




# RGS KS3 PSHE





## Department Vision:

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

 <b>Health and Well-Being</b>		
<b>Health:</b> <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.	<b>Personal Safety:</b> <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.	<b>Drugs &amp; Alcohol:</b> <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.
 <b>Living in the Wider World</b>		
<b>Finance:</b> <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.	<b>Careers:</b> <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.	<b>Respecting Self &amp; Others:</b> <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.
 <b>Relationships (RSE)</b>		
<b>Sex &amp; Relationships:</b> <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.	<b>Friends &amp; Family:</b> <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.	<b>Community:</b> <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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 <b>Health and Well-Being</b>		
<b>Health:</b> <i>Understanding healthy lifestyles.</i>	<b>Personal Safety:</b> <i>Recognising and responding safely.</i>	<b>Drugs &amp; Alcohol:</b> <i>Understanding substance risks.</i>
<p>Students build emotional literacy, resilience, and coping strategies, learning how to recognise signs of poor mental health and where to seek help.</p> <ul style="list-style-type: none"> <li>Emotional Literacy</li> <li>Mental Health - Self Harm</li> <li>Eye Health (Form Time)</li> <li>Dental Health (Form Time)</li> </ul>	<p>Students develop the skills to identify emergencies, give first aid, and access appropriate support to stay safe.</p> <ul style="list-style-type: none"> <li>Dealing with an Emergency</li> <li>Internet Safety - Online Grooming</li> <li>World Immunisation Week (Form Time)</li> <li>Blood, Organ &amp; Stem Cell Donation (Form Time)</li> </ul>	<p>Students explore the realities, risks, and influences linked to alcohol, vaping, and drugs, alongside strategies for making informed, safe choices.</p> <ul style="list-style-type: none"> <li>Alcohol &amp; Risk</li> <li>Vaping</li> <li>Attitudes Towards Drugs</li> </ul>
 <b>Living in the Wider World</b>		
<b>Finance:</b> <i>Understanding financial matters.</i>	<b>Careers:</b> <i>Exploring future pathways.</i>	<b>Respecting Self &amp; Others:</b> <i>Empathy, kindness and awareness.</i>
<p>Students gain an understanding of income, expenditure, saving, and budgeting, while considering the social and moral aspects of financial decisions.</p> <ul style="list-style-type: none"> <li>Finance - Income &amp; Expenditure</li> <li>Savings</li> <li>Budgeting (Water Project)</li> </ul>	<p>Students learn about different types of employment, influences on career choices, and what makes a positive work environment.</p> <ul style="list-style-type: none"> <li>Careers – Types of Employment</li> <li>Fortnightly Careers Spotlight (Form Time)</li> <li>National Careers Week (Form Time)</li> </ul>	<p>Students examine online behaviours, consent, pressures, and how to respond positively to harmful or manipulative actions online</p> <ul style="list-style-type: none"> <li>Healthy Online Behaviours</li> <li>Responding to Harmful Online Behaviours</li> <li>Sextortion (Form Time)</li> <li>Social Media Algorithms (Form Time)</li> </ul>

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 <b>Relationships (RSE)</b>		
<b>Sex &amp; Relationships:</b> <i>Building positive foundations for healthy and safe relationships.</i>	<b>Friends &amp; Family:</b> <i>Forming and maintaining respectful relationships.</i>	<b>Community:</b> <i>Recognising and celebrating difference within communities.</i>
<p>Students reflect on values, explore consent and healthy relationships, and examine risks such as sharing sexual images and distorted media expectations.</p> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Relationship Values</li> <li>• Sharing Nude Images (Risks and Consequences)</li> </ul>	<p>Students develop skills for managing conflict and communication in friendships and family life, recognising healthy and unhealthy patterns.</p> <ul style="list-style-type: none"> <li>• Domestic Conflict</li> <li>• Bullying (Form Time)</li> </ul>	<p>Students explore British values, tolerance, discrimination, and bias, and consider how to challenge stereotypes and show respect in diverse contexts.</p> <ul style="list-style-type: none"> <li>• British Values &amp; Tolerance</li> <li>• Discrimination &amp; Protected Characteristics</li> <li>• Dyslexia Awareness (Form Time)</li> <li>• Religious Festival Celebrations (Form Time)</li> <li>• Black History Month (Form Time)</li> <li>• Pride Month (Form Time)</li> </ul>

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## PSHE Curriculum Outline

Lesson Number	Topic	Lesson Title	Learning Objective	PoS Ref.	Prior Learning	Future Learning
1	HWB: Health	Emotional Literacy	<ul style="list-style-type: none"> <li>Explain the factors that affect emotional wellbeing</li> <li>Identify ways to promote emotional wellbeing and build resilience</li> <li>Reframe and learn from disappointments and setbacks</li> </ul>	H1, H2, H3, H4	Emotional changes in puberty; self-awareness	Mental health conditions; managing stress
2	HWB: Health	Mental Health – Coping Strategies	<ul style="list-style-type: none"> <li>Explain why self-harm and eating disorders are unhealthy coping strategies</li> <li>Recognise misconceptions about unhealthy coping strategies</li> <li>Recognise warning signs of emotional difficulties</li> <li>Identify suitable sources of support and explain why, when and how to seek help for ourselves or others</li> </ul>	H5, H6, H7, H8, H9	Emotional literacy; support networks	Mental health stigma; peer support
3	HWB: Personal Safety	Dealing with an Emergency	<ul style="list-style-type: none"> <li>I can understand and follow rules in school to stay safe and healthy.</li> <li>I can identify an emergency and know how to give first aid.</li> <li>I can identify where and how to get help in an emergency.</li> </ul>	H30, H31	Basic safety awareness	CPR; emergency scenarios
4	HWB: Drugs & Alcohol	Alcohol & Risk	<ul style="list-style-type: none"> <li>Explain that most young people their age do not use alcohol and analyse the reasons why young people's alcohol use is declining</li> <li>Describe the effects of alcohol misuse</li> <li>Describe strategies to manage influences on alcohol use</li> <li>Identify sources of support for alcohol misuse</li> </ul>	H23, H24, H25, H26	Peer pressure; decision-making	Addiction; long-term health impacts
5	HWB: Drugs & Alcohol	Vaping	<ul style="list-style-type: none"> <li>Understand the key facts around vaping and why young people might choose to vape.</li> <li>Understand the possible impacts of vaping.</li> </ul>	H24, H25, H26	Substance awareness	Legal implications; quitting strategies

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			<ul style="list-style-type: none"> <li>Consider the effects of nicotine and what nicotine addiction may look like, including how to seek support if they are worried about addiction.</li> </ul>			
6	HWB: Drugs & Alcohol	Attitudes Towards Drugs	<ul style="list-style-type: none"> <li>Describe the names, appearance and effects of a range of illegal drugs.</li> <li>Analyse their attitudes and beliefs about the prevalence of drug use amongst young people.</li> <li>Assess the reasons why young people might choose to use or not use drugs.</li> </ul>	H27, H28, H29	Risk and peer influence	Law and consequences; addiction
7	LWW: Respecting Self & Others	Healthy Online Behaviours	<ul style="list-style-type: none"> <li>Explain what consent is and why it is important, including online</li> <li>Identify appropriate, inappropriate, and non-consensual behaviour online</li> <li>Describe the pressures that people might experience when chatting online and strategies for managing this</li> <li>Explain the impact of teasing ('banter') and bullying online</li> </ul>	R13, R14, R15, R16	Online safety basics	Sexting; grooming; legal risks
8	LWW: Respecting Self & Others	Responding to Harmful Online Behaviours	<ul style="list-style-type: none"> <li>Identify pressure and manipulative behaviour, including the use of false identities, online</li> <li>Describe ways to respond to requests for information or images online</li> <li>Explain what it means to be a 'positive bystander', including online</li> <li>Assess when and how to ask for help for things I, or others, have experienced online, including grooming</li> </ul>	R17, R18, R19	Online boundaries	Reporting abuse; safeguarding
9	<b>External Speaker TBC</b>					
10	RSE: Relationships	Relationship Values	<ul style="list-style-type: none"> <li>Reflect on and articulate relationship values</li> <li>Identify health and unhealthy relationship behaviours and suggest ways to respond</li> </ul>	R1, R2, R3, R4	Friendship qualities	Intimacy; boundaries
11	RSE: Relationships	Sharing Nude Images (Risks)	<ul style="list-style-type: none"> <li>Justify views around expectations in relationships</li> <li>Explain issues relating to the sharing of sexual images</li> </ul>	R18, R19, R20	Online safety	Sexting laws; consent

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		and Consequences)	<ul style="list-style-type: none"> <li>Explain how the media can distort relationship expectations</li> </ul>			
12	RSE: Relationships	Consent	<ul style="list-style-type: none"> <li>Identify common assumptions relating to consent and explain why these are wrong</li> <li>Explain the right to not give, or withdraw consent at any time and why this must be respected</li> <li>Describe or demonstrate ways to avoid making assumptions related to consent, and strategies someone could use to not give or withdraw consent</li> </ul>	R21, R22, R23	Respect and boundaries	Sexual consent; safeguarding
13	LWW: Careers	Careers	<ul style="list-style-type: none"> <li>Explain differences between employment, self-employment, and voluntary work</li> <li>Analyse the factors that can influence the type of employment someone may have</li> <li>Explain what a positive work environment looks like to different people</li> </ul>	L1, L2, L3, L4	Aspirations; goal setting	CVs; interviews; work experience
14	LWW: Money	Finance - Income & Expenditure	<ul style="list-style-type: none"> <li>Identify why people spend and save.</li> <li>Explain how peoples wants and needs change over time.</li> <li>Explore how to budget for a specific purpose.</li> </ul>	L16, L17	Needs vs wants	Credit/debt; financial planning
15	LWW: Money	Savings	<ul style="list-style-type: none"> <li>Identify key terms and information about your own income and expenditure.</li> <li>Explore social and moral dilemmas about the use of money, and financial decisions.</li> </ul>	L18, L19	Money basics	Investment; ethical finance
16	RSE: Community & Responsibility	British Values & Tolerance	<ul style="list-style-type: none"> <li>Identify what is meant by British Values.</li> <li>Describe how in school and in wider society we can expect to be treated with respect by others, and that in turn we should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> </ul>	L8, L9, L10	Diversity and inclusion	Human rights; extremism
17	RSE: Community & Responsibility	Discrimination & Protected Characteristics	<ul style="list-style-type: none"> <li>Describe a range of cognitive biases (including implicit bias) and how these can affect decisions and behaviours</li> </ul>	R39, R40, R41	Prejudice awareness	Allyship; activism

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			<ul style="list-style-type: none"> <li>Evaluate strategies to help people address biases and make fairer decisions</li> <li>Explain what a stereotype is and how beliefs might affect someone's wellbeing or sense of belonging</li> <li>Recognise and suggest ways to safely challenge stereotypes, across a range of contexts</li> </ul>			
18	RSE: Friends & Family	Friendship Challenges	<ul style="list-style-type: none"> <li>Identify how to distinguish between healthy and unhealthy communication within friendships, including online</li> <li>Explain possible forms of communication used during friendship challenges or conflict, and their potential impact</li> <li>Demonstrate conflict management skills and strategies to reconcile after disagreements</li> <li>Evaluate exit strategies in risky situation and how to access support</li> </ul>	R6, R7, R8	Healthy friendships	Peer mediation; emotional literacy
19	RSE: Friends & Family	Domestic Conflict	<ul style="list-style-type: none"> <li>To explore common causes of conflict between young people and parent/carers.</li> <li>To learn how to manage conflict at home</li> </ul>	R9, R10	Family roles	Support services; coping strategies