



## PSHE Key Stage 3 Curriculum

	Topic/Big Question	Focus	Enrichment
Year 7	How is Year 7 different?	Students discuss the changes they will experience as secondary school students and how they can support themselves and others through these changes. They also learn where they can seek support if needed. Students learn the school values and what it means to be a QE Girl.	Create a personal checklist to keep you organised and happy at your new school
	How am I unique?	Students reflect on what is meant by 'identity' and the features that make them who they are. Students consider what their personal values are and how these fit into the wider world, including family, friendships, school and society in general. Students discuss the benefits of uniqueness.	Create a questionnaire you could give to your classmates to get to know them better. Questions might include "Do you have any siblings?" "What is your favourite hobby?"
	What are the different groups in my community and what are our shared rights?	Students learn about the Equality act and Protected Characteristics. Students reflect on the rights that we all share in society and the importance of British Values such as respect and tolerance. Students think about what makes a good representative for a community, ensuring that differences are taken into account and fairly represented. Students also learn about the school council and how they can get involved in their own school community.	Design your own community representative. Include the qualities that are important for a leader to have.
	What rights and responsibilities do I have?	Students learn the difference between rules and laws and consider the reasons why both are needed. School rules are explained and then students reflect on the rights they have, with reference to the Convention on the Rights of the Child (CRC).	Make a list of rights and responsibilities that you have in school. What are the consequences of breaking the rules? <a href="#">Watch YouTube video on the CRC</a>
	How can I demonstrate respect? How can I take action if respect is not shown?	Students learn the definitions of respect and tolerance and that these are British Values that we live by. Students discuss why respect and tolerance (as well as the other British Values) are important, and how they can be demonstrated in everyday life. Students consider a range of options regarding what can be done if respect is not shown, including seeking help from an adult.	Research how action can be taken against bullying. Create a poster of the best strategies.
	What are the advantages of a diverse society?	Students consider the benefits of living in a diverse society.	Create a group 'The Diversity Factor'. Consider the different skills that each group member would need to have to ensure the success of the group. Consider how it might be better to all bring different skills to the

			table.
What daily practices can improve wellbeing?	Mindfulness: wellbeing, being in the moment, quiet reflection. Students complete a 10 week Mindfulness course learning practical ways to contribute to their wellbeing.		Practice Mindfulness at school and at home using techniques such as .b, fofboc and beditation. Keep a log of circumstances in which these techniques are helpful e.g. before an assessment to provide a sense of calm
What factors can affect mental health? How can good mental health be promoted?	Students consider the factors that can affect mental health and the strategies that can be used to promote good mental health, including talking about problems, exercise, writing feelings down etc. Students are also advised where they can go for support if these strategies do not work.		Try one activity for maintaining good mental health e.g. going for a walk or taking a break from technology. Do it for a week and record any differences in your wellbeing.
What is the impact of diet, exercise and sleep on wellbeing?	Students learn the components of a healthy diet and how this supports both body and mind. Students also learn the recommended amount of exercise for their age and reflect on the different ways in which they can achieve this, e.g. walking, PE lessons etc. Students learn the role of sleep and the benefits of getting 9+ hours sleep per night on various aspects of their life, including physical health, concentration, learning and mental wellbeing.		Conduct a survey to find out if people in your year walk or cycle to school. For those that don't walk or cycle, ask them why not.  Keep a food diary for 7 days. Write what you eat for breakfast, lunch, dinner and snacks each day. Reflect on how much of each food group you are getting and whether you are eating too much/too little of any food groups. Set yourself a target to work on based on what you find.
How can I stay safe online?	Students reflect on their rights and responsibilities online and explore the age ratings for many online apps including WhatsApp, Instagram, TikTok etc. They consider why apps have been rated at specific ages and learn about online risks, including their online footprint. Students explore the similarities and differences between the online world and the physical world and how they can stay as safe as possible whilst online.		Create an online safety leaflet that you can use to remind yourself of how to stay safe online
What is the law on alcohol and smoking? What are the risks of alcohol and smoking?	Students learn the UK law on alcohol and smoking, as well as the associated risks to different parts of the body and brain, including serious illnesses.		Debate on whether you think alcohol and cigarettes should be banned
Why is personal hygiene important?	Students learn the importance of personal hygiene, considering the most important parts of the body that require attention e.g. washing of hands.		Research the importance of maintaining good personal hygiene and the consequences if this is not done
What changes happen during puberty?	Students learn about the physical and emotional changes that happen during puberty for both males and females. Students learn the various ways they can manage menstrual hygiene e.g. through the use of sanitary towels. Students are		<a href="#">YouTube video on the processes involved in the menstrual cycle</a>

		reminded that these are available at school for free for them to use as necessary.	
	What is body image and how can the media affect how I see myself?	Students learn about the impact of the media on body image and are reminded that celebrities may use filters and photoshop to appear differently to how they are in real life, and that students should not compare themselves to this.	Write a letter to yourself reminding yourself of all you have to offer which does not relate to how you look
	What makes a healthy relationship?	Students explore the idea of healthy vs unhealthy relationships and consider the different types of relationships they have in their lives e.g. friendships, family etc. Students also learn about the various relationships that exist in wider society by looking at family structures in modern Britain. Students learn about different types of bullying and that this does not contribute to healthy relationships. Students learn strategies to successfully manage conflict if it should arise.	Design a poster/song/ animation describing the qualities that you think make a healthy relationship with a friend or family member
	What rights do I have regarding my body?	Students learn the law on consent and that their bodies should not be touched inappropriately. Students learn about forms of abuse such as female genital mutilation, and where to seek support if they need it.	Create a leaflet about the rights people have over their bodies

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Year 8	What are local councils responsible for? What makes a good local representative?	Students learn about the range of services that local councils are responsible for and consider what their lives would be like without these services. Students discuss what makes a good local representative and the skills and qualities needed to be a member of local government.	Research Barnet council, including the services they provide, what is working and what needs to be improved.  Write a letter to the local MP outlining any changes that need to happen.
	What roles do the monarch, citizens and political parties play in society?	Students debate on the role of the monarch in society and whether the monarchy still plays an important role. Students then consider the concept of active citizenship and the role citizens can play in instigating change within society. Students also learn about various political parties and their policies, and discuss what makes a good political party, before creating their own political party.	Debate on whether the monarchy should be abolished.  Create your own political party and write a speech on why your policies improve society.  Create a campaign poster.
	What rights and responsibilities do I have in society?	Students learn about their right to democracy and freedom, as well as the responsibilities they have as citizens to ensure they can enjoy these rights. Students learn about rules and laws and consider why we need laws.	Research the The Universal Declaration of Human Rights
	What happens when the law is broken?	Students learn about the criminal justice system and the consequences of breaking the law. They learn about the age of criminal responsibility and specifically about what happens to young people who break the law. Students explore the different sanctions and punishments in the criminal justice system, including how offenders are sentenced.	Visit 'You Be The Judge' website, read descriptions of crimes that have been committed and give sentences

	How can I plan for my future?	Students reflect on their aspirations for the future and how they can start setting small goals to reach those aspirations. Inspirational young people are used as examples of how setting goals can lead to success in the future. Students are encouraged to think about what they are passionate about.	Research on an inspirational young person.  Build a tower as a team (teamwork skills).
	How can I promote good mental wellbeing?	Mental health and wellbeing. What is mental health? Why is health important? What are some of the differences between mental and physical health? How can prejudice and discriminatory language surrounding mental health be challenged? When can I go to get support for mental health concerns? Students also learn how to reframe challenges to promote resilience.	Create an awareness campaign focusing on mental health discrimination and the need for appropriate and supportive language and actions.
	How can I be more digitally resilient?	Students explore the concept of digital resilience by looking at the positive and negative effects of social media use. Students also consider the impact of the internet on body image and consider strategies for promoting emotional wellbeing online.	Poster on advice to social media companies to help them promote young people's emotional wellbeing.  Find influencers who are positive - what do they do differently?  Research topics on YouTube account 'Middle Ground' which presents topics from opposing viewpoints (pro social media vs anti social media).
	What are the characteristics of a healthy lifestyle?	Students explore the various characteristics of a healthy lifestyle, including diet, exercise, sleep, dental hygiene, hand washing to prevent the spread of bacteria, immunisations etc.	Group work on characteristics of a healthy lifestyle.
	What are the risks of drug use on mental and physical health? What are the laws in relation to supply and possession of illegal drugs?	Students learn common facts about legal and illegal drugs, including their effects on mental and physical health. Students are informed about the laws concerning illegal drugs.	Visit the 'Talk to Frank' website and research the effects of different types of drugs.
	What is the difference between compromises and boundaries?	Students learn about the important distinction between compromises, which form part of healthy relationships, and boundaries, which are important personal lines that individuals draw for themselves to highlight what they are and are not comfortable with. Students are taught to be assertive and stick to personal boundaries even in the face of pressure from others (when safe to do so).	Read and analyse an article about compromise and boundaries.
	What are the differences between romantic	Students consider the similarities and differences between romantic relationships and non-romantic relationships. Students are taught the law on sexual consent,	Watch a video on the law on consent.

	relationships and non-romantic relationships? What is the law on consent?	including that the legal age of consent is 16 and that children are not legally capable of consenting to any sexual activity.	
	How can commitment be shown in relationships? Is this important for raising children?	Students consider how commitment can be shown in life and the various things that people can be committed to. They then explore different kinds of committed relationships and discuss whether commitment is important for people raising children.	Poem about what commitment means to you.
	What are some of the issues that can affect conception?	Students learn about some common problems affecting conception, including miscarriage and infertility. They learn about some of the ways of overcoming this including adoption and fertility treatments.	Think of some advice you could give to a couple thinking of starting a family.
	<b>What methods of contraception are available? How effective are they?</b> <i>*Parents are able to withdraw students from this lesson if they wish to, following a discussion with the Headteacher. Please note that students will receive education on contraception in Year 10 which cannot be withdrawn from as it forms part of the KS4 Science curriculum.</i>	Students learn about hormonal and barrier methods of contraception and the effectiveness of each at preventing pregnancy and protecting against sexually transmitted infections.	Watch an episode of '16 and pregnant' to see the difficulties of parenthood and why contraception is important if a person is not ready to be a parent.  YouTube video on the importance of protecting against STIs
	How can I be assertive and deal with peer pressure?	Students learn strategies for being assertive in their language and body language, and using this as a tool for dealing with peer pressure.	Role play
	What are the dangers of sharing images online?	Students learn the dangers of sharing images online, including images getting shared further than intended and the potential consequences of this.	Watch documentary on cyber bullying
	What kinds of abuse can occur in relationships? What support is available?	Students learn about the main types of abuse in relationships, including domestic violence and grooming. Students are told where to find support if needed.	Watch videos of people's experiences
	How can prejudice and discrimination be challenged?	Students explore ways of reducing prejudice and discrimination in society, including hate crime and radicalisation.	Read 2 articles - one truthful and one fake news. Consider the differences between what is actually happening and what the media portrays and how this can affect attitudes and hate crimes.  Research topics on YouTube account 'Middle Ground' which presents topics from opposing viewpoints.

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Year 9	Politics & democracy. How are laws made? The role of Parliament?	Students learn about the system of parliamentary democracy and how voting and elections work. They also learn about the role of an MP, including the process of becoming an MP and what MPs do on a day to day basis. Students also learn how new laws are made.	Debate: do you think the voting age should be lowered from 18 to 16?  Watch YouTube video on 'A day in the life of an MP'
	What impact do the press and media have on laws?	Students learn about the impact of the press and media on laws, including the role of pressure groups. Students explore the concepts of press freedom and censorship and also look at the role of lobbying.	Research topics on YouTube account 'Middle Ground' which presents topics from opposing viewpoints (censorship vs free speech).  Research a pressure group.
	What roles do the police, CPS and courts have in society? Do lay people have a place in the justice system?	Students learn about the job of a police officer and what rights and responsibilities they have. This is compared with the rights and responsibilities of citizens. Students also learn about the role of the crown prosecution service and the difference between magistrates and crown courts. Students consider the role of lay people in the justice system and complete an extended piece of writing discussing their perspective on this.	Find an example of a crime in the news. Research what happened and imagine you are the CPS - decide if you think the case should go to court or not.
	How do I plan for my future? What options and pathways are open to me next year?	Students explore the differences between a job and a career and think about what their strengths are. Students are encouraged to think about what they enjoy learning and use that as a starting point for planning for the future. The Year 9 options process is thoroughly explained to students and they are given advice on choosing their options (including that their preferences may change), reminded of important things to consider before making their choices, and the main pathways available to them are explained (e.g. Ebacc etc). This helps students to make informed choices.	Attend Y9 options evening and ask any questions you might have about specific subjects to the relevant subject teachers
	What are some signs of poor mental health? How can they be dealt with?	Students learn how to recognise signs of poor mental health, e.g. anxiety and depression. Students explore ways of managing their own wellbeing to promote good mental health, and are advised on where to go for help if needed, or if needed by others.	Create an action plan of how you would improve mental health in school
	What is addiction? How and why do people become addicted? Can I assess the risk in situations involving drugs?	Students learn about addiction and dependency, including physical and psychological dependency and what happens in the brain to create an addiction. Students also learn about the risks of taking drugs and what to do in an emergency.	<a href="#">Watch YouTube video on the role of the brain in addiction</a>
	What can be done in a health related emergency?	Students learn the process of providing basic life support and practice giving CPR on dummies. Students also learn how to administer basic treatment for common injuries such as bleeding and choking. Students learn about blood, organ and stem cell	Practical exercise using CPR dummies. All students have the opportunity to practice administering CPR and learn the correct

		donation and the impact it has on the lives of those receiving donations.	technique to use.
	What is consent and why is it so important? What are the laws around sex? What are some of the issues surrounding early sex?	Students are taught the law on sexual consent, including that the legal age of consent is 16 and that a child is not capable of consenting to any sexual activity. Some reasons why people choose to have sex are explored, and students are reminded that sex should not happen as a result of pressure as this is against the law. Issues surrounding early sex are explored.	Debate on peer pressure and consent in teenage relationships
	Can lifestyle affect fertility?	Students explore the impact that lifestyle can have on male and female fertility e.g. smoking.	Research the science behind the effects of lifestyle on fertility
	Why do people get married? What legal benefits do married people have?	Students consider the reasons some people choose to get married and what this would mean in terms of raising a family and the legal benefits associated with marriage.	Research marriage in different countries/cultures. What are the similarities and differences between these countries/cultures and the UK?
	<b>How does the media affect expectations in relationships?</b> <i>*Parents are able to withdraw students from the pornography lesson if they wish to, following a discussion with the Headteacher. If students opt back in 3 terms before their 16th birthday the school is obliged to provide this education, even if they had previously been withdrawn.</i>	Students consider how the media reinforces stereotypical and often inaccurate views about what relationships are like, and how this may shape young people's views towards relationships. They will also consider the way in which pornography may negatively affect people's attitudes towards sex.	Talk from <a href="#">The RAP Foundation</a>
	How can conflict and relationship breakdown be managed?	Students explore strategies for managing conflict in relationships and friendships, as well as dealing with breakdowns in friendships/relationships in their lives.	Role play a healthy way to end a relationship or friendship
	What is exploitation in relationships?	Students learn about exploitation in relationships, including power imbalances and coercion. Students learn the law on coercion and sexual harassment, as well as how to spot coercive behaviours and the impact of sexual harassment.	Watch BBC documentary on coercion
	Can drugs and alcohol affect decision making?	Students revisit their lessons on drugs and alcohol and consider them from the perspective of decision making. They look at the ways in which drugs and alcohol can impair decision making and potentially lead to risky sexual behaviours.	Research how alcohol and drugs can affect decision making
	<b>How does someone know if/when they are ready for sexual intimacy?</b> <i>*Parents are able to withdraw students from this lesson if they wish to, following a discussion with the Headteacher. If students opt back in 3 terms before their 16th birthday the school is obliged to provide this education, even if they had previously been withdrawn.</i>	It is emphasised to students that they are all below the legal age of consent and therefore this lesson is designed to prepare them for the future and provide them with the tools they need to confidently make decisions later in life, rather than for now. Students learn about sexual intimacy, including that sex should only happen when all parties are ready, that it should be enjoyable for all parties and that it should not involve coercion. Students are encouraged to consider the risks involved.	Talk from <a href="#">The RAP Foundation</a>

<p><b>What methods of contraception are available? What are some common STIs and how can they be prevented/treated?</b></p> <p><i>*Parents are able to withdraw students from this lesson if they wish to, following a discussion with the Headteacher. If students opt back in 3 terms before their 16th birthday the school is obliged to provide this education, even if they had previously been withdrawn.</i></p>	<p>Students learn about hormonal and barrier methods of contraception and the effectiveness of each at preventing pregnancy and protecting against sexually transmitted infections, including Chlamydia. Chlamydia detection rates are lower in Barnet than in the rest of England so it is important to emphasise the significance of testing and safe sex.</p>	<p>Research some of the reasons for low testing rates. Design a campaign raising awareness about the importance of testing.</p>
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