

### Explore PSHE for KS3

#### Introduction

This simple grid indicates how lessons within Explore PSHE link to the learning opportunities recommended in the PSHE Association's Key Stage 3 Programme of Study.

These programmes of study, alongside plenty of other useful information and resources, can be found here:

<https://www.pshe-association.org.uk/>

Chapter	Lesson	Links to PSHE Programme of Study
1 Introducing PSHE	1.1 What is PSHE?	Students should have the opportunity to learn: <ul style="list-style-type: none"> <li>L3. To set realistic yet ambitious targets and goals (including the transition to Key Stage 3).</li> </ul>
	1.2 How will we work together?	Students should have the opportunity to learn: <ul style="list-style-type: none"> <li>R15. To further develop and rehearse the skills of team working</li> <li>R16. To further develop the skills of active listening, clear communication, negotiation and compromise</li> <li>L3. To set realistic yet ambitious targets and goals (including the transition to Key Stage 3).</li> </ul>

Explore PSHE for KS3		Links to PSHE Programme of Study
Chapter	Lesson	
<b>2 Growing up</b>	2.1 How is Year 7 different?	Students should have the opportunity to learn: <ul style="list-style-type: none"> <li>H34. Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and mental wellbeing.</li> </ul>
	2.2 What happens at puberty?	Students should have the opportunity to learn: <ul style="list-style-type: none"> <li>H34. Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and mental wellbeing.</li> </ul>
	2.3 Menstrual wellbeing	Students should have the opportunity to learn: <ul style="list-style-type: none"> <li>H34. Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and mental wellbeing.</li> </ul>
	2.4 Personal hygiene	Students should have the opportunity to learn: <ul style="list-style-type: none"> <li>H20. Strategies for maintaining personal hygiene, including oral health, and prevention of infection.</li> </ul>
	2.5 Why am I feeling like this?	Students should have the opportunity to learn: <ul style="list-style-type: none"> <li>H34. Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and mental wellbeing.</li> </ul>
	2.6 Why are friends so important?	Students should have the opportunity to learn: <ul style="list-style-type: none"> <li>R1. About different types of relationships, including those within families, friendships, romantic, or intimate relationships and the factors that can affect them</li> <li>R2. Indicators of positive, healthy relationships and unhealthy relationships, including online</li> </ul>

		<ul style="list-style-type: none"><li>• R9. To clarify and develop personal values in friendships, love and sexual relationships</li><li>• R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li><li>• R19. To develop conflict management skills and strategies to reconcile disagreements</li><li>• L22. The benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues.</li></ul>
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Chapter	Lesson	
<b>3 Relationships</b>	3.1 What are the different types of relationships?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R1. About different types of relationships, including those within families, friendships, romantic, or intimate relationships and the factors that can affect them</li> <li>• R2. Indicators of positive, healthy relationships and unhealthy relationships, including online</li> <li>• R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> </ul>
	3.2 What is a healthy relationship?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R1. About different types of relationships, including those within families, friendships, romantic, or intimate relationships and the factors that can affect them</li> <li>• R2. Indicators of positive, healthy relationships and unhealthy relationships, including online</li> <li>• R10. The importance of trust in relationships and the behaviours that can undermine or build trust</li> <li>• R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> </ul>

	3.3 Communication skills	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> <li>• R16. To further develop the skills of active listening, clear communication, negotiation and compromise</li> <li>• R18. To manage the strong feelings that relationships can cause (including sexual attraction)</li> <li>• R24. That consent is freely given, that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances.</li> </ul>
	3.4 Is commitment important in relationships?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R1. About different types of relationships, including those within families, friendships, romantic, or intimate relationships and the factors that can affect them</li> <li>• R3. About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</li> <li>• R6. That marriage is a legal, social and emotional commitment that should be entered into freely and never forced upon someone through threat or coercion</li> <li>• R35. the roles and responsibilities of parents, carers and children in families.</li> </ul>

		<ul style="list-style-type: none"> <li>• R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</li> </ul>
	3.5 Abuse in relationships	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R1. About different types of relationships, including those within families, friendships, romantic, or intimate relationships and the factors that can affect them</li> <li>• R2. Indicators of positive, healthy relationships and unhealthy relationships, including online</li> <li>• R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> <li>• R37. The characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</li> </ul>

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Chapter	Lesson	
<b>4 Sex, sexuality and sexual health</b>	4.1 Choices around sex	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R1. About different types of relationships, including those within families, friendships, romantic, or intimate relationships and the factors that can affect them</li> <li>• R11. To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</li> <li>• R12. That everyone has the choice to delay sex, or to enjoy intimacy without sex</li> <li>• R18. To manage the strong feelings that relationships can cause (including sexual attraction)</li> <li>• R24. That consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</li> <li>• R25. About the law relating to sexual consent</li> <li>• R28. To gauge readiness for sexual intimacy</li> <li>• R42. To recognise peer influence and to develop strategies for managing it, including online</li> </ul>

	4.2 Pornography and sexting	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R7. How the media portrays relationships and the potential impact of this on people's expectations of relationships</li> <li>• R8. That the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</li> <li>• R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> <li>• R29. The impact of sharing sexual images of others without consent</li> <li>• R30. How to manage any request or pressure to share an image of themselves or others, and how to get help</li> <li>• H3. The impact that media and social media can have on how people think about themselves, including regarding body image, physical and mental health</li> <li>• L20. That features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</li> <li>• L21. To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</li> </ul>
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	4.3 Sex and the law	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R24. That consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</li> <li>• R25. About the law relating to consent</li> <li>• R26. How to seek, give, not give and withdraw consent (in all contexts, including online)</li> <li>• R27. That the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected.</li> </ul>
	4.4 Conception, pregnancy and birth	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R33. The risks related to unprotected sex</li> <li>• R34. The consequences of unintended pregnancy, sources of support and the options available</li> <li>• R11. the roles and responsibilities of parents, carers and children in families</li> </ul>

		<ul style="list-style-type: none"> <li>• H21. How to access health services when appropriate.</li> </ul>
	4.5 What is contraception?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R33. The risks related to unprotected sex</li> <li>• H21. How to access health services when appropriate</li> <li>• H35. About the purpose, importance and different forms of contraception; how and where to access contraception and advice</li> <li>• H36. That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs).</li> </ul>
	4.6 What are STIs?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R33. The risks related to unprotected sex</li> <li>• H21. How to access health services when appropriate</li> <li>• H35. About the purpose, importance and different forms of contraception; how and where to access contraception and advice</li> <li>• H36. That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs).</li> </ul>

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Chapter	Lesson	
<b>5 Drugs, alcohol and tobacco</b>	5.1 Drugs – an introduction	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H23. The positive and negative use of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</li> <li>• H24. To evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</li> <li>• H26. Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</li> <li>• H28. The law relating to the supply, use and misuse of legal and illegal substances.</li> </ul>
	5.2 Drugs and the law	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H26. Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</li> <li>• H28. The law relating to the supply, use and misuse of legal and illegal substances.</li> </ul>
	5.3 Alcohol	<p>Students should have the opportunity to learn:</p>

		<ul style="list-style-type: none"> <li>• H26. Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</li> <li>• H31. Ways of assessing and reducing risk in relation to health, wellbeing and personal safety.</li> </ul>
	5.4 Smoking	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H21. How to access health services when appropriate</li> <li>• H26. Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use.</li> </ul>
	5.5 The impact of drug taking	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H26. Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</li> <li>• H27. The personal and social risks and consequences of substance use and misuse including occasional use</li> <li>• H29. About the concepts of dependence and addiction including awareness of help to overcome addictions</li> <li>• H31. Ways of assessing and reducing risk in relation to health, wellbeing and personal safety.</li> </ul>

	<p>5.6 How do I manage situations involving drugs?</p>	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R20. To manage the influence of drugs and alcohol on decision-making within relationships and social situations</li> <li>• R42. To recognise peer influence and to develop strategies for managing it, including online</li> <li>• R44. That the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</li> <li>• H25. Strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</li> <li>• H27. The personal and social risks and consequences of substance use and misuse including occasional use</li> <li>• H31. Ways of assessing and reducing risk in relation to health, wellbeing and personal safety</li> <li>• H33. How to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.</li> </ul>
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Chapter	Lesson	
<b>6 Emotional wellbeing and mental health</b>	6.1 What are 'emotional wellbeing' and 'mental health'?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H2. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</li> <li>• H7. The characteristics of mental and emotional health and strategies for managing these</li> <li>• H8. The link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</li> <li>• H12. How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need.</li> </ul>
	6.2 What is 'resilience'?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence; self-esteem and good health and wellbeing</li> <li>• H2. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</li> <li>• H4. Simple strategies to help build resilience to negative opinions, judgments and comments</li> </ul>

		<ul style="list-style-type: none"> <li>H9. Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks.</li> </ul>
	6.3 Feelings and how to manage them	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>R1. About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</li> <li>R18. To manage the strong feelings that relationships can cause (including sexual attraction)</li> <li>H2. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</li> <li>H6. How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary.</li> </ul>
	6.4 What impacts on emotional wellbeing?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>R1. About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</li> <li>R18. To manage the strong feelings that relationships can cause (including sexual attraction)</li> <li>H2. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</li> </ul>

		<ul style="list-style-type: none"> <li>• H3. The impact that media and social media can have on how people think about themselves, including regarding body image, physical and mental health</li> <li>• H5. To recognise and manage internal and external influences on decisions which affect health and wellbeing</li> <li>• H11. The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible</li> <li>• H12. How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</li> <li>• H27. The personal and social risks and consequences of substance use and misuse including occasional use.</li> </ul>
	6.5 How do I cope with loss and bereavement?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R18. To manage the strong feelings that relationships can cause (including sexual attraction)</li> <li>• R22. The effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</li> <li>• H2. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</li> </ul>



		<ul style="list-style-type: none"> <li>H7. The characteristics of mental and emotional health and strategies for managing these.</li> </ul>
	6.6 Recognising the signs of mental illness	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>H2. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</li> <li>H7. The characteristics of mental and emotional health and strategies for managing these</li> <li>H11. The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible</li> <li>H12. How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need.</li> </ul>
	6.7 Ways to look after emotional wellbeing – self-care strategies	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence; self-esteem and good health and wellbeing</li> <li>H2. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</li> <li>H4. Simple strategies to help build resilience to negative opinions, judgments and comments</li> </ul>

		<ul style="list-style-type: none"> <li>• H9. Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</li> <li>• H10. A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</li> <li>• L3. To set realistic yet ambitious targets and goals.</li> </ul>
	6.8 Who can help? – support services	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H10. A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</li> <li>• H12. How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need.</li> </ul>

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Chapter	Lesson	
7 Healthy Lifestyle	7.1 What do we need to keep healthy?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise and online activities</li> <li>• H14. The benefits of physical activity and exercise for physical and mental health and wellbeing</li> <li>• H15. The importance of sleep and strategies to maintain good quality sleep</li> <li>• H17. The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</li> <li>• H19. The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.</li> </ul>
	7.2 Healthy Eating	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H17. The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</li> <li>• H18. What might influence decisions about eating a balanced diet and strategies to manage eating choices</li> </ul>

	7.3 Exercise	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H13. The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</li> <li>• H14. The benefits of physical activity and exercise for physical and mental health and wellbeing</li> <li>• H16. To recognise and manage what influences their choices about physical activity.</li> </ul>
	7.4 Things that support our health	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H15. The importance of sleep and strategies to maintain good quality sleep</li> <li>• H19. The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society</li> <li>• H20. Strategies for maintaining personal hygiene, including oral health, and prevention of infection</li> <li>• H21. How to access health services when appropriate</li> <li>• H23. The positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics.</li> </ul>

	7.5 When health goes wrong	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"><li>• H19. The importance of taking increased responsibility for their own physical health, including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society</li><li>• H21. How to access health services when appropriate</li><li>• H33. How to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.</li></ul>
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Chapter	Lesson	
<b>8 Risk and Safety</b>	8.1 What do we mean by 'risk'?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H30. How to identify risk and manage personal safety in increasingly independent situations, including online</li> <li>• H31. Ways of assessing and reducing risk in relation to health, wellbeing and personal safety</li> <li>• L20. That features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity.</li> </ul>
	8.2 How do we manage risky situations?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H30. How to identify risk and manage personal safety in increasingly independent situations, including online</li> <li>• H31. Ways of assessing and reducing risk in relation to health, wellbeing and personal safety</li> <li>• L20. That features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</li> <li>• L21. To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</li> </ul>

		<ul style="list-style-type: none"> <li>• L24. To understand how the way people present themselves online can have positive and negative impacts on them.</li> </ul>
	8.3 Being assertive and dealing with pressure	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R13. How to safely and responsibly form, maintain and manage positive relationships, including online</li> <li>• R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> <li>• R16. To further develop the skills of active listening, clear communication, negotiation and compromise</li> <li>• R42. To recognise peer influence and to develop strategies for managing it, including online</li> <li>• R43. The role peers can play in supporting one another to resist pressure and influence, change harmful social norms and access appropriate support.</li> </ul>
	8.4 Bullying	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R3. About the similarities, differences and diversity among people of different race, culture, ability, sex, gender, identity, age and sexual orientation</li> <li>• R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> </ul>

		<ul style="list-style-type: none"> <li>• R37. The characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</li> <li>• R38. To recognise bullying, and its impact, in all its forms, the skills and strategies to manage being targeted or witnessing others being bullied</li> <li>• L27. To respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms.</li> </ul>
	8.5 Gambling	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H32. The risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling</li> <li>• L15. To assess and manage risk in relation to financial decisions that young people might make</li> <li>• L19. To recognise financial exploitation in different contexts e.g. drug and money mules, online scams.</li> </ul>
	8.6 Gangs and knife crime	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> </ul>



		<ul style="list-style-type: none"> <li>• R43. The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</li> <li>• R44. That the need for peer approval can generate feeling of pressure and lead to increased risk-taking; strategies to manage this</li> <li>• R45. About the factors that contribute to young people joining gangs, the social, legal and physical consequences of gang behaviour</li> <li>• R46. Strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</li> <li>• R47. Motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</li> <li>• H30. How to identify risk and manage personal safety in increasingly independent situations, including online.</li> </ul>
	8.7 Female Genital Mutilation (FGM)	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H22. The risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM.</li> </ul>
	8.8 First aid and CPR	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H30. How to identify risk and manage personal safety in increasingly independent situations, including online</li> </ul>

		<ul style="list-style-type: none"> <li>H33. How to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.</li> </ul>
	8.9 Who can help?	<p>Students have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>H12. How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</li> <li>H21. How to access health services when appropriate.</li> </ul>

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Chapter	Lesson	
<b>9 Identity</b>	9.1 Who am I?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R3. About the similarities, differences and diversity among people of different race, culture, ability, sex, gender, identify, age and sexual orientation</li> <li>• R9. To clarify and develop personal values in friendships, love and sexual relationships</li> <li>• H1. How we are all unique, that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing.</li> </ul>
	9.2 What does family mean?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R1. About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that affect them</li> <li>• R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> <li>• R18. To manage the strong feelings that relationships can cause (including sexual attraction)</li> <li>• R35. The roles and responsibilities of parents, carers and children in families</li> </ul>

	<p>9.3 How can I contribute to family life?</p>	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R1. About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that affect them</li> <li>• R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> <li>• R15. To further develop and rehearse the skills of team working</li> <li>• R16. To further develop the skills of active listening, clear communication, negotiation and compromise</li> <li>• R18. To manage the strong feelings that relationships can cause (including sexual attraction)</li> </ul> <p>R35. The roles and responsibilities of parents, carers and children in families.</p>
	<p>9.4 Gender identity</p>	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R3. About the similarities, differences and diversity among people of different race, culture, ability, sex, gender, identify, age and sexual orientation</li> <li>• R4. The difference between biological sex, gender identity and sexual orientation</li> <li>• R41. The need to promote inclusion and challenge discrimination, and how to do so safely, including online.</li> </ul>

	9.5 Stereotypes	<ul style="list-style-type: none"> <li>• R3. About the similarities, differences and diversity among people of different race, culture, ability, sex, gender, identity, age and sexual orientation</li> <li>• R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> <li>• R39. The impact of stereotyping, prejudice and discrimination on individuals and relationships</li> <li>• R40. About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</li> <li>• R41. The need to promote inclusion and challenge discrimination, and how to do so safely, including online</li> <li>• L10. To recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</li> <li>• L23. To recognise the importance of seeking a variety of perspectives on issues and ways of accessing the evidence which supports those views.</li> </ul>
	9.6 Faith and values	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R3. About the similarities, differences and diversity among people of different race, culture, sex, gender, identity, age and sexual orientation</li> </ul>

		<ul style="list-style-type: none"> <li>• R9. To clarify and develop personal values in friendships, love and sexual relationships</li> <li>• H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</li> <li>• L2. To review their strengths, interests, skills, qualities and values and how to develop them.</li> </ul>
	9.7 How am I doing?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> <li>• H1. How we are all unique; that recognizing and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</li> <li>• L2. To review their strengths, interests, skills, qualities and values and how to develop them</li> </ul>
	9.8 What are my rights and responsibilities?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R3. About the similarities, differences and diversity among people of different race, culture, sex, gender, identity, age and sexual orientation</li> <li>• R41. The need to promote inclusion and challenge discrimination, and how to do so safely, including online.</li> </ul>

Explore PSHE for KS3		Links to PSHE Programme of Study
Chapter	Lesson	
10 Communities	10.1 Understanding our communities	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R3. About the similarities, differences and diversity among people of different race, culture, sex, gender, identity, age and sexual orientation</li> <li>• R41. The need to promote inclusion and challenge discrimination, and how to do so safely, including online</li> <li>• H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing.</li> </ul>
	10.2 How do I feel about difference?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R2. Indicators of positive, healthy relationships and unhealthy relationships, including online</li> <li>• R3. About the similarities, differences and diversity among people of different race, culture, sex, gender, identity, age and sexual orientation</li> <li>• R5. To recognise that sexual attraction and sexuality are diverse</li> <li>• R39. The impact of stereotyping, prejudice and discrimination on individuals and relationships</li> </ul>

		<ul style="list-style-type: none"> <li>• R40. About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</li> <li>• R41. The need to promote inclusion and challenge discrimination, and how to do so safely, including online</li> <li>• H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing.</li> </ul>
	10.3 How can we value each other?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R3. About the similarities, differences and diversity among people of different race, culture, sex, gender, identity, age and sexual orientation</li> <li>• R41. The need to promote inclusion and challenge discrimination, and how to do so safely, including online</li> <li>• H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing.</li> </ul>
	10.4 What makes a successful community?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> <li>• R15. To further develop and rehearse the skills of team working</li> </ul>



		<ul style="list-style-type: none"> <li>• R16. To further develop the skills of active listening, clear communication, negotiation and compromise</li> <li>• R41. The need to promote inclusion and challenge discrimination, and how to do so safely, including online.</li> </ul>
	10.5 What can cause problems in communities?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> <li>• R15. To further develop and rehearse the skills of team working</li> <li>• R16. To further develop the skills of active listening, clear communication, negotiation and compromise</li> <li>• R19. To develop conflict management skills and strategies to reconcile after disagreements</li> <li>• R23. The services available to support healthy relationships and manage unhealthy relationships; and how to access them.</li> </ul>
	10.6 Hate crime and radicalisation	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R2. Indicators of positive, healthy relationships and unhealthy relationships, including online</li> </ul>

		<ul style="list-style-type: none"> <li>• R3. About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</li> <li>• R38. To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</li> <li>• R39. The impact of stereotyping, prejudice and discrimination on individuals and relationships</li> <li>• R40. About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</li> <li>• R41. The need to promote inclusion and challenge discrimination, and how to do so safely, including online</li> <li>• L26. That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours.</li> </ul>
	10.7 How can I contribute to my community?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H10. A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</li> <li>• L11. Different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work.</li> </ul>

	<p>10.8 What do voluntary agencies do?</p>	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R15. To further develop and rehearse the skills of team working</li> <li>• R16. To further develop the skills of active listening, clear communication, negotiation and compromise</li> <li>• R17. Strategies to identify and reduce risk from people online that they do not already know; when and how to access help</li> <li>• R23. The services available to support healthy relationships and manage unhealthy relationships, and how to access them</li> <li>• H21. How to access health services when appropriate</li> <li>• H3. How to accept helpful feedback or reject unhelpful criticism</li> <li>• H11. The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible.</li> </ul>
	<p>10.9 How can we challenge prejudice and discrimination?</p>	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R3. About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</li> <li>• R39. The impact of stereotyping, prejudice and discrimination on individuals and relationships</li> </ul>

		<ul style="list-style-type: none"> <li>• R40. About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</li> <li>• R41. The need to promote inclusion and challenge discrimination, and how to do so safely, including online</li> <li>• L23. To recognise the importance of seeking a variety of perspectives on issues and ways of accessing the evidence which supports those views.</li> </ul>
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Explore PSHE for KS3		Links to PSHE Programme of Study
Chapter	Lesson	
<b>11 Planning for the future</b>	11.1 What are my aspirations?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</li> <li>• L2. To review their strengths, interests, skills, qualities and values and how to develop them</li> <li>• L3. To set realistic yet ambitious targets and goals</li> <li>• L9. The benefits of setting ambitious goals and being open to opportunities in all aspects of life</li> </ul>

		<ul style="list-style-type: none"> <li>• L10. To recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</li> <li>• L11. Different types and patterns for work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</li> <li>• L12. About different work roles and career pathways, including clarifying their own early aspirations</li> <li>• L14. To manage emotions in relation to future employment.</li> </ul>
	11.2 How do I work best with others?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> <li>• R15. To further develop and rehearse the skills of team working</li> <li>• R16. To further develop the skills of active listening, clear communication, negotiation and compromise</li> <li>• H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</li> <li>• L2. To review their strengths, interests, skills, qualities and values and how to develop them</li> </ul>

		<ul style="list-style-type: none"> <li>• L4. The skills and attributes that employers value</li> <li>• L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work.</li> </ul>
	11.3 Skills for working with others	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> <li>• R15. To further develop and rehearse the skills of team working</li> <li>• R16. To further develop the skills of active listening, clear communication, negotiation and compromise</li> <li>• H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</li> <li>• L2. To review their strengths, interests, skills, qualities and values and how to develop them</li> <li>• L4. The skills and attributes that employers value.</li> </ul>
	11.4 Goal setting	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• L1. Study, organisational, research and presentation skills</li> </ul>

		<ul style="list-style-type: none"> <li>• L2. To review their strengths, interests, skills, qualities and values and how to develop them</li> <li>• L3. To set realistic yet ambitious targets and goals</li> <li>• L9. The benefits of setting ambitious goals and being open to opportunities in all aspects of life.</li> </ul>
	11.5 How do I plan for my future?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</li> <li>• L2. To review their strengths, interests, skills, qualities and values and how to develop them</li> <li>• L9. The benefits of setting ambitious goals and being open to opportunities in all aspects of life</li> <li>• L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</li> <li>• L14. To manage emotions in relation to future employment.</li> </ul>
	11.6 My personal brand	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</li> </ul>

		<ul style="list-style-type: none"> <li>• L2. To review their strengths, interests, skills, qualities and values and how to develop them</li> <li>• L21. To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</li> <li>• L24. To understand how the way people present themselves online can have positive and negative impacts on them.</li> </ul>
	11.7 What do I need to plan for?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</li> <li>• L1. Study, organisational, research and presentation skills</li> <li>• L2. To review their strengths, interests, skills, qualities and values and how to develop them</li> <li>• L3. To set realistic yet ambitious targets and goals</li> <li>• L4. The skills and attributes that employers value</li> <li>• L9. The benefits of setting ambitious goals and being open to opportunities in all aspects of life.</li> </ul>



	<p>11.8 What opportunities are out there for me?</p>	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• L2. To review their strengths, interests, skills, qualities and values and how to develop them</li> <li>• L7. About the options available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process</li> <li>• L8. About routes into work, training and other vocational and academic opportunities and progression routes</li> <li>• L10. To recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</li> <li>• L12. About different work roles and career pathways, including clarifying their own early aspirations.</li> </ul>
	<p>11.9 How do I improve my prospects?</p>	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• L2. To review their strengths, interests, skills, qualities and values and how to develop them</li> <li>• L3. To set realistic yet ambitious targets and goals</li> <li>• L4. The skills and attributes that employers value</li> <li>• L6. The importance and benefits of being a lifelong learner</li> <li>• L9. The benefits of setting ambitious goals and being open to opportunities in all aspects of life</li> </ul>

		<ul style="list-style-type: none"> <li>L7. About the options available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process.</li> </ul>
	11.10 What does the law say about work?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>L13. About young people's employment rights and responsibilities.</li> </ul>

Explore PSHE for KS3		Links to PSHE Programme of Study
Chapter	Lesson	
12 Money and Me	12.1 How do I save and how do I budget?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• L3. To set realistic yet ambitious targets and goals</li> <li>• L15. To assess and manage risk in relation to financial decisions that young people might make</li> <li>• L16. About values and attitudes relating to finance, including debt</li> <li>• L17. To manage emotions in relation to money</li> <li>• L18. To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.</li> </ul>
	12.2 What influences our spending?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• L16. About values and attitudes relating to finance, including debt</li> <li>• L18. To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</li> </ul>
	12.3 How enterprising am I?	<p>Students should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• R15. To further develop and rehearse the skills of team working</li> <li>• H4. Simple strategies to help build resilience to negative opinions, judgements and comments</li> <li>• L1. Study, organisational, research and presentation skills</li> </ul>

		<ul style="list-style-type: none"><li>• L5. The skills and qualities required to engage in enterprise</li><li>• L9. The benefits of setting ambitious goals and being open to opportunities in all aspects of life.</li></ul>
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