

High Grange PSHE/ RSE

Key **Statutory RSHE** Economic wellbeing and Careers

Long term mapping Subject: PSHE/ RSE Years 7/8/9/ Key Stage 3

KS3 Spiral 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Emotional wellbeing: managing change and transition	Friendship and bullying	Families and changing relationships	Puberty and keeping safe	Influences on relationships	Influences on relationships
This unit helps students transition to secondary school, set learning goals and develop social and emotional skills.	This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents.	This unit covers the role of families, including caring for each other in changing circumstances, such as divorce or separation.	This unit revisits learning about puberty from KS2. It then focuses on specific learning about testicular and vulval health, as well as how to identify and report abuse.	This Unit helps students to consider influences on their expectations of – and attitudes towards – relationships, including online and media influences.	This unit supports students to develop their financial literacy and rehearse decision-making and risk assessment skills in relation to money and spending
Learning Opportunities Developing learning skills Goal setting Thriving in KS3 Managing emotions Managing reactions Positive thinking habits Managing ruminations and worry Managing stress	Learning Opportunities Friendship and Bullying Friendship and empathy Friendship challenges Peer influence Groups calls- managing Coercive Friendships Peer on peer's abuse	Learning Opportunities Families and committed relationships Understanding challenging relationships Roles in the family Managing change loss grief Family courts	Learning Opportunities Puberty and emotional changes Menstrual wellbeing Testicular health Taking care of the vulva Making disclosures FGM Keeping safe	Learning Opportunities Healthy and unhealthy relationships Managing conflict Sexual health Consent- intro Relationships on screen Deciding what to watch Managing challenging content	Learning Opportunities Making spending decisions Budgeting Getting a job Inflation Critical consumer Budgeting for items
Team ACE Communication: Use language to express abstract ideas, engage in thoughtful dialogue, and adapt communication to different social and academic contexts. sharing my thoughts with one other		Team ACE Adaptive Thinking: Use abstract reasoning to explore multiple solutions, evaluate outcomes, and adapt strategies based on reflection and feedback.		Team ACE Emotional Wellbeing: Recognise my body emotional responses, complex emotions, reflect on emotional experiences, and use strategies to	

person, listening to their thoughts and checking my understanding.		recognizing my problem, sharing it, listening to ideas for a solution or generating my own.		manage feelings in different situations, knowing how to feel more comfortable.	
ACE Thread Students use communication to share thoughts clearly, listen actively, and check understanding when discussing emotions, change and transition to KS3. They adapt language for social and learning contexts while engaging in dialogue. This supports emotional wellbeing by helping them manage stress, set goals, develop positive thinking habits, and build resilience.	ACE Thread Students develop understanding of healthy and unhealthy friendships, including empathy, peer influence and coercive relationships. They learn to recognise bullying and peer-on-peer abuse, manage group dynamics, and respond appropriately to conflict. This builds awareness of safe relationships and supports confident, respectful action in social situations.	ACE Thread Students use adaptive thinking to identify relationship and family challenges, share concerns, and explore multiple solutions. They consider different perspectives on family change, separation and loss, evaluate outcomes, and adapt responses based on feedback. This builds flexible thinking to manage change, understand family roles, and respond thoughtfully to complex situations.	ACE Thread Students use adaptive thinking to recognise physical and emotional changes during puberty and respond to health and wellbeing challenges. They explore different approaches to managing menstrual, testicular and vulval health, consider safe responses to concerns, and evaluate when and how to report abuse, including FGM, to stay safe and supported.	ACE Thread Students recognise and reflect on emotional responses to relationships and media influences, including online content. They explore healthy and unhealthy relationships, consent, conflict and sexual health, and understand how media shapes expectations. They develop strategies to manage feelings, handle challenging content, and make informed, comfortable choices in relationship	ACE Thread Students use adaptive thinking to make informed financial decisions, assess risk, and manage money effectively. They consider different approaches to budgeting, spending and earning, evaluate the impact of inflation and consumer choices, and adapt strategies to real-life situations, developing responsible decision-making skills for future financial independence.
KS3 Spiral 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and Wellbeing	Personal safety and managing Risk	Belonging to a community	The online World	Healthy and unhealthy relationships	Managing Money
In this unit students develop decision-making skills that support a healthy lifestyle and their wellbeing: from	This unit is an opportunity for students to assess risk and support their personal safety in a range of contexts,	This unit focuses on how to create respectful and cohesive communities. It helps students recognise	This unit helps students to recognise how their behaviour can be manipulated online, through algorithms and	This unit introduces a range of relationship issues facing young people, including harassment, image-sharing and gendered	This unit builds on previous learning about financial decision making to explore aspects of daily economic

considerations about food, exercise and sleep, to assessing the impact of climate change on young people's wellbeing.	including on the roads, around water and in relation to alcohol and other drugs	and challenge bias, stereotypes and discrimination and promote inclusion	targeted content. It helps students assess how online platforms generate income through users.	violence, and how to get support	wellbeing, such as managing bank accounts and different ways of saving and borrowing.
Learning Opportunities Food for thought – KS3 Making healthier choices Dental health – Maintaining dental health Physical activity - KS3 Being active! The sleep factor Healthier sleep habits Climate change: empathy and agency – Climate change and wellbeing Navigating different views HPV educate*	Learning Opportunities Firework safety – KS3 Firework safety MIB: Drive insured Staying safe on the roads Canal and River Trust: Water safety Have you got their back? British Heart Foundation Drug education Understanding drugs Tobacco and nicotine	Learning Opportunities Belonging and community – KS3 Identity and community Bias and stereotypes Discrimination and the protected characteristics Values and constrictive disagreement Diverse and supportive communities	Learning Opportunities Online financial harms Click and pay: phones and financial risk Gaming, social media and algorithms: The pressure to spend online Money matters: Seeking help and support Under the influence – The business of influence Feeding the algorithm	Learning Opportunities NSPCC: Talk Relationships – ages 12-14 Healthy relationships Sexualised media Safer online relationships Sexual harassment and harmful sexual behaviour Sharing of nudes Consent Preventing gender-based violence	Learning Opportunities financial Literacy and Inclusion Campaign (FLIC) How to open a bank account Reading a bank statement How to save money How to use a bank card How to manage debt Decision making: a guide to banking
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ACE Thread Students use communication to share thoughts, listen actively, and check understanding when exploring health and wellbeing topics. They	ACE Thread Students use communication to share ideas, listen to others, and check understanding when assessing risk and personal safety. They	ACE Thread Students use adaptive thinking to identify issues within communities and explore respectful solutions. They recognise and challenge	ACE Thread Students use adaptive thinking to recognise how online behaviour is influenced by algorithms, targeted content and financial pressures. They explore	ACE Thread Students recognise emotional responses to relationship issues such as consent, harassment and image-sharing. They reflect on complex feelings influenced by	ACE Thread Students develop financial decision-making skills by understanding how to manage bank accounts, save, borrow, and use money responsibly.

engage in dialogue about food, exercise, sleep, dental health, climate change and HPV, adapting language to different contexts. This supports clear expression of ideas, empathy, and informed decision-making for a healthy lifestyle.	discuss firework, road, water, drug, alcohol and tobacco safety, adapting language to different contexts. This supports clear expression, thoughtful dialogue, and informed decision-making to keep themselves and others safe.	bias, stereotypes and discrimination, considering multiple perspectives on identity and belonging. They generate and evaluate responses, adapting ideas through reflection and feedback to promote inclusion, constructive disagreement and supportive communities.	multiple viewpoints on digital spending, evaluate risks and outcomes, and adapt responses to online manipulation. This builds skills to make informed, responsible choices and seek help when needed.	media and peer pressure, and explore healthy and unhealthy relationships. They develop strategies to manage emotions, set boundaries, and seek support, building confidence to stay safe and maintain wellbeing.	They learn to interpret bank statements, use bank cards, and consider debt and saving options. This builds confidence to make informed financial choices and manage everyday economic wellbeing effectively.
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KS3 Spiral 3

Autumn 1 Mental health and wellbeing	Autumn 2 Careers and future choices	Spring 1 Drug education	Spring 2 Managing risk in relation to the law	Summer 1 Intimate sexual relationships	Summer 2 Navigating online harms
Building on previous learning, this unit gives students the opportunity to rehearse essential self-regulation strategies and apply them to new and complex situations.	This unit supports students to prepare for making GCSE option choices by thinking about their career goals and future.	This unit builds on previous learning, focusing on developing skills to manage situations involving alcohol, vapes or other substances.	This unit helps students to assess the ways young people might be drawn into criminal behaviour, and the impact of breaking the law.	In this unit, students revisit learning about consent and learn about healthy, safe sexual relationships, including using contraception.	This unit explores online harms young people may be exposed to, focusing on how they can respond to deepfake AI images and misogynistic narratives.
<u>Learning Opportunities</u> Managing strong emotions Managing distractions Managing disappointments and setbacks Unhealthy coping strategies	<u>Learning Opportunities</u> Navigating work, study and careers Exploring career interests Work patterns and workplaces Managing pressure and seeking support Preparing for	<u>Learning Opportunities</u> Drug education – Y9 Vaping Exploring attitudes the law and managing risk Alcohol and cannabis Managing influence	<u>Learning Opportunities</u> Home Office: Preventing Involvement in Serious and Organised Crime Serious and organised crime National Crime Agency: Exploring Cybercrime	<u>Learning Opportunities</u> Consent – KS3 Avoiding assumptions Freedom and capacity to consent Healthy relationships and sexual health – Relationship values	<u>Learning Opportunities</u> Not just flirting – KS3 Feelings about sharing nudes’ Digital deception: Understanding deepfakes – KS3 Motivations and

Healthy coping strategies Body modifications Influences and self expression	KS4 options Opportunities, strengths and managing online presence Showcasing personal strengths Managing online reputation		Causes of cybercrime Effects of cybercrime ACT for Youth – KS3 Run, hide, tell	Contraception Sexual health Managing the ending of relationships	consequences Tackling deepfakes Challenging the narrative: thinking critically about misogyny Exploring harms and misconceptions Responding to misogyny
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ACE Thread Students use communication to share thoughts, express emotions, and discuss mental health and wellbeing in a safe and respectful way. They engage in one-to-one dialogue, listen actively, and check understanding when exploring coping strategies, emotions, and influences on self-expression. This supports clear, thoughtful communication across social and learning contexts.	ACE Thread Students use communication to share ideas, listen actively, and check understanding when exploring careers, GCSE options, and future pathways. They engage in thoughtful dialogue about strengths, work patterns, pressure, and online reputation. This supports clear expression, informed decision-making, and effective communication across academic and real-world contexts.	ACE Thread Students use adaptive thinking to recognise risks linked to drugs, alcohol and vaping, and clearly share concerns in challenging situations. They consider different viewpoints, explore attitudes and legal consequences, and evaluate possible responses. They adapt strategies through reflection and feedback to manage influence and make safe, responsible decisions.	ACE Thread Students use adaptive thinking to recognise how young people may be drawn into criminal or cybercriminal behaviour and share concerns appropriately. They explore different causes and consequences of crime, including serious and organised crime, and evaluate risks and responses. They adapt strategies, such as “Run, Hide, Tell,” to make safe, informed decisions.	ACE Thread Students recognise and reflect on emotional responses within intimate relationships, including feelings linked to consent, trust and change. They explore healthy sexual relationships, contraception and relationship values, and consider how emotions influence decisions. They develop strategies to manage complex feelings, communicate boundaries, and cope with relationship endings safely and confidently.	ACE Thread Students recognise emotional responses to online harms such as deepfakes, misogynistic narratives and pressure to share images. They reflect on complex feelings and challenge harmful assumptions. They develop strategies to think critically, manage emotional impact, and respond safely and confidently to online risks and misinformation.

