explaining how to maintain good personal hygiene</li> <li>4. Explain how and when to use both prescribed and OTC medicine.</li> </ol>	<ol style="list-style-type: none"> <li>1. List factors that can indicate a positive and healthy relationship</li> <li>2. Describe/label the physical changes in our bodies during puberty</li> <li>3. Demonstrate an understanding of a healthy lifestyle.</li> <li>4. Explain the process of creating new life.</li> <li>5. Create an online safety guide.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate team work and research/presenting skills.</li> <li>2. Demonstrate problem-solving and teamwork skills outside of friendship groups</li> <li>3. Create a fictional budget plan that includes average expenses.</li> <li>4. Create targets for the next academic year (research options).</li> </ol>	<ol style="list-style-type: none"> <li>1. List coping strategy methods to manage our mental-health</li> <li>2. Identify a range of online risks</li> <li>3. Examine the risks of both smoking and vaping</li> <li>4. Judge the consequences of alcohol consumption</li> <li>5. Compare the level of risks</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how we can show respect for others and ourselves</li> <li>2. Give 3 examples of protected characteristics</li> <li>3. Identify 3 examples hate crimes</li> <li>4. Give the definition of consent</li> <li>5. Understand a range of sexual and gender identities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe types of employment in the UK</li> <li>2. Identify and Explain the rights of an employee in the UK</li> <li>3. Explain how money management can affect your wellbeing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create ideas for positive social media campaigns</li> <li>2. List services/charities that provide mental health support</li> <li>3. Explain the importance of monitoring our physical health</li> <li>4. Give two examples of laws relating to substances (alcohol and or drugs)</li> <li>5. Judge the most appropriate action for medical issues (When to call 999 etc)</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate the importance of delaying intimacy/ showing self-respect.</li> <li>2. Give two examples of the impacts of casual sex/objectification ?</li> <li>3. List two types of contraception</li> <li>4. Explain how you can identify a positive and committed relationship?</li> <li>5. Create a consent campaign.</li> </ol>	<ol style="list-style-type: none"> <li>1. Confidently describe options available for students post-16</li> <li>2. Identify signs of financial scams online.</li> <li>3. Evaluate the benefits of employment rights and responsibilities.</li> <li>4. Explain the benefits of social media for employment and self-promotion</li> </ol>
Key assessment questions:			<ol style="list-style-type: none"> <li>1. Explain what Mental Health is and the range of factors that can affect our mental health and how.</li> <li>2. Explain how you can maintain good personal hygiene.</li> <li>3. Define what makes a 'healthy and well' whole person.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how our bodies change during puberty?</li> <li>2. Explain how we can maintain positive relationships with friends, family and peers.</li> <li>3. Define what makes a 'healthy and well' whole person (build on CT1)</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the key soft-skills and attributes valued by employers?</li> <li>2. Explain how your skills and attributes link to self-esteem and a person's uniqueness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how we can manage and promote good mental health?</li> <li>2. Explain the consequences of consuming substances (tobacco, alcohol or vaping)</li> <li>3. Explain what makes a 'healthy and well' whole person (Link Year 7).</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain what hate crimes are and how we can challenge discrimination?</li> <li>2. Explain the importance of gaining consent?</li> <li>3. Explain how relationships can link to our 'health and wellbeing' (build on Y7)</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the importance of managing your finances as you move into employment?</li> <li>2. Explain how setting goals early can benefit your long-term achievements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how we can maintain good personal health (physical and mental)</li> <li>2. Judge the impacts of substance abuse</li> <li>3. Evaluate what makes a 'healthy and well' whole person (Link Year 7 + 8)</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how intimacy can be delayed and the impacts of casual sex/objectification ?</li> <li>2. Select the values and characteristics of positive relationships, friendships and families.</li> <li>3. Evaluate how positive relationships can benefit our 'health and wellbeing' (KS3 links)</li> </ol>	<ol style="list-style-type: none"> <li>1. Judge how social media can benefit you and how it can be applicable in employment?</li> <li>2. Evaluate how being successful in your goals can benefit your wellbeing?</li> </ol>

Disciplinary Rigour	<p>What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS3 National Curriculum?</p> <p>Expectations are that students will develop soft skills, in Autumn term 1 Students will be able to develop agency, begin to develop self-confidence and how to manage choices that may affect their health and wellbeing. Students are focusing on 'Health and Wellbeing', and as there is a key focus on health in this scheme of work, students are made aware of clear links to biology.</p>	<p>(No NC) Following the PSHE association programme builder.</p> <p>Expectations are that students will develop soft skills, in Autumn term 1 Students will be able to develop agency, begin to develop self-confidence and how to manage choices that may affect their health and wellbeing. Students are focusing on 'Health and Wellbeing', and as there is a key focus on health in this scheme of work, students are made aware of clear links to biology.</p>	<p>(No NC) - Following TenTen RSE Curriculum. PSHE Association Core Theme 2: Relationships.</p> <p>Students will continue to develop self-confidence, strategies for managing online influences and will be able to clarify values that should be present in positive healthy relationships.</p>	<p>(No NC) - Following PSHE Association: Living in the Wider World. Students will be tasked with developing their independence and being setting aspirations (STM Values: Aspire to be More) Students will demonstrate that they can define skills and attributes, build on decision making and problem-solving skills and realistic goal-setting.</p>	<p>(No NC) Following the PSHE association programme builder.</p> <p>Expectations are that students will develop soft skills, in Autumn term 1 Students will be able to develop agency, continue to develop self-confidence and assess the level of risks posed by a range of factors. Students are focusing on 'Health and Wellbeing' and making links to prior learning (Y7)</p>	<p>(No NC) - Following TenTen RSE Curriculum. PSHE Association Core Theme 2: Relationships.</p> <p>Students will continue to develop self-confidence/ self-worth linking to puberty, develop respect for different beliefs, values and sexual identities and learn to promote/support diversity and equality.</p>	<p>(No NC) - Following PSHE Association: Living in the Wider World. Students will be tasked with developing their independence and being setting aspirations (STM Values: Aspire to be More) Students will demonstrate that they can define skills and attributes, develop resilience and motivation to achieve goals and manage influences that may affect our finances.</p>	<p>(No NC) Following PSHE association programme builder.</p> <p>Expectations are that students will develop empathy and compassion skills, in Autumn term 1 Students will be able to develop empathy and understanding, develop self-confidence and manage influences relating to sex/relationships and clarifying values in a relationship.</p>	<p>(No NC) - Following TenTen RSE Curriculum. PSHE Association Core Theme 2: Relationships.</p> <p>Students will build on their self-confidence to become assertive communicators, demonstrate respect for diversity, successfully identify influences of the media relating to sex/relationships and clarifying values in a relationship.</p>	<p>(No NC) - Following PSHE Association: Living in the Wider World. Students will be tasked with developing their independence and being setting aspirations (STM Values: Aspire to be More) Students will be able to set aspirational goals for GCSE options, use assertive communication to protect their rights and assess how to manage risks that may affect our finances.</p>
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