



# PSHE

## Curriculum Overview 2025/26

## Overview for the teaching of PSHE 2025/ 2026

### Curriculum intention:

Our PSHE curriculum provides pupils with the knowledge, skills and understanding needed to keep themselves safe and healthy; to manage their academic, personal and social lives in a positive way; and to become healthy, responsible adults. PSHE curriculum promotes the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in wider society. The PSHE curriculum covers many aspects of health education, including both physical and mental health and wellbeing. Throughout each unit of work, pupils are taught the importance of talking about their emotions accurately and sensitively, using appropriate vocabulary.

Underpinned by statutory guidance on RSE and Health education, the PSHE curriculum aims to give young people the knowledge, skills and understanding that they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables our pupils to know what a variety of healthy relationships look like and teaches our pupils what is acceptable and unacceptable behaviour in relationships and wider society. This helps our pupils to understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed and where and how to access help and support.

The PSHE curriculum follows the half-termly themes adapted from the 'Jigsaw' PSHE scheme. Strands within the themes have been modified for the purposes and needs of pupils within the academy.

The intended curriculum is subject to change based on current trends, feedback from outside agencies and matters arising in the children's experiences.

### Implementation

- The PSHE curriculum is taught in line with the academy's overall curriculum implementation statements.
- Units will be launched with an enquiry question which sets a relevant context for the unit's objectives. Pupils will acquire knowledge which allows them to develop an answer to the question by the end of the unit.
- Units will begin and end with the pupils carrying out self-assessments and these will be used to measure progress.
- Teaching of the PSHE curriculum is often scenario-based, allowing children the opportunity to use and develop problem solving and thinking skills, as well as making the learning relevant to the children and their experiences.
- Where possible, the academy draws upon the expertise of external speakers and other professionals as well as relevant sources of information, including articles

and video clips, to aid in the delivery of the curriculum content.

- Teaching of the PSHE curriculum will take account of pupils' different starting points and experiences; in some cases whole classes will be taught from the curriculum point that is most reflective of their current levels of knowledge, skills and understanding. Teaching of the PSHE curriculum may also be responsive to current trends, feedback from outside agencies and matters arising in the children's experiences. As a result, the intended curriculum content may not be taught in order to prioritise in real time the aforementioned trends, feedback and experiences. Where it is evident through formative assessment that children do not possess the requisite prior knowledge, the Life Studies curriculum will be adapted in response.
- Trigger warnings are shared prior to the delivery of content which may be considered to cause undue anxiety or stress. Reference to how to access appropriate support/report concerns will be addressed throughout specific topics including support available in school, the wider community and the role of external agencies. Where content is likely to cause a pupil distress, based on their experiences, they may be given the option to learn the content on a 1:1 basis, with appropriate considerations made.
- In the delivery of the PSHE curriculum, there is a strong emphasis on developing the speaking, listening and communication skills to support our pupils in being able to talk about their emotions accurately and sensitively, expressing their opinions and listening and taking on board the ideas of others in an environment where our pupils feel safe and included.

### **Impact:**

Pupils will have developed a knowledge and understanding of current issues, developing the capacity to make sound decisions when facing risks, challenges and complex situations.

In the process of developing their knowledge and understanding of relevant issues, pupils will have developed the skill of being able to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

Pupils' knowledge, skills and understanding is measured through:

- tracking of topic based knowledge trackers
- pupil assessed work
- staff observations

In addition, the holistic development of pupils is also measured through:

- increased attendance rates
- pupils' attitudes towards learning
- pupil voice feedback
- parent/carer feedback.

| Overview                       | Term 1   |  | Term 2   |  | Term 3   |   |
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| Key Stage 3<br>Tier 1 / Year 7 | Autumn 1<br>8 Weeks  | Autumn 2<br>7 Weeks  | Spring 1<br>6 Weeks  | Spring 2<br>6 Weeks  | Summer 1<br>5 Weeks  | Summer 2<br>7 Weeks   |
| <b>Scheme of learning</b>      | Who am I?  | Are we all the same?   | What makes a healthy mind?   | What does it mean to be healthy?<br><b>B1:</b> being aware of the concept of work-life balance<br><b>B2:</b> being aware that physical and mental wellbeing are important                                    | What makes a relationship healthy?<br><b>(including that all aspects of health can be affected by choices they make in sex and relationships)</b><br><b>C1:</b> developing friendships and relationships with others   | How can we keep ourselves safe at home and in the community?  |
| Content (summary of SoL)       | 1. Who is important to me? Family & Identity (family/friends/peers/idols)<br>Emotions within friendships.<br><br>2. What are my beliefs/values? Beliefs and traditions including rites of passage (culture). Religion G5: Being aware of heritage, identity and values).<br><br>3. What is happening to me? Key facts about puberty in males and females | 1. What are stereotypes? How can they be damaging (including first impressions)?<br><br>How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage.<br><br>2. What are the protected characteristics?<br><br>3. How can the law protect us? Rights/Responsibil | 1. What do we mean by success?<br><br><b>M2:</b> Looking forward to the future: Overcoming challenges and failure:<br><br><b>M6:</b> learning from setbacks and challenges<br><br>Learning from mistakes | 1. What does it mean to be healthy?<br><br>Address the misconception that health means food and nutrition.<br><br>Explore how to maintain healthy eating including nutrition & diet (sugar addiction debate) | 1. Characteristics of healthy relationships including: trust, respect, honesty, kindness, manners, generosity and boundaries.<br><br>Managing a range of relationships<br><br>*Judge when a family, friend, intimate or other relationship is unsafe, and recognise this | 1. What are my main rights and responsibilities ? <b>B6:</b> Being aware of the rights and responsibilities in the workplace and in society.<br><br>2. What is the online world? Rights, responsibilities and opportunities |

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|  | <p>(physical changes and impact upon physical health)</p> <p>4. What is happening to me? Menstrual wellbeing</p> <p>5. What is happening to me and how does this make me feel? Puberty and the brain including implications upon emotional health</p> <p>6. How does life change? B5: Being aware of different life stages and life roles.</p> <p>7. What are my interests/talents? Self identity &amp; Personal Strengths and aspirations.</p> | <p>ities: Equality Act 2010</p> <p>4. Challenging negative behaviour and attitudes: How are disabilities represented in the media?</p> <p>5. Challenging negative behaviour and attitudes: Racism</p> <p>6. Challenging negative behaviour and attitudes: Homophobia LGBT+ bullying</p> <p>7. Challenging negative behaviour and attitudes: Victim Blaming</p> | <p>that it is important to take initiative in their learning and life</p> <p>3. How does our decision making impact our mental wellbeing? Choices (including online behaviours) being a discerning consumer of online information.</p> <p>4. How can we overcome feelings of stress? Stress and anxiety and approaches to combat stress.</p> <p>5. Why is self image &amp; self-esteem important?</p> <p>6. How can you promote a healthy mindset? What</p> | <p>(germs including bacteria, viruses, how they are spread, treatment prevention of infection, and about antibiotics)</p> <p>3. Why is sleep important? The importance of sufficient good quality sleep for good health (including how a lack of sleep can affect weight, your ability to learn).</p> <p>4. Why is physical activity important? Physical activity and the promotion of mental wellbeing (including how an inactive lifestyle can</p> | <p>in others' relationships. How happiness is linked to being connected to others (intimate relationships)</p> <p>2. Why are healthy romantic relationships important? That there are different types of committed relationships and how relationships contribute towards our happiness.</p> <p>3. What is consent? Why is this important?</p> <p>4. What makes a family? Nature of families and the characteristics of successful parenting. Responsibilities of</p> | <p>online. Online legislation: rules/best practice/behaviour. How information and data is generated, collected, shared and used online.</p> <p>3. Expectations including the similarities and differences in communicating in the online world vs. physical world.</p> <p>4. What should I share online? Not to provide material to others that they would not want shared further and not to share personal material which they receive.</p> |
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|  |  |  | <p>is good/bad health? (including benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness).</p> | <p>lead to ill health).</p> <p>5. What is 'mental health'? Managing mental health and common types of mental illness.</p> <p>6. Is smoking bad for you? The harms from smoking tobacco including benefits of quitting and the associated links to cancer.</p> <p><i>(additional content is addressed within the science curriculum)</i></p> | <p>parenthood/caregivers and the responsibilities for bringing up children.</p> <p>5. Marriage: why it is important, the legal status, rights and protection. Polygamy</p> | <p>5. Can I identify risks online? Online safety: the risks/harmful online behaviours: abuse, bullying, harassment. <b>Understanding the influence of peer pressure.</b></p> <p>6. What is grooming? An introduction to grooming and exploitation. CSE- gaming.</p> <p>7. What is meant by 'radicalisation'? Gangs &amp; Radicalisation The risk and impact of serious violence</p> |
|  |  |  |   |   |  | <p>*What to do and where to get support to report material or</p>   |

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|                       |   |   |   |   |   | manage issues online addressed throughout.  |
| NC Links              | Health Education framework<br>Relationship Education framework<br>Career Development framework statements<br>intimate and sexual relationships content including sexual health from the RSE framework | Health Education framework<br>Relationship Education framework<br>Career Development framework statements<br>intimate and sexual relationships content including sexual health from the RSE framework | Health Education framework<br>Relationship Education framework<br>Career Development framework statements<br>intimate and sexual relationships content including sexual health from the RSE framework | Health Education framework<br>Relationship Education framework<br>Career Development framework statements<br>intimate and sexual relationships content including sexual health from the RSE framework | Health Education framework<br>Relationship Education framework<br>Career Development framework statements<br>intimate and sexual relationships content including sexual health from the RSE framework | Health Education framework<br>Relationship Education framework<br>Career Development framework statements<br>intimate and sexual relationships content including sexual health from the RSE framework |
| End Assessment        | Discussion Based Assessment   | Discussion Based Assessment   | Discussion Based Assessment   | Discussion Based Assessment   | Discussion Based Assessment   | Discussion Based Assessment   |
| RSHE Theme:           | Being me in my world  | Understanding Difference  | Healthy Mindset   | Healthy Me  | Healthy Relationships   | Responsible Me  |
| British Values Theme: | Compass Community Values launch   | Tolerance   | Rule of Law   | Individual Liberty  | Mutual Respect  | Democracy   |

| Overview                       | Term 1   |   | Term 2   |  | Term 3  |   |
|--------------------------------|--|---|--|--|---|---|
| Key Stage 3<br>Tier 2 / Year 8 | Autumn 1<br>8 Weeks  | Autumn 2<br>7 Weeks                                       | Spring 1<br>6 Weeks  | Spring 2<br>6 Weeks  | Summer 1<br>5 Weeks   | Summer 2<br>7 Weeks   |
| <b>Scheme of learning</b>      | What influences me?<br>Being me in my world<br><b>What influences me?</b><br>C4: developing the ability to communicate their needs and wants | How do we treat others?<br><b>Understanding Diversity</b> | How does money impact health and well-being?<br><b>Healthy Mindset</b> | How can we keep ourselves healthy and well?<br><b>Healthy Me</b> | How does the internet affect our relationships?<br><b>Healthy Relationships</b> | How do I become an actively responsible citizen?<br><b>Responsible Me</b> |

| Overview                       | Term 1   |   | Term 2  |   | Term 3  |   |
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| Content<br>(summary of SoL)    | <p>1. Introduction: What influences me?</p> <p>2. What are the British values and how do they influence me?<br/>British Values (in school and in the wider society how people can expect to be treated with respect by others/should be tolerant of others)</p> <p>3. Building trust: How do you know if adults, children or information is trustworthy?<br/>Relationships and change including how to: determine whether other children, adults or sources of information are trustworthy.</p> <p>4. How do others influence me?<br/>Peer pressure</p> <p>5. Family influences:</p> | <p>1. How should we treat others? Including those with protected characteristics.</p> <p>2. What is Bullying? Including different forms of bullying</p> <p>3. What is direct &amp; indirect discrimination?<br/>Sexual harassment and violence.</p> <p>4. What is racism?</p> <p>5. Sexism and stereotypes</p> <p>6. Sexual harassment and sexual violence/mysogyny (e.g Andrew Tate)/incele</p> <p>7. Neurodiversity and mental health</p> | <p>1. What are the early signs of well-being concerns?<br/>Anxiety/Depression/Suicide</p> <p>2. Does money link to happiness?<br/>M4: Being aware that different jobs and careers bring different challenges and rewards</p> <p>3. Why is budgeting important?<br/>Budgeting &amp; Finances (debt)</p> <p>4. Positive &amp; negative impact of money upon health and wellbeing.</p> <p>4. What is poverty? Stress</p> | <p>1. What is the concept of health?<br/>Responsibility for own health- body and brain changes linking to wider impact of health problems e.g. bullying, low self esteem, isolation</p> <p>2. How can we protect our long term physical health?<br/>Including links between poor diet and health risks, including tooth decay and cancer.</p> <p>3. Dental health: What are the benefits of good oral hygiene? including:</p> | <p>1. Legal status of different forms of committed relationships. Including: Breakdown of relationships and Divorce: the impact</p> <p>2. Behaviours in healthy/ unhealthy intimate relationships. Types and characteristics of intimate relationships including mutual respect, loyalty and trust.</p> <p>3. Online etiquette<br/>Online privacy, personal safety and how to report concerns*F</p> <p>4. Sexting</p> | <p>1. How can I be a positive influence in my community?<br/>S5: Being aware of the relationship between career, community and society.</p> <p>2. Community Cohesion Active Citizenship</p> <p>2. What do we mean by 'democracy'? Democracy in the UK Voting Rights</p> <p>3. What is banter...when does it go too far? Positive &amp; negative language</p> <p>4. Young offenders: M6 What is life like behind bars?</p> |

| Overview                       | Term 1   |                     | Term 2  |  | Term 3  |  |
|--------------------------------|--|---------------------|---|--|---|--|
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|                                | <p><b>B6</b> Being aware of the ways that you can be involved with your family and community.</p> <p>6. Social Media influence (dangers) <b>S1:</b> Being aware of a range of different media, information sources and viewpoints.</p> <p>7. What is my greatest influence? <b>C5:</b> being able to identify a role model</p> |                     | <p>triggers and approaches to combating stress.</p> <p>5. How can gambling impact mental health? Risks associated with gambling issues (including online gambling) <b>B3:</b> being aware of money and that individuals and families have to actively manage their finances</p> <p>Online legal responsibilities and how information can be targeted at a particular audience.</p> <p>6. Do the rich have a</p> | <p>flossing, healthy eating and regular check ups at the dentist?</p> <p>4. Is medication important? Medicine (prescription/non prescription)</p> <p>5. What is substance misuse? Substances &amp; the impact upon mood, Effects of substances (including the link between drug use and mental health)</p> <p>Legislation associated with illegal substances</p> <p>6. Does alcohol lead to risky behaviour? Alcohol &amp; risky behaviour</p> | <p>(including the sharing and reproduction of images/material and the impact of this).</p> <p>5. Violent behaviour &amp; Coercive control: Unhealthy balance of power in relationships</p> <p>*What to do and where to get support to report material or manage issues online addressed throughout.</p> | <p>Learning from setbacks and challenges.</p> <p>Forms of punishment.</p> <p>5. What is 'sexting'? That sharing and viewing indecent images of children is a criminal offense which carries severe penalties, including jail.</p> <p>6. Resilience and how to improve it?</p> <p>7. How can radicalisation take place online? Radicalisation (including links to harmful behaviours online).</p> |

| Overview                       | Term 1   |  | Term 2   |  | Term 3   |  |
|--------------------------------|--|--|--|--|--|--|
| Key Stage 3<br>Tier 2 / Year 8 | Autumn 1<br>8 Weeks  | Autumn 2<br>7 Weeks  | Spring 1<br>6 Weeks  | Spring 2<br>6 Weeks  | Summer 1<br>5 Weeks  | Summer 2<br>7 Weeks  |
|                                |  |  | responsibility?<br>Uses and responsibilities of wealth.  | 7. Sources of advice & support to be referenced throughout<br>8. (additional content is addressed within the science curriculum)   |  |  |
| NC Links                       | Health Education framework<br>Relationship Education framework<br>Career Development framework statements intimate and sexual relationships content including sexual health from the RSE framework | Health Education framework<br>Relationship Education framework<br>Career Development framework statements intimate and sexual relationships content including sexual health from the RSE framework | Health Education framework<br>Relationship Education framework<br>Career Development framework statements intimate and sexual relationships content including sexual health from the RSE framework | Health Education framework<br>Relationship Education framework<br>Career Development framework statements intimate and sexual relationships content including sexual health from the RSE framework | Health Education framework<br>Relationship Education framework<br>Career Development framework statements intimate and sexual relationships content including sexual health from the RSE framework | Health Education framework<br>Relationship Education framework<br>Career Development framework statements intimate and sexual relationships content including sexual health from the RSE framework |
| End Assessment                 | Discussion Based Assessment  | Discussion Based Assessment  | Discussion Based Assessment  | Discussion Based Assessment  | Discussion Based Assessment  | Discussion Based Assessment  |
| RSHE Theme:                    | Being me in my world   | Understanding Difference   | Healthy Mindset  | Healthy Me   | Healthy Relationships  | Responsible Me   |
| British Values Theme:          | Compass Community Values launch  | Tolerance  | Rule of Law  | Individual Liberty   | Mutual Respect   | Democracy  |

| Overview                       | Term 1  |  | Term 2   |  | Term 3  |  |
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| Key Stage 3<br>Tier 3 / Year 9 | Autumn 1<br>8 Weeks   | Autumn 2<br>7 Weeks  | Spring 1<br>6 Weeks  | Spring 2<br>6 Weeks  | Summer 1<br>5 Weeks   | Summer 2<br>7 Weeks  |
| <b>Scheme of learning</b>      | What challenges might I face in the world?<br><i>Being me in my world</i>   | How have inspirational leaders contributed to the development of our society?<br><i>Understanding Diversity</i>  | What influences my mindset?<br><i>Healthy Mindset</i>  | Why is it important to make healthy choices?<br><i>Healthy Me</i>  | How do we develop and maintain healthy relationships?<br><i>Healthy Relationships</i><br><i>(Including how experiences in relationships can affect current and future relationships).</i>   | How can I be an active member of society?<br><i>Responsible Me</i>   |
| Content (summary of SoL)       | 1. What challenges might I face in the world? Why?<br>Prejudice, discrimination & stereotyping? How can stereotyping normalise behaviour?<br>2. What risks might I face in the world?<br>Risky experimentation (including drugs and risk taking behaviours)<br>3. What challenges | 1. Equality Act 2010: What are our rights and how are we protected?<br>2. Why are the protected characteristics important?<br>3. What are the types of Inequality?<br>4. How do others fight for our rights?<br>Characteristics of inspiring people with examples of positive change | 8. Health goals-what does optimum health mean?<br>Mental health and ill-health<br>9. Mental health stigma(including 'celeb' culture)<br>10. The importance of sleep & the impact of sleep upon mood.<br>11. Managing emotional | 1. What constitutes a healthy lifestyle?<br>Sleep, mental health, physical health<br>2. What are long term effects of substance misuse?<br>Substances and safety and longer term implications of usage. Physical and psychological | 1. The prevalence of STIs, the impact of STIs and treatment.<br>2. The facts around contraception choices and their effectiveness.<br>3. The impact of teenage pregnancy and choices available. How to get further advice, including how and where to access confidential sexual and reproductive | 1. Introduction to different adult relationships and how we can take steps to develop respectful relationships.<br>Perceptions about intimate relationships<br>2. Power & control in intimate relationships: including choices in delaying |

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|  | <p>might I face in the world? <b>Peer approval &amp; Pressure</b></p> <p>4. What risks might I face in the world? <b>Sexual exploitation &amp; Grooming</b></p> <p>5. What risks might I face in the world? <b>Honour based violence- Breast flattening/ironing</b></p> <p>6. How can the law protect me from risk? <b>About the concepts of, and laws relating to abuse &amp; coercion.</b></p> <p>7. How can the law protect people from risk? <b>Forced marriage and why a marriage should be freely entered into</b></p> | <p>made by others</p> <p><b>C5:</b> being able to identify a role model and being aware of the value of leadership</p> <p>5. How does positive behaviour affect feelings of well-being?</p> <p>6. Inspirational People</p> <p>7. Mini Project- Who inspires me?</p> | <p>changes: Anxiety disorders</p> <p>12. Managing emotional changes: Depression</p> <p>13. Links between body image &amp; mental health</p> | <p>effects of addiction including alcohol dependency.</p> <p>3. What are Prescription drugs? including dangers (inc.paracetamol/ibuprofen)</p> <p>4. Vaccination &amp; Immunisation- a choice? The facts and science relating to vaccination and immunisation.</p> <p>5. What do we mean by drug classification? Legal-illegal drugs: Drug classification</p> <p>6. When can I drink alcohol? Alcohol and the law. Alcohol dependency and what constitutes 'low risk'</p> | <p><b>health advice and treatment.</b></p> <p>4. First aid treatment and life saving skills</p> <p><u>Careers:</u><br/><u>Transition unit:</u><br/><u>My future self</u></p> <p><b>5. C3:</b> being aware that building a career will require them to be imaginative and flexible</p> <p><b>6. M5:</b> managing the transition into secondary school and preparing for choosing their GCSEs</p> <p><b>7. E2:</b> Identifying common sources of information about the labour market and education system.</p> <p><b>S2:</b> being aware that there are trends in local and national labour markets.</p> | <p>intimacy. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn. Rape.</p> <p><b>3. Pornography &amp; stereotypes:</b> That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave</p> |
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|                |  |  |  | <p>consumption in adulthood.</p> <p>Sources of advice &amp; support to be referenced throughout</p> <p><i>(additional content is addressed within the science curriculum)</i></p>  |  | <p>towards sexual partners.</p> <p>4. Understanding peer pressure &amp; Assertiveness skills (resisting peer pressure)</p> <p>5. Domestic Violence &amp; Coercion</p> <p>6. Risks in intimate relationships: the influence of drugs/alcohol.</p> |
| NC Links       | <p>Health Education framework</p> <p>Relationship Education framework</p> <p>Career Development framework statements</p> <p>intimate and sexual relationships content including sexual health from the RSE framework</p> | <p>Health Education framework</p> <p>Relationship Education framework</p> <p>Career Development framework statements</p> <p>intimate and sexual relationships content including sexual health from the RSE framework</p> | <p>Health Education framework</p> <p>Relationship Education framework</p> <p>Career Development framework statements</p> <p>intimate and sexual relationships content including sexual health from the RSE framework</p> | <p>Health Education framework</p> <p>Relationship Education framework</p> <p>Career Development framework statements</p> <p>intimate and sexual relationships content including sexual health from the RSE framework</p> | <p>Health Education framework</p> <p>Relationship Education framework</p> <p>Career Development framework statements</p> <p>intimate and sexual relationships content including sexual health from the RSE framework</p> | <p>Health Education framework</p> <p>Relationship Education framework</p> <p>Career Development framework statements</p> <p>intimate and sexual relationships content including sexual health from the RSE framework</p>                         |
| End Assessment | Discussion Based Assessment  | Discussion Based Assessment  | Discussion Based Assessment  | Discussion Based Assessment  | Discussion Based Assessment  | Discussion Based Assessment  |
| RSHE Theme:    | Being me in my world   | Understanding Difference   | Healthy Mindset  | Healthy Me   | Healthy Relationships  | Responsible Me   |
| British Values | Compass Community Values   | Tolerance  | Rule of Law  | Individual Liberty   | Mutual Respect   | Democracy  |

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| Theme: | launch |  |  |  |  |  |
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**Key:**

- Topics highlighted in blue reflect content from the Health Education framework
- Topics highlighted in red reflect content from the Relationship Education framework
- Topics highlighted in green reflect content from the Career Development framework statements
- Topics highlighted in **bold** reflect the intimate and sexual relationships content including sexual health from the RSE framework