

Year 7 Term	INTENT	IMPLEMENTATION	IMPACT
	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Autumn Term	Wellbeing, Managing Change and Transition: Transition and managing change Road safety First Aid Values Human rights Goal setting Managing stress and learning strategies	To reflect on the transition from primary to secondary school and how to manage the changes that can arise. Discuss the risk to young people on roads and strategies and habits to stay safe. Understand the relationship between Beths values and British value. To foster a growth mindset when setting achievable goals. To understand the relationship between failure and success and how to utilise failure to build resilience. To implement useful strategies to manage our worries, stress and keep organised.	Baseline assessment through starter questions and personal reflection to identify prior knowledge, understanding and attitudes. Recall activities to assess retention of previous learning before building on it through the spiral curriculum. Ongoing assessment for learning, including: • Low-stakes quizzes • Mini whiteboards • Targeted questioning • Question boxes • Traffic-light confidence checks

Beths Grammar School KS3 PSHCE Curriculum Map

Autumn Term	Friendships and Bullying: Belonging and Diversity Empathy Bullying and the bystander effect Peer pressure and coercion	To discuss the importance of identity, what it means to be part of the Beth's of community. To discuss the meaning of diversity and how to encourage inclusion. Consider what empathy means and the role it plays when forming strong relationships, communicating and as a tool for conflict resolution. Recognise harmful behaviours and support each other as integral to building a safe and respectful environment. To understand the role the bystander effect can play in bullying and safe strategies to call out bullying. Recognise the signs of peer pressure, coercion and how grooming can lead to county lines. Knowing where to get help and report unsafe situations.	Teaching adapted in real time in response to students' understanding, misconceptions, confidence and individual context. Self- and peer assessment against clear success criteria. Green-pen additions and corrections to provide visible evidence of feedback, reflection and improved understanding. Plenary activities to assess achievement of the intended learning outcomes. Starter questions revisited at the end of lessons to demonstrate progress from initial responses. Exit tickets used to assess understanding and identify whether further teaching, support or review is required.
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Beths Grammar School KS3 PSHCE Curriculum Map

Spring Term	Families and Changing Relationships: Changing relationships Roles in family Managing change, loss and grief Family courts Puberty Menstruation	Identify the role of families, including caring for each other in changing circumstances, such as divorce or separation. Explore how to manage change and grief, including in response to bereavement. To understand how we can support others who are grieving and to signpost resources for further guidance. To understand who the Family Justice Young People's Board is and the support that is available. To recall KS2 knowledge on puberty.	End-of-unit reflection tasks to assess acquired knowledge, skills, confidence and competencies. PSHCE Ambassador Scheme feedback used as formal student-voice evidence of students' experiences and perceived progress. Annual student and staff surveys used to measure perceived changes in students' knowledge, confidence, skills and competencies and to inform curriculum development.
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Beths Grammar School KS3 PSHCE Curriculum Map

Spring Term	Puberty and Keeping Safe: Menstruation and Puberty Taking care of health FGM Keeping safe and making healthy decisions	Develop a deeper understanding of how to manage physical and emotional changes related to puberty. Recognise a variety of period products. Understand the main signs and symptoms of testicular torsion and testicular cancer and strategies to recognise and seek support. Understand the anatomy of the vulva and the misinformation around vulgar and vaginal health and hygiene. Build on what has been taught at primary school around FGM and explore the myths and facts in relation to FGM. To know how to report or access support.	
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Beths Grammar School KS3 PSHCE Curriculum Map

Summer Term	Influences on Relationships: Healthy and unhealthy relationships Conflict in relationships Consent Online relationships Relationships on screen Managing challenging content	Consider the influences on expectations of and attitudes towards relationships, including online and media relationships. Explore relationship values and begin to consider the knowledge they may need later on in life for healthy, safe and nurturing relationships, such as managing conflict and breakups respectfully and safely and sexual health. Be able to define consent and consider why consent it is important for all kinds of relationships. Recognise the impact of viewing different types of relationships on screen and in the media and resist pressure to watch something if they don't want to. Analyse representations of relationships in the media, rehearse the skills of decision making and managing peer influence and understand how age ratings can influence safer choices around the media they consume.	
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Beths Grammar School KS3 PSHCE Curriculum Map

Summer Term	Planning for Future and Financial Decisions: Financial literacy Careers Unifrog launch Goal setting	Understand what financial literacy is and rehearse decision making and risk assessment skills in relation to money and spending. Consider how to make safe spending decisions and the importance of budgeting. Understand employment and the process of getting a job. The impact of inflation and what it means to be a critical consumer. Reflect on their first year of secondary schools, recall the importance of a growth mindset and personal progress.	
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Year 8 Term	INTENT	IMPLEMENTATION	IMPACT
	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Autumn Term	Health and Wellbeing: Healthy food choices Dental health Being active Sleep Climate change Vaccines	Develop decision making skills that support a healthy lifestyle and their wellbeing. Consider what is meant by 'healthy food.' Maintain good dental health. Understand the importance of wellbeing and the role of exercise and sleep. Assess the impact of climate change on young people's wellbeing. Understand how we can use empathy when navigating different views on climate change and how to have agency and advocate for change. Understand what HPV is and the vaccine.	Baseline assessment through starter questions and personal reflection to identify prior knowledge, understanding and attitudes. Recall activities to assess retention of previous learning before building on it through the spiral curriculum. Ongoing assessment for learning, including: • Low-stakes quizzes • Mini whiteboards • Targeted questioning • Question boxes

Beths Grammar School KS3 PSHCE Curriculum Map

Autumn Term	Healthy Relationships: Identity and community Bias and stereotypes Discrimination and protected characteristics Diverse and supportive communities	Create respectful and cohesive communities. Recognise and challenge bias, stereotypes, discrimination and promote inclusion. Recall values education and apply it to navigating constructive agreement. Celebrate and advocate for diverse and supportive communities.	• Traffic-light confidence checks Teaching adapted in real time in response to students' understanding, misconceptions, confidence and individual context. Self- and peer assessment against clear success criteria. Green-pen additions and corrections to provide visible evidence of feedback, reflection and improved understanding.
Spring Term	Personal Safety: Firework safety Road safety Water safety Heart health Risks of drugs Safety around drugs	Assess risk and support personal safety on the roads, around water and in relation to alcohol and other drugs, Understanding the dangers of fireworks and how to stay safe. Explain what driving insurance is. Risks and safety measures around canals and rivers. Spot a cardiac arrest, what happens when calling 99. How to do CPR and use a defibrillator.	Plenary activities to assess achievement of the intended learning outcomes. Starter questions revisited at the end of lessons to demonstrate progress from initial responses. Exit tickets used to assess understanding and identify whether further teaching, support or review is required.
Spring Term	The Online World:	Recognise how behaviour can be manipulated online, through algorithms and targeted content.	End-of-unit reflection tasks to assess acquired knowledge, skills, confidence and competencies.

Beths Grammar School KS3 PSHCE Curriculum Map

	Understanding the risks of using phones and the online world Gaming and social media Financial harms and the business of influencing Understanding the algorithm	Assess how online platforms generate income through users. Seek help and support with online spending and other financial harms.	PSHCE Ambassador Scheme feedback used as formal student-voice evidence of students' experiences and perceived progress.
Summer Term	Healthy and Unhealthy Relationships: Healthy relationships and harassment Sexualised media Safer online relationships Sharing of nudes Consent Preventing gender-based violence	Consider a range of relationship issues that young people might face such as; sexualised media, online relationships, harassment and harmful behaviours, sharing of nudes, consent and gender-based violence. To know how to stay safe and access support.	Annual student and staff surveys used to measure perceived changes in students' knowledge, confidence, skills and competencies and to inform curriculum development.

Beths Grammar School KS3 PSHCE Curriculum Map

Summer Term	Managing Money: Bank accounts, statements and cards Using unifrog Saving and debt	Build on their previous learning about financial decision making and exoskeleton aspects of daily economic wellbeing such as managing bank account and different ways of saving and borrowing.	
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Beths Grammar School KS3 PSHCE Curriculum Map

Year 9 Term	INTENT	IMPLEMENTATION	IMPACT
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Beths Grammar School KS3 PSHCE Curriculum Map

Autumn Term	Mental Health and Wellbeing: Managing strong emotions Managing distractions Disappointment and setbacks Unhealthy coping strategies Influences and self expression	Build on previous learning, rehearse self-regulation strategies and apply them to new and complex situations. To recognise unhealthy coping strategies and how to implement healthy ones when managing distractions, disappointment and setbacks. Understand what body modification is, influences and self-expression.	Baseline assessment through starter questions and personal reflection to identify prior knowledge, understanding and attitudes. Recall activities to assess retention of previous learning before building on it through the spiral curriculum. Ongoing assessment for learning, including: • Low-stakes quizzes • Mini whiteboards • Targeted questioning • Question boxes • Traffic-light confidence checks Teaching adapted in real time in response to students' understanding, misconceptions, confidence and individual context.
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Beths Grammar School KS3 PSHCE Curriculum Map

Autumn Term	Drug Education: Vaping Exploring attitudes to drugs Alcohol and cannabis Managing influence	Build on previous learning and further develop skills to manage situations involving alcohol, vapes or other substances, Explore attitudes towards drugs, the law and managing risk and influence.	Self- and peer assessment against clear success criteria. Green-pen additions and corrections to provide visible evidence of feedback, reflection and improved understanding. Plenary activities to assess achievement of the intended learning outcomes. Starter questions revisited at the end of lessons to demonstrate progress from initial responses. Exit tickets used to assess understanding and identify whether
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Beths Grammar School KS3 PSHCE Curriculum Map

Spring Term	Careers and Future Choices: Exploring career interests Work patterns and work places Managing pressure and seeking support Preparing for key stage options Showcasing personal strengths Healthy online reputations	Effectively prepare for making GCSE option choices by thinking about career goals and future. Explore career interests, the workplace and KS4 options, Manage pressure and seek support when navigating work, study and careers. Showcase personal strengths and online reputation when navigating career goals and the future.	further teaching, support or review is required. End-of-unit reflection tasks to assess acquired knowledge, skills, confidence and competencies. PSHCE Ambassador Scheme feedback used as formal student-voice evidence of students' experiences and perceived progress. Annual student and staff surveys used to measure perceived changes in students' knowledge, confidence, skills and competencies and to inform curriculum development.
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Beths Grammar School KS3 PSHCE Curriculum Map

Spring Term	Managing Risk and the Law: Serious and organised crime Causes of cybercrime Effects of cybercrime Run, hide, tell.	Assess the ways young people might be drawn into criminal behaviour and the impact of breaking the law. Explore the causes and effects of cybercrime. Respond safely in event of a firearms or weapons attack.	
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Beths Grammar School KS3 PSHCE Curriculum Map

Summer Term	Intimate, Sexual Relationships: Avoiding assumptions Freedom and capacity to consent Relationship values Contraception Sexual health Managing the end of relationships	Understand consent and learn about healthy safe and sexual relationships, including using contraception, Avoid assumptions when eliciting consent and the freedom and capacity to consent,	
Summer Term	Navigating Online Harms: Flirting and nudes Deepfakes and manipulated images Tackling deepfakes Misogyny, exploring harms and misconceptions Responding to misogyny	Explore online harms young people may be exposed to, focusing on how they can respond to deepfake AI images and misogynistic narratives. Recognise digital deception, the motivation and consequences and how to tackle deepfakes. Challenge and think critically about misogyny. Explore harms and misconceptions and how we can respond to misogyny.	

