

The Gryphon School PSHE Curriculum map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Friendship, change and settling into school	Online safety 1	Introductions to careers	Personal safety and smoking	Puberty	Being healthy
8	Online safety 2	First Aid	Relationships – assertive etc.	Community and anti-social behaviour	Self esteem	Careers
9	Drugs and alcohol awareness	Stereotypes	Careers: GCSE Options	Contraception, STIs & self-examination	Healthy relationships & consent	Setting goals & Raising aspirations (university)
10	Sleep & mental health	Economic wellbeing & independent living	Financial capability and Gambling	Types of relationships	Families and parenting	Careers: post 16 options
11	Mental health	Careers: Post 16 options part 2: Personal statements and CVs	Safe relationships & the law	Resilience	Preparing for exams	

Core Theme
Health and Wellbeing
Relationships
Living in the Wider World

In addition to the programme outlined above, additional input provided through outside speakers and events will be part of PSHE course. This input varies each year.



Content Overview:

Year 7

Term		Session 1	Session 2	Session 3	Session4
1	Friendship, change and settling into school	Introduction to PSHE, Setting expectations & ground rules for discussions. Introductions, meeting new people	'Respect me, respect you' Introduction to the schools values on respect, equality, respecting others, self-respect and aspirations	Healthy friendships – what do they look like? How do we make sure our friendships are healthy?	Managing & coping with changes
2	Online safety 1	Digital footprint, online gaming & gambling in online games	Cyberbullying, what it looks like, how to report & get help	Online harassment including sexual harassment	
3	Introductions to careers	What does the term career mean? Exploring different job roles, aspirations	Decision making, changes in the future job market, thinking about the future	Introduction to careers pilot – where to get advice and guidance about careers.	
4	Personal safety and smoking	Understanding and assessing risk	Sun safety	Smoking - harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so, vaping	Smoking continued or Road safety
5	Puberty (lessons produced by NHS Dorset)	What is puberty, causes of puberty	Changes in puberty	Keeping yourself healthy in puberty – menstruation, hygiene, sleep, emotional health	
6	Being healthy	A balanced diet – impact on health	Exercise & well being	Vaccines, hygiene, mental health	Dental health



Year 8

Term		Session 1	Session 2	Session 3	Session4
1	Online Safety 2	Trust in relationships, choosing what to post online	Digital literacy – understanding what we see online, bias, echo chambers, filter bubbles etc.	Social media – risks, harms, things to know.	How to report content online & where to seek help
2	First Aid	Introduction to first Aid & it's importance	DRABC & CPR	Treating basic injuries – cuts, burns, choking etc.	
3	Managing relationships	Types of relationships, what makes a positive & healthy relationship	The role that communication plays in relationships, introduction to consent	Aggressive, vs assertive vs passive, coercive control, exploitation	
4	Citizenship: Community and anti-social behaviour	What makes a community? What do we like about our community?	What would our idea communities look like?	Democracy & decision making	Anti-social behaviour – what it is, consequences, where to get help
5	Self-esteem	Body image in a digital world	Sexting & exploitation	Raising self-esteem & mental wellbeing	
6	Careers	The real game: Aspirations	The real game; Job roles, opportunities, conditions & pay	The real game: budgeting	



Year 9

Term		Session 1	Session 2	Session 3	Session4
1	Drugs and alcohol awareness	Types of drugs, risks, energy drinks, vaping	Drugs & the law, legal highs	Drugs & alcohol first aid	
2	Stereotypes	What is prejudice & discrimination, protected characteristics, how to help if you see discrimination/where to seek support	Gender stereotyping	Equality vs equity, Racism	
3	Careers: GCSE Options	Making choices – what to consider	Aspirations & future educational plans (post 16)	Support & guidance on making GCSE choices	
4	Contraception, STIs & self-examination	Contraception part 1: Sexual Consent and the Law, importance of communication	Contraception part 2: Types of contraception, efficacy rates	Sexual health – STIs, symptoms & support	Health & self-examination
5	Healthy relationships & consent	What makes a good relationship? Characteristics of a healthy relationship.	Love or control – behaviours in relationships. Recognising coercion.	Consent, physical, verbal, the law	
6	Setting goals & Raising aspirations	Aspirations – post 18 goals. Apprenticeships, T-levels, A-levels	What is university – why do people go/not go?	Independent living – what will you need to know to live away from home?	



Year 10

Term		Session 1	Session 2	Session 3	Session4
1	Sleep & mental health	The importance of sleep & effects on physical and mental health	What is mental health, why is it important, resilience	Looking after our metal health, stigma, where to find help	
2	Economic wellbeing & independent living	Cost of living & budgeting	Tax/National Insurance, Savings Credit/debit cards, Mortgages, Loans, APR, University finance	Bills, unexpected costs, online payments (gaming)	
3	Financial capability and Gambling	What is gambling, why is it an issue?	Gambling & risks	Seeking help with finances/gambling	
4	Types of relationships	Different types of relationships & the challenges that might be faced e.g. long distance	Sexual health recap, setting boundaries in relationships, communication	Relationships in the media vs reality, pornography	
5	Families and parenting	Types of families, changing family patterns, pregnancy, fertility rates, what makes a good parent	Domestic abuse – facts and information	Domestic abuse – signs to look for and where to seek help	
6	Careers: post 16 options	Re-cap on post 16 options and post 18 options, have plans changed?	Talk from Careers advisor with updated information on apprenticeships, T-levels, A-levels etc.	Interview skills	



Year 11

Term		Session 1	Session 2	Session 3	Session4
1	Mental health	Physical & mental health, recaps, building on positive mental health, where to seek help.	Positive thinking, self-esteem, social media	Facing the challenges of Year 11, exams, coursework, pressure, stress.	
2	Careers: Post 16 options part 2: Personal statements and CVs	Writing a personal statement/covering letter	Writing a CV, advice & practise	Talk from careers advisor – open days, deadlines, apprenticeship timelines, seeking help.	
3	Safe relationships & the law	Relationships & risk, healthy relationships, Sexual exploitation & abuse	Sexual harassment – what it looks like, the law.	Coercive control, forced marriage, FGM	
4	Resilience	What is resilience, why is it important? Why might you need it over the next few months?	Academic resilience, setting yourself up for success	1:1 tutor support	
5	Preparing for exams	Revision – planning for success & protecting our mental health	Keeping healthy – physical health, avoiding things that have a negative impact on physical & mental health	1:1 tutor support	



Mapping document to RSE statutory requirements – See details below

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Friendship, change and settling into school	Online safety 1	Introductions to careers	Personal safety and smoking	Puberty	Being healthy
	RR1, RR2, RR5, HP5	RR1, RR5, OM1, OM4, L4, IS4		DA6	CAB1, CAB2	PH1, PH2, HP1, HP2, HE1
8	Online safety 2	First Aid	Relationships – assertive etc.	Community and anti-social behaviour	Self esteem	Careers
	RR1, RR5, OM2, OM3, OM4, OM7, L4, IS4, IS6	FA1, FA2, FA3	F1, RR1, RR2, L3		IS1, IS2, IS3	The Real Game
9	Drugs and alcohol awareness	Stereotypes	Careers: GCSE Options	Contraception, STIs & self-examination	Healthy relationships & consent	Setting goals & Raising aspirations (university)
	IR11, L9, L12, DA1, DA2, DA3, DA4, DA5	RR3, RR8, L3, L11, L13		IR9, IR10, IR12, L2, HP3	RR1, RR2, RR6, RR7, SF2, IR1 IR2, IR4, IR5, IR6	
10	Sleep & mental health	Economic wellbeing & independent living	Financial capability and Gambling	Types of relationships	Families and parenting	Careers: post 16 options
	MW1, MW2, MW3, MW4, MW5, MW6, HP5	IS5	IS5	F1, RR1, RR6, IR1 IR2, IR4, IR5, L1	F2, F3, F4, F5, F6, IR7, IR8, IR12, L1, L6	
11	Mental health	Careers: Post 16 options part 2: Personal statements and CVs	Safe relationships & the law	Resilience	Preparing for exams	
	MW1, MW2, MW3, MW4, MW5, MW6		RR6, RR7, SF1, SF2, IR12, L3, L14			

Topics covered in other areas	
Subject	
Computing	OM8, L4
PE	MW6, PH1 PH2
Science	CAB1, CAB2, HP4 (KS4) PH3 (KS4)
Additional Input – First Aid training	FA1, FA2, FA3



SRE Statutory Requirements

Families (FA)

Pupils should know:

1. that there are different types of committed, stable relationships.
2. how these relationships might contribute to human happiness and their importance for bringing up children.
3. what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
4. why marriage is an important relationship choice for many couples and why it must be freely entered into.
5. the characteristics and legal status of other types of long-term relationships.
6. the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
7. how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships (RR)

Pupils should know:

1. the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
 - reconciliation and ending relationships, this includes different (non-sexual) types of relationship
2. practical steps they can take in a range of different contexts to improve or support respectful relationships
3. how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
4. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
5. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
6. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control

7. what constitutes sexual harassment and sexual violence and why these are always unacceptable
8. the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media (OM)

Pupils should know:

1. their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
2. about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
3. not to provide material to others that they would not want shared further and not to share personal material which is sent to them
4. what to do and where to get support to report material or manage issues online
5. the impact of viewing harmful content
6. that specifically sexually explicit material, for example 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 towards sexual partners
7. that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
8. how information and data is generated, collected, shared and used online

Being safe (SF)

Pupils should know:

1. the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
2. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online

Intimate and sexual relationships, including sexual health (IR)

Pupils should know:

1. how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
2. that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
3. the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
4. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
5. that they have a choice to delay sex or to enjoy intimacy without sex
6. the facts about the full range of contraceptive choices, efficacy and options available
7. the facts around pregnancy including miscarriage
8. that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
9. how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
10. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
11. how the use of alcohol and drugs can lead to risky sexual behaviour
12. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law (L)

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

1. marriage
2. consent, including the age of consent
3. violence against women and girls
4. online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
5. pornography
6. abortion
7. sexuality
8. gender identity

9. substance misuse
10. violence and exploitation by gangs
11. extremism and radicalisation
12. criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
13. hate crime
14. female genital mutilation (FGM)

Mental wellbeing (MW)

Pupils should know:

1. how to talk about their emotions accurately and sensitively, using appropriate vocabulary
2. that happiness is linked to being connected to others
3. how to recognise the early signs of mental wellbeing concerns
4. common types of mental ill health (e.g. anxiety and depression)
5. how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
6. the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Internet safety and harms (IS)

Pupils should know:

1. the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
2. how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

Physical health and fitness (PH)

Pupils should know:

1. the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress

2. the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health
3. about the science relating to blood, organ and stem cell donation

Healthy eating (HE)

Pupils should know:

1. how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Drugs, alcohol and tobacco (DA)

Pupils should know:

1. the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
2. the law relating to the supply and possession of illegal substances
3. the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
4. the physical and psychological consequences of addiction, including alcohol dependency
5. awareness of the dangers of drugs which are prescribed but still present serious health risks
6. the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

Health and prevention (HP)

Pupils should know:

1. about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
2. about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
3. (late secondary) the benefits of regular self-examination and screening
4. the facts and science relating to immunisation and vaccination
5. the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

Basic first aid (FA)

Pupils should know:

1. basic treatment for common injuries
2. life-saving skills, including how to administer CPR [\[footnote 2\]](#)
3. the purpose of defibrillators and when one might be needed

Changing adolescent body (CAB)

Pupils should know:

1. key facts about puberty, the changing adolescent body and menstrual wellbeing
2. the main changes which take place in males and females, and the implications for emotional and physical health