



PSHE Overview – Year 7

Key Stage 3 students participate in personal, social, health and economic education based on the RSHE and national curriculum. Students receive two hours of PSHE lessons a fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Character	Relationships	Healthy Living
Topic Objectives	Students will learn about the WSS values, as well as learn how to be an active citizen in both Weston Secondary School and the wider community	Students will develop their knowledge regarding different types of positive and negative relationships, such as family, friendships and bullying	Students will develop and understanding of the changes their body will make through puberty, how certain choices can affect your body and how to look after yourself positively
Acquired Knowledge/Skills	<p>Year 7s acquire the skills to understand their school community, respect others, work well with peers, and make positive choices as they grow.</p> <ul style="list-style-type: none"> • Self awareness through exploring their personal identity and identifying core values • How identity and values can support goal setting for the future • Skills to support learning e.g. teamwork and organisation • Knowledge about school rules and people who can help with transition • How to demonstrate respect in the school community 	<p>Year 7s acquire understanding of the power of their own words, the power of positivity and how important it is to commit.</p> <ul style="list-style-type: none"> • Skills to make and maintain new friendships • How to empathise with, and show compassion for peers • To recognise loneliness and isolation, and strategies to include others • To recognise bullying in all its forms • Strategies for challenging bullying • How and where to communicate concerns about friendships and bullying 	<p>Year 7s acquire better knowledge of how what they consume will affect their body and how natural changes in their body will occur.</p> <ul style="list-style-type: none"> • How to recognise, express and manage emotions to promote daily wellbeing • Knowledge about influences on diet and exercise choices • How to make healthy and informed decisions about maintaining hygiene and dental health • Knowledge about the importance of sleep and maintaining healthy sleep habits
Assessments	Ongoing formative assessment in PSHE is built into every lesson through discussion, questioning, reflection, and observation to understand pupils' developing knowledge, skills, and attitudes. This continual process allows teachers to identify misconceptions, adapt teaching, and ensure learning is meaningful and supportive for all students.		
Citizenship	<p>Careers Education:</p> <ul style="list-style-type: none"> • Develops core employability skills such as teamwork, organisation, communication and self-management. • Builds self-awareness and goal-setting skills, helping students begin to think about future ambitions. • Encourages positive behaviour and responsibility, which are essential expectations in education and work. • Develops emotional literacy and resilience, supporting students to cope with challenges and change. • Promotes healthy lifestyle habits, supporting long-term wellbeing and sustained participation in learning and work. <p>Fundamental British Values:</p> <ul style="list-style-type: none"> • Democracy – being an active citizen in school, contributing positively, and learning that voices should be heard respectfully. • The Rule of Law – learning school rules, expectations, and how these protect safety and wellbeing. • Individual Liberty – exploring identity and values, making positive choices, and understanding personal responsibility. • Mutual Respect – building empathy, kindness, and respectful behaviour in friendships and the wider school community. • Tolerance – valuing difference and learning to treat others fairly, including challenging bullying linked to identity. 		

SMSC Development:

- **Social** – building friendships, teamwork skills, empathy and strategies to manage conflict and bullying.
- **Moral** – understanding right and wrong through choices about behaviour, kindness, and responsibility.
- **Spiritual** – exploring identity, values, emotions and personal growth during transition and puberty.
- **Cultural** – learning how to respect differences and contribute positively to a diverse school community.

	Spring 2	Summer 1	Summer 2
Topic(s)	Online	Safety	Aspirations
Topic Objectives	Students explore their own digital literacy through keeping safe online, protecting themselves from false or dangerous information and understanding digital footprints	Students will learn the harmful consequences of illegal activity and how to avoid getting into danger	Students look towards themselves and think about their personal and financial skills and how to develop these skills in the future
Acquired Knowledge/Skills	Year 7s acquire knowledge in how to protect themselves from negativity and how take better protection of themselves online <ul style="list-style-type: none"> • Learn about safe online communication • How to use social networking sites safely • How to recognise biased or misleading information online • How to critically assess different media sources • How to distinguish between content which is publicly and privately shared • Knowledge about age restrictions when accessing different forms of media and how to make responsible decisions 	Year 7s acquire knowledge in how to report crimes, what happens when someone is in trouble or danger and develop skills to avoid getting in these situations <ul style="list-style-type: none"> • Knowledge about rights, responsibilities and how to respect and advocate for them, including online • How to assertively communicate and negotiate boundaries with friends and in other relationships, including online • Knowledge about the importance of consent • Knowledge about the relationship between personal boundaries and human rights 	Year 7s acquire financial skills as well as personal reflection and resilience <ul style="list-style-type: none"> • How to make safe financial choices • Understand ethical and unethical business practices and consumerism • Knowledge about saving, spending and budgeting • How to manage risk-taking behaviour
Assessments	Ongoing formative assessment in PSHE is built into every lesson through discussion, questioning, reflection, and observation to understand pupils' developing knowledge, skills, and attitudes. This continual process allows teachers to identify misconceptions, adapt teaching, and ensure learning is meaningful and supportive for all students.		
Citizenship	Careers Education <ul style="list-style-type: none"> • Develops digital literacy and online professionalism, essential for future education and employment. • Builds financial awareness and money management skills, supporting long-term independence and career planning. • Encourages critical thinking, helping students evaluate information, advertising and media they may encounter in the workplace. • Develops risk awareness and decision-making, supporting safe and responsible behaviour in wider society. • Promotes ethical understanding, including consumer choices and business practices relevant to future careers. Fundamental British Values: <ul style="list-style-type: none"> • Democracy – understanding how to report concerns and access support, including online, and why shared rules exist in communities. • The Rule of Law – learning about illegal activity, consent, rights and responsibilities, and age restrictions linked to online spaces. 		

- **Individual Liberty** – making informed and safe online choices, managing risk, and protecting personal information.
- **Mutual Respect** – communicating safely online, respecting boundaries, and behaving appropriately towards others.
- **Tolerance** – engaging respectfully with different viewpoints online and recognising harmful or discriminatory content.

SMSC Development:

- **Social** – developing safe online communication skills and understanding boundaries in relationships.
- **Moral** – exploring ethical behaviour, consent, honesty, and the consequences of illegal activity.
- **Spiritual** – reflecting on personal values, identity, resilience and future aspirations.
- **Cultural** – understanding media influence, consumerism and different viewpoints online.

PSHE Overview – Year 8



Key Stage 3 students participate in personal, social, health and economic education based on the RSHE and national curriculum. Students receive two hours of PSHE lessons a fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Healthy Living	Safety	Relationships
Topic Objectives	Students develop understanding and strategies to manage influence and access support regarding drugs and alcohol, resisting peer influence and online choices and influences	Students develop respect for different beliefs, values, opinions and advocacy skills. They will focus on stereotypes, prejudice and discrimination of different communities. Students also look at the risks of gang activity, getting involved in gangs and the consequences of being caught committing criminal acts within a gang.	Students look at managing their relationships with each other, how their relationships evolve during their adolescence. Students are also introduced to the meaning of consent and the dangers of over trusting, particularly online.
Acquired Knowledge/Skills	Year 8s acquire knowledge in how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use <ul style="list-style-type: none"> • About the laws relating to substances • Strategies to manage influence in relation to substances 	Year 8s develop knowledge through: <ul style="list-style-type: none"> • Learning about the importance of equality and diversity in our society • How to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others • How to recognise and challenge stereotypes • The impact of stereotypes on perceptions of others • Strategies to communicate concerns about, and challenge, prejudice and discrimination • Avoiding making poor choices regarding criminal activity 	Year 8s explore the qualities of positive, healthy relationships <ul style="list-style-type: none"> • How to demonstrate positive behaviours in healthy relationships • Learning about forming new partnerships and developing relationships • About the law in relation to consent • That the legal and moral duty is with the seeker of consent • How to effectively communicate in relationships • About the risks of sharing images online and how to manage requests or pressure to send an image

Assessments	Ongoing formative assessment in PSHE is built into every lesson through discussion, questioning, reflection, and observation to understand pupils' developing knowledge, skills, and attitudes. This continual process allows teachers to identify misconceptions, adapt teaching, and ensure learning is meaningful and supportive for all students.
Citizenship	<p>Careers Education:</p> <ul style="list-style-type: none"> • Develops decision-making skills needed in the workplace, particularly around resisting pressure and making responsible choices. • Builds communication and teamwork skills through learning how to manage relationships and resolve conflict respectfully. • Encourages professional conduct and boundaries, including understanding consent, trust and appropriate behaviour. • Promotes equality and respect, which are essential expectations in modern workplaces and careers. • Helps students understand how criminal behaviour, substance misuse, and online actions can negatively impact future career opportunities. <p>Fundamental British Values:</p> <ul style="list-style-type: none"> • Democracy – students learn how to raise concerns, access support, and use their voice appropriately in school and society. • The Rule of Law – understanding laws around substances, consent, online behaviour and criminal activity (including gang-related crime). • Individual Liberty – empowering students to make informed choices, resist pressure, and seek help when needed. • Mutual Respect – learning to manage relationships, communicate effectively, and treat others fairly. • Tolerance – respecting different values and identities, and challenging prejudice and discrimination. <p>SMSC Development:</p> <ul style="list-style-type: none"> • Social – developing skills to build and maintain healthy relationships, communicate effectively, and manage peer influence. • Moral – exploring right and wrong through discussions on consent, discrimination, criminal behaviour, and substance use. • Spiritual – reflecting on personal values, beliefs, identity and how choices impact self and others. • Cultural – understanding diversity, equality, and the impact of stereotypes on different communities.

	Spring 2	Summer 1	Summer 2
Topic(s)	Online	Aspirations	Character
Topic Objectives	Students develop risk management skills, analytical skills and strategies to identify bias. They look at how their online activity leaves a digital footprint and learn how to make the correct decisions regarding media	Students develop goal setting, motivation and self-awareness. Students start to think about their own aspirations for the future, how to successfully budget, what tax is and the world of work.	Students begin to look at the wider world, understanding their human rights, their fundamental British Values, what their freedoms are but also the discrimination the people may face in their lives.
Acquired Knowledge/Skills	Students acquire the necessary skills to operate the online world safely through: <ul style="list-style-type: none"> • Understanding that information online can be manipulated, misrepresented or fake • Learning how to critically analyse different sources of information • Learning how to assess the reliability of media sources and critique social media content 	Students acquire their knowledge through: <ul style="list-style-type: none"> • Learning how to develop self-awareness by identifying personal and academic strengths and interests • Increasing motivation by setting aspirational goals • Learning about different careers and routes to employment 	Students develop their knowledge through <ul style="list-style-type: none"> • Learning about the freedoms that they have the right to have • Understanding their personal and religious freedoms • The differences between free speech and hate speech • Fundamental British Values

	<ul style="list-style-type: none"> • Explore how to safely manage personal information online • Develop strategies to maintain a positive presence online 	<ul style="list-style-type: none"> • Learning about employment trends and how they can inform decision-making • how to manage money effectively when they are older 	
Assessments	Ongoing formative assessment in PSHE is built into every lesson through discussion, questioning, reflection, and observation to understand pupils' developing knowledge, skills, and attitudes. This continual process allows teachers to identify misconceptions, adapt teaching, and ensure learning is meaningful and supportive for all students.		
Citizenship	<p>Careers Education:</p> <ul style="list-style-type: none"> • Develops critical thinking and analytical skills needed for further education and the workplace. • Builds self-awareness and goal-setting skills, supporting informed decisions about future careers. • Encourages understanding of digital footprints and online professionalism, which employers increasingly value. • Develops financial literacy, including budgeting, tax awareness and money management for adulthood. • Increases awareness of career pathways and employment trends, helping students make realistic and aspirational choices. <p>Fundamental British Values:</p> <ul style="list-style-type: none"> • Democracy – developing informed opinions and understanding how citizens can participate and have a voice responsibly. • The Rule of Law – understanding rights and responsibilities, and how hate speech, discrimination and harmful behaviour can breach the law. • Individual Liberty – exploring personal freedoms alongside responsibility, including making safe choices online and planning for the future. • Mutual Respect – learning to debate and disagree respectfully, and recognising the impact of discrimination on others. • Tolerance – understanding religious and personal freedoms, and challenging intolerance and prejudice. <p>SMSC Development:</p> <ul style="list-style-type: none"> • Social – developing respectful online behaviour, communication skills and understanding social responsibility. • Moral – exploring ethical decision-making, truth versus misinformation, and hate speech versus free speech. • Spiritual – reflecting on identity, values, beliefs and aspirations for the future. • Cultural – understanding diversity, human rights, and how discrimination affects individuals and communities. 		

PSHE Overview – Year 9



Key Stage 3 students participate in personal, social, health and economic education based on the RSHE and national curriculum. Students receive two hours of PSHE lessons a fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Safety	Aspirations	Aspirations
Topic Objectives	Students develop skills in risk management as well as strategies to manage different negative influences such as friendship challenges, gangs and violent crime, extremism and radicalisation, FGM and acid attacks	Students focus on developing goal-setting, analytical skills and decision making. They will start to consider their GCSE options, their post-16 options and if university is the right option for their future ambitions. Sources of careers advice are provided for them throughout.	Students continue to focus on their future aspirations, this time from the perspective of employment. They explore how important a good impression is in interviews and employment, what employers look for and what they can learn from successful people.

<p>Acquired Knowledge/Skills</p>	<p>Year 9s develop knowledge in keeping safe in potential danger, through:</p> <ul style="list-style-type: none"> • Learning how to manage difficulties and challenges in friendships • Identifying how to assertively communicate values and beliefs in challenging situations • Identifying the different risks involved with radicalisation and extremism • Developing strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime • Evaluating attitudes and social norms in relation to substance use • Looking at different risky or dangerous situations and how to access support 	<p>Year 9s gain knowledge in their future options and look at how they can use their skills for lifelong learning. They will also:</p> <ul style="list-style-type: none"> • Evaluate influences and sources of advice for GCSE options and careers • Learn how to make informed decisions about GCSE options in relation to future goals • Develop skills for enterprise and employability • Look at post-16 options, such as A-Levels, BTEC, T-Levels and apprenticeships 	<p>Year 9s gain knowledge in employment aspirations though:</p> <ul style="list-style-type: none"> • Exploring what they will need to prepare when they apply for a job • Looking at what interviewers look for in a candidate • Develop the skills required in negotiation • Develop the skills required to be an innovative member of the workforce
<p>Assessments</p>	<p>Ongoing formative assessment in PSHE is built into every lesson through discussion, questioning, reflection, and observation to understand pupils' developing knowledge, skills, and attitudes. This continual process allows teachers to identify misconceptions, adapt teaching, and ensure learning is meaningful and supportive for all students.</p>		
<p>Citizenship</p>	<p>Careers Education:</p> <ul style="list-style-type: none"> • Develops decision-making and risk assessment skills that are essential for further education, training and employment. • Supports informed GCSE and post-16 option choices, helping students align pathways with future goals. • Builds employability skills such as communication, negotiation, resilience and problem-solving. • Encourages understanding of employer expectations, including professionalism, preparation and conduct. • Promotes long-term aspiration and motivation by learning from successful people and career pathways. <p>Fundamental British Values:</p> <ul style="list-style-type: none"> • Democracy – students consider choices and access impartial guidance when making GCSE and post-16 decisions. • The Rule of Law – learning about gangs, violent crime, extremism, FGM and acid attacks reinforces why laws exist and consequences of breaking them. • Individual Liberty – building confidence to resist pressure, manage risk, and make informed decisions about future pathways. • Mutual Respect – developing assertive communication and respectful behaviour when facing challenging friendships or situations. • Tolerance– understanding how extremism exploits intolerance and why discrimination harms individuals and communities. <p>SMSC Development:</p> <ul style="list-style-type: none"> • Social – developing strategies to manage peer pressure, friendships, gangs and risky situations safely. • Moral – exploring right and wrong through discussions of crime, extremism, exploitation and substance misuse. • Spiritual – reflecting on values, beliefs, aspirations and personal purpose for the future. • Cultural – understanding how social norms, media and community influences shape attitudes and behaviour. 		
<p>Spring 2</p>		<p>Summer 1</p>	<p>Summer 2</p>

Topic(s)	Healthy Living	Relationships	Online
Topic Objectives	Students focus on developing empathy, compassion, and strategies to access support. This could be regarding their mental health (including self-harm and eating disorders), or change, loss and bereavement. They will explore different healthy coping strategies.	Students focus on developing assertive communication, clarifying values and strategies to manage influence in healthy/unhealthy relationships, consent, relationships and sex. They explore contraception and STI's.	Students discover the implications of cyber bullying on ordinary people, sexualisation within the media and the dangers of oversharing with people online.
Acquired Knowledge/Skills	<p>Year 9s develop the knowledge required through:</p> <ul style="list-style-type: none"> • Building digital resilience for emotional wellbeing • Learning strategies in maintaining mental health and emotional wellbeing, including healthy coping strategies • Recognising warning signs of unhealthy coping strategies, including self-harm and eating disorders • Exploring how to access help and support in relation to mental health and emotional wellbeing • Recognising new opportunities that change can bring, both positive and negative • Thinking about strategies for managing loss and change and how to empathise with, and show compassion for peers 	<p>Year 9s develop the knowledge about the features of healthy, intimate relationships, including that they should be equitable and pleasurable through:</p> <ul style="list-style-type: none"> • Learning how to recognise healthy and unhealthy relationship behaviours • Learning about stable, committed relationships and features of family life • Learning about personal values and their influence on relationship expectations • Learning about sexually transmitted infections and how to reduce chances of transmission • Understanding how to choose and access contraception • Exploring the consequences of unintended pregnancy and how to access appropriate support 	<p>Year 9s develop the knowledge of online activity through:</p> <ul style="list-style-type: none"> • Recognising that cyber-bullying has real life serious consequences on both the victim and perpetrator • Exploring the dangers of 'catfishing', or impersonating others online • Managing the pressures of social media and other forms of online activity • Promoting inclusion and challenging unfair behaviour
Assessments	Ongoing formative assessment in PSHE is built into every lesson through discussion, questioning, reflection, and observation to understand pupils' developing knowledge, skills, and attitudes. This continual process allows teachers to identify misconceptions, adapt teaching, and ensure learning is meaningful and supportive for all students.		
Citizenship	<p>Careers Education:</p> <ul style="list-style-type: none"> • Develops emotional resilience and coping strategies, which support long-term success in education, training and employment. • Builds communication and assertiveness skills, essential for professional relationships and workplace boundaries. • Encourages understanding of sexual health and responsibility, supporting wellbeing and stability in adult life. • Develops digital professionalism, helping students understand how online behaviour can affect reputation and future opportunities. • Promotes self-awareness and values clarification, supporting informed decisions about relationships, work and life goals. <p>Fundamental British Values:</p> <ul style="list-style-type: none"> • Democracy – encouraging discussion, voice and access to support when facing challenges or making informed choices. • The Rule of Law – understanding consent, sexual health responsibilities, online abuse and the legal consequences of harmful behaviour. • Individual Liberty – empowering students to make informed choices about relationships, health and online activity. • Mutual Respect – promoting empathy, compassion and respectful behaviour in relationships and online interactions. • Tolerance – recognising different values around relationships, sexuality and coping with change, while challenging discrimination. 		

SMSC Development:

- **Social** – developing healthy relationships, empathy, compassion and strategies to manage peer and online pressures.
- **Moral** – exploring right and wrong in relation to consent, cyberbullying, exploitation and sexual behaviour.
- **Spiritual** – reflecting on identity, values, emotions, loss, change and personal coping strategies.
- **Cultural** – understanding media influence, sexualisation, inclusion and respect for difference.