



PSHE Department

Curriculum and Assessment Map

Year 7

	Autumn Half-Term 1 and 2	Spring Half-Term 1	Spring Half-Term 2 Summer Half-Term 1	Summer Half-Term 2
Year 7	Safety	Relationships	Health and Wellbeing	Careers
Fundamental Knowledge	• What is PSHE and how it is linked to our Tudor Values • To learn about the differences between primary and secondary school and how to adapt new environments • How can we ensure that we use our phones in a healthy way? • How can we make sure we are being safe around roads, railways and water. • Reporting and responding to a road traffic accident • The law and road safety	• What healthy friendships look like. • What is the difference between banter with friends and bullying? • How to identify and report bullying • The diversity within marriage and legal rights • Rights of long-term relationships • The difference between arranged and forced marriages • The impact of separation and loss	• Basic personal hygiene including the dangers of vaping. • How to look after our oral health • How to prevent infections from spreading • HPV and other cancer prevention • Emotional and Social changes in puberty • Changes in males during puberty • Changes in females during puberty • What the menstrual cycle is and how it can impact females.	• The variety of careers available • Identifying dream jobs and characteristics needed • What is Unifrog • How careers may change in the future

	• What are British values and how does it link with our school? • What are the protected characteristics and why is it important to not discriminate? • What is sexism and how does it affect everyone? • Impact and case studies of knife crime and the consequences of knife crime • Basic First Aid • The law and defibrillators • What rights do we have to privacy and our bodies? • How can we use AI safely and responsibly?	• What is sexual harassment and how can we stop it?	• Changes and emotions during puberty • The importance of sleep • What body image is and what can influence it • How can we make healthy choices for our mental wellbeing? • How can we develop techniques for managing stress in the future?	
Relevant RSHE Statutory Requirements (September 2026)	✓ The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of	✓ That there are different types of committed, stable relationships ✓ How these relationships might contribute to wellbeing, and their importance for bringing up children ✓ Why marriage or civil partnership is an important relationship choice for many	✓ The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it	✓ About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ✓ How to identify risk and manage personal safety in increasingly independent situations, including around roads,

	conflict, reconciliation and ending relationships. ✓ How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. ✓ What tolerance requires, including the importance of tolerance of other people's beliefs. ✓ The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. ✓ The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report	couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony ✓ That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. ✓ That forced marriage and marrying before the age of 18 are illegal. ✓ How families and relationships change over time, including through birth, death, separation and new relationships ✓ How to develop key social and emotional skills that will increase pupils' safety from	means to be treated with respect by others. ✓ How to talk about their emotions accurately and sensitively, using appropriate vocabulary. ✓ The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. ✓ That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. ✓ That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings	railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). ✓
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	bullying and how and where to get help. ✓ Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ✓ Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. ✓ The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised	involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.	can be helped by seeing them as normal. ✓ How to critically evaluate which activities will contribute to their overall wellbeing. ✓ Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. ✓ The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. ✓ That physical activity can promote wellbeing and combat stress.	
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	profiles of themselves online. ✓ About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. ✓ That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk. ✓ How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their		✓ How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. ✓ The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. ✓ The impacts of alcohol on diet and unhealthy weight gain ✓ Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. ✓ Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. ✓ The importance of sufficient good-quality sleep for good health, the	
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	safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. ✓ The concepts and laws relating to forced marriage. ✓ How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). ✓ How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer		importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. ✓ How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. ✓ How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. ✓ The main changes which take place in males and females, and the implications for emotional and physical health. ✓ The facts about puberty, the changing adolescent	
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	influence online and on social media. ✓ About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ✓ How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. ✓ Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. ✓ The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational		body, including brain development. ✓ About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding. When to seek help from healthcare professionals.	
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	tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). ✓ Basic treatment for common injuries and ailments. ✓ Life-saving skills, including how to administer CPR. ✓ The purpose of defibrillators, when one might be needed and who can use them			
Interleaved Knowledge	○ Tudor Values ○ Primary PSHE – friendships and bullying	○ Primary PSHE – Tudor Values	○ Tudor Values ○ Primary PSHE – changing bodies	○ Tudor Values ○ Tutor time PSHE – careers and employability skills