




RGS KS3 PSHE



Department Vision:

"The Rochester Grammar School PSHE aims to support students to stay safe, healthy and prepared for life's opportunities"

 Health and Well-Being		
Health: <i>Understanding healthy lifestyles.</i> Health education will be delivered through logically ordered and responsive lessons that adapt to students' needs and promote lifelong healthy habits.	Personal Safety: <i>Recognising and responding safely.</i> Personal safety will be taught through carefully planned and age-appropriate lessons that build students' ability to recognise risks, make safe choices, and seek support when needed.	Drugs & Alcohol: <i>Understanding substance risks.</i> Drugs and alcohol education will be delivered through age-appropriate lessons that build understanding of substance risks and develop strategies to resist peer influence.
 Living in the Wider World		
Finance: <i>Understanding financial matters.</i> Financial products and choices will be taught through progressive and sequenced lessons to equip them with the skills and knowledge needed to make informed decisions.	Careers: <i>Exploring future pathways.</i> Careers education will be introduced through lessons that help students explore how personal strengths, values and interests can shape future pathways and opportunities.	Respecting Self & Others: <i>Empathy, kindness and awareness.</i> Respecting self and others will be explored through lessons that promote empathy, kindness and self-awareness both online and offline.
 Relationships (RSE)		
Sex & Relationships: <i>Building positive foundations for healthy and safe relationships.</i> Complex RSE topics are taught safely and effectively, in an inclusive and age-appropriate way. Students are supported to recognise healthy and unhealthy relationships and behaviours, and seek help if they need to.	Friends & Family: <i>Forming and maintaining respectful relationships.</i> Friendship and family relationships will be taught through lessons that develop empathy, inclusion and strategies to manage conflict and bullying.	Community: <i>Recognising and celebrating difference within communities.</i> Community and responsibility will be explored through lessons that encourage students to think critically about identity, diversity, and how to challenge stereotypes and promote inclusion.

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Health and Well-Being

Health: <i>Understanding healthy lifestyles.</i>	Personal Safety: <i>Recognising and responding safely.</i>	Drugs & Alcohol: <i>Understanding substance risks.</i>
<p>Students learn about puberty, periods, mental health, FGM, and physical wellbeing, recognising how to manage changes, challenge myths, and seek safe support.</p> <ul style="list-style-type: none"> • Puberty & Periods • Female Genital Mutilation • Mental Health • Eye Health (Form Time) • Dental Health (Form Time) 	<p>Students explore how to transition safely into secondary school, follow rules, show respect, and make informed choices around diet, exercise, and emergencies.</p> <ul style="list-style-type: none"> • Transition to Secondary School • Physical Health - Eating Responsibly • World Immunisation Week (Form Time) • Blood, Organ & Stem Cell Donation (Form Time) 	<p>Students examine the effects and risks of caffeine, smoking, vaping, and alcohol, while practising strategies to resist peer influence and reduce harm.</p> <ul style="list-style-type: none"> • Caffeine • Dangers of Cigarettes, Vaping & Alcohol




Living in the Wider World

Finance: <i>Understanding financial matters.</i>	Careers: <i>Exploring future pathways.</i>	Respecting Self & Others: <i>Empathy, kindness and awareness.</i>
<p>Students build early money management skills through budgeting and banking, understanding saving, borrowing, and how financial systems work.</p> <ul style="list-style-type: none"> • Budgeting • Banking • Managing Money - (Community Project) 	<p>Students reflect on their values, strengths, and interests to see how these shape career choices and pathways in different industries.</p> <ul style="list-style-type: none"> • Careers • Teamwork & Communication (Community Project) • Fortnightly Careers Spotlight (Form Time) • National Careers Week (Form Time) 	<p>Students focus on kindness, self-esteem, and respectful online behaviour, considering how digital life can affect wellbeing and relationships.</p> <ul style="list-style-type: none"> • Kindness • Self Esteem & Resilience • Sextortion (Form Time) • Social Media Algorithms (Form Time)

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 Relationships (RSE)		
Sex & Relationships: <i>Building positive foundations for healthy and safe relationships.</i>	Friends & Family: <i>Forming and maintaining respectful relationships.</i>	Community: <i>Recognising and celebrating difference within communities.</i>
<p>Students learn about healthy relationships and consent, understanding boundaries, online behaviour, and how to communicate respectfully.</p> <ul style="list-style-type: none"> • Safe & Positive Relationships On/Offline (including Consent) • Healthy Relationships 	<p>Students practise empathy, explore positive friendship strategies, and learn how to identify, respond to, and prevent bullying.</p> <ul style="list-style-type: none"> • Friendship & Empathy • Bullying 	<p>Students explore identity, belonging, bias, and stereotypes, developing strategies for inclusion and fairness in diverse communities.</p> <ul style="list-style-type: none"> • Identity & Community • Bias & Stereotypes • Dyslexia Awareness (Form Time) • Religious Festival Celebrations (Form Time) • Black History Month (Form Time) • Pride Month (Form Time)

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PSHE Curriculum Outline

Lesson Number	Topic	Lesson Title	Learning Objective	PoS Ref.	Prior Learning	Future Learning
1	HWB: Personal Safety	Transition to Secondary School	<ul style="list-style-type: none"> Identify school rules and people who can help with transition Describe ways to demonstrate respect in the school community Explain how to create a respectful environment in our PSHE classroom 	H1, H2, R13, R14	School rules, trusted adults, classroom behaviour	Managing change, resilience, mental wellbeing
2	LWW: Respecting Self & Others	Kindness	<ul style="list-style-type: none"> Explain what kindness means. Identify ways of showing kindness. Describe acts of kindness and explain how they can make people feel. 	R30, R33	Empathy, kindness in friendships	Challenging prejudice, promoting inclusion
3	LWW: Respecting Self & Others	Self-Esteem	<ul style="list-style-type: none"> Reflect on how life online can idealised and may not reflect reality. Empathise with others and offer advice to those who may be struggling online. Devise strategies to boost their self-esteem and consider 'how to be happy' 	H2, H3, H4	Recognising emotions, self-worth	Body image, mental health, coping strategies
4	RSE: Relationships	Healthy Relationships	<ul style="list-style-type: none"> Describe the features of committed, stable, healthy relationships Identify healthy and unhealthy relationship behaviours Explain appropriate online relationship behaviours 	R1, R2, R3, R5, R6	Friendship qualities, resolving conflict	Romantic relationships, boundaries, consent
5	RSE: Relationships	Consent	<ul style="list-style-type: none"> Explain what consent means, both legally and ethically, and why it is so important Describe how to recognize when a person is consenting and when they are not 	R7, R8, R9	Respecting personal space, saying no	Sexual consent, coercion, healthy communication

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			<ul style="list-style-type: none"> Explain how consent is sought, given, and not given in a healthy relationship Describe or demonstrate what to say and do to seek the consent of another person 			
6	HWB: Health	Puberty	<ul style="list-style-type: none"> Identify the emotional and physical changes that occur at puberty. Describe strategies to deal with the onset of puberty. 	H30, H31, H32	Basic body changes, hygiene	Sexual health, emotional wellbeing
7	HWB: Health	Periods	<ul style="list-style-type: none"> Understand the menstrual cycle and its role in reproduction. 	H30, H31, H32	Basic puberty knowledge	Fertility, contraception, reproductive health
8	HWB: Health	Female Genital Mutilation	<ul style="list-style-type: none"> Explain what is meant by FGM Identify risks, myths and facts associated with FGM Describe how to safely access support for ourselves or others who may be at risk, or have already been subject to FGM 	H34, R38, R39	Respecting bodies, safeguarding	Human rights, abuse prevention, support systems
9	HWB: Health	Mental Health	<ul style="list-style-type: none"> Evaluate the links between mental health and physical health Identify common misconceptions about mental health Recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health 	H6, H7, H9	Talking about feelings, empathy	Mental health conditions, accessing support
10	HWB: Personal Safety	Physical Health - Eating Responsibly	<ul style="list-style-type: none"> Identify different influences on decisions regarding diet and exercise Analyse why some influences might be stronger than others Evaluate which influences are more or less reliable Evaluate strategies to manage negative or less reliable influences 	H14, H16, H17, H18	Healthy eating, food groups	Nutrition, body image, long-term health
11	HWB: Drugs & Alcohol	Caffeine	<ul style="list-style-type: none"> Assess and evaluate their prior knowledge, beliefs and attitudes regarding substance use Describe the effects of caffeine consumption 	H24, H25	Substances and safety	Alcohol, vaping, addiction awareness

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			<ul style="list-style-type: none"> Explain the risks associated with caffeine consumption Evaluate strategies to reduce caffeine consumption 			
12	HWB: Drugs & Alcohol	Dangers of Cigarettes, Vaping & Alcohol	<ul style="list-style-type: none"> Identify a range of risks related to tobacco and e-cigarette use Analyse a range of potential influences on young people to smoke Demonstrate strategies for managing peer influence in situations involving tobacco and e-cigarettes/vapes 	H24, H25, H26	Saying no, understanding risks	Legal consequences, addiction, harm reduction
13	LWW: Careers	Careers	<ul style="list-style-type: none"> Assess how personal values and strengths can influence someone's career choices Identify that people can have different jobs working within the same field or industry Explain how someone's skills and interests can lead to different career pathways 	L1, L2, L4, L6	Jobs people do, aspirations	Work experience, CVs, career planning
14	LWW: Money	Budgeting	<ul style="list-style-type: none"> Demonstrate budgeting in practice and identify times we should spend, borrow or save. Describe how we can budget and where we should spend, borrow or save. Explain how people budget and why sometimes it is better to save money than to spend it. 	L15, L16, L18	Needs vs wants, money basics	Financial planning, debt, credit
15	LWW: Money	Banking	<ul style="list-style-type: none"> Identify what a bank is and how banks work. Describe how banks make money, through the 'money cycle'. Explain how banks use our money to invest in other people and businesses, and how they can reward savers with interest. 	L15, L16, L18	What money is, saving	Loans, investments, financial responsibility
16	RSE: Community & Responsibility	Identity & Community	<ul style="list-style-type: none"> Describe some of the ways that people can be similar and different to one another Explain what may affect whether someone feels they belong in a community 	R33, R34, R38	Celebrating differences, empathy	Protected characteristics, discrimination

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			<ul style="list-style-type: none"> Suggest or identify strategies to help people to feel they belong in a community 			
17	RSE: Community & Responsibility	Bias & Stereotypes	<ul style="list-style-type: none"> Describe a range of cognitive biases (including implicit bias) and how these can affect decisions and behaviours Evaluate strategies to help people address biases and make fairer decisions Describe what a stereotype is and how beliefs might affect someone's wellbeing or sense of belonging Recognise, and suggest ways to safely challenge, stereotypes across a range of contexts 	R33, R34, R38, R39	Fairness, respecting others	Inclusion, unconscious bias, social justice
18	RSE: Friends & Family	Friendship & Empathy	<ul style="list-style-type: none"> Identify a range of strategies for making and maintaining positive friendships Describe or demonstrate how to empathise with peers Analyse the effectiveness of strategies that can be used to include others 	R10, R11, R13	Making friends, kindness	Relationship dynamics, peer support
19	RSE: Friends & Family	Bullying & Bystanders	<p>Identify bullying in all its forms and the potential impact on those involved</p> <p>Describe skills and strategies to prevent bullying</p> <p>Explain how and where to communicate concerns about friendships and bullying, including online</p>	R19, R20, R28	What bullying is, asking for help	Online safety, restorative approaches