

Appendix 1

George Eliot Academy 2025

Overview of the George Eliot Academy PSHE from September 2025



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	7.01 – Valuing myself and others	7.02 – Responsibilities and values	7.03 – Amplifying voices	7.04 – Making safe choices	7.05 – Growing and thriving	7.06 – Healthy futures
Year 8	8.01 – Building perspectives	8.02 – My place in the world	8.03 – Intimate relationships	8.04 – Responding to risk	8.05 – Making good decisions	8.06 – Risks, attitudes and influences
Year 9	RSE	Health and Wellbeing	Careers	RSE	RSE	Living in the wider world
Year 10	Careers	Health and Wellbeing	Health and Wellbeing	Finance	RSE	RSE

Summary of each unit



7.01 - Valuing myself and others

The content of this unit, **Valuing myself and others**, helps pupils to think about their place in their community, supporting them to settle into secondary school. It encourages them to think about how they can work well as a **member of a team**, and how they must learn to balance their own need to **articulate emotions** with the need to employ **social skills** and **build relationships**. They will learn about **different viewpoints** and what it means to have **extreme viewpoints**, which will support them as they find their place in a much larger and more **diverse** school community than they have experienced before. The work on **relationship behaviours** and **risk-taking** supports the increased independence that young people experience as they transition from Year 6 to Year 7.

Many schools have off-timetable sessions with Year 7 as part of their induction to secondary school. For that reason, this unit includes **several additional sessions on teamwork** to support effective transition.

7.02 - Responsibilities and values

This unit, **Responsibilities and values**, builds on the work on perspectives and differences that they have done in 7.01. They will review their own **strengths, interests, skills, qualities and values** and think about how to develop them, considering how these align with **positive relationship behaviours**. They will think about how their **healthy choices** impact upon them, learning about the responsibilities pertaining to **vaccinations**. They will learn about **roles and responsibilities within families**, and consider **how their values affect their choices, boundaries and behaviours**, focusing on **finances** and then **different relationships**.

Sequence of lessons

- Sharing perspectives (S)
- Respecting differences (S)
- Factors affecting different relationships (S)
- Mental and emotional health (S)
- Risky behaviour (S)
- Presenting myself well

Sequence of lessons

- Reviewing strengths and values; qualities in positive relationships (S)
- Healthy balance: vaccinations (S)
- Family roles and responsibilities (S)
- Income inequality and ethics
- Values in relationships (S)

Summary of each unit



7.03 - Amplifying voices

This unit, **Amplifying voices**, helps pupils to continue to think about the impact that they can have on their world. It begins by considering the **relationship between the language we use and mental health stigma**, moving on to looking at how we **can use social media in a way that can enhance our lives**. Analysing **the portrayal of relationships in the media** and **the impact of the media on the way we view ourselves and others** helps pupils to begin to think more critically about the role of the media in our formation of self-identity. This unit **covers how to respond when things go wrong online**. We continue to look at financial decision-making, thinking about **the ethics of the finance industry** and supporting pupils as they begin to develop a viewpoint on the social and environmental impacts of financial decisions.

7.04 - Making safe choices

Making safe choices introduces pupils to the idea that **the way people present themselves online can have positive and negative impacts on them**. We teach strategies to manage pressure to **share an image** of themselves or others before considering how this relates to issues of **consent** and the **law**. pupils are encouraged to think about **managing personal safety in increasingly independent situations**, including how to give **first aid** to themselves and others. pupils will consider the safe choices they can make to **set clear boundaries** around aspects of life that they want to remain private.

Sequence of lessons

- Mental health stigma (S)
- Social media opportunities and benefits
- Media and self-image (S)
- Media representations of relationships (S)
- Responding when things go wrong online (S)
- Social and environmental impacts of financial decisions

Sequence of lessons

- Presenting self online (S)
- Sharing images (S)
- Reducing risk online (S)
- Managing personal safety (S)
- First aid and common injuries (S)
- Establishing personal values and clear boundaries (S)

Summary of each unit



7.05 - Growing and thriving

The content of this unit feels increasingly mature, with pupils learning about **FGM and the reasons given for enacting it, despite its status as a criminal act**. An understanding of **consent** is deepened through a consideration of it in relation to **peer influence**. pupils learn about **triggers for unhealthy coping behaviours**, and **strategies to manage the physical and mental changes that are a typical part of growing up**, including puberty and menstrual wellbeing. The topics of **gender and sexuality** are introduced, with pupils learning the meaning of key language such as heterosexual, homosexual and bisexual. The emphasis in these sessions is **the universal right to be treated with respect and dignity**. pupils are taught about **bullying and its impact**, as well as **skills and strategies** to manage being targeted or witnessing others being bullied.

7.06 - Healthy futures

In this **Healthy futures** unit, pupils are encouraged to take more responsibility for their health and success, both now and in the future. pupils learn the importance of **taking increased responsibility for their own physical health** including dental check-ups, sun safety and self-examination, **eating a balanced diet** and **maintaining personal hygiene**. pupils will learn that there are **positive and negative ways that drugs are used**, and will learn about over-the-counter medications and antibiotics as well as alcohol, nicotine and other legal and illegal substances. pupils will learn about the **Misuse of Drugs Act 1971**. pupils will consider the role of employment in their future, learning about some **different types and patterns of work, including employment, self-employment and voluntary work**.

Sequence of lessons

- What is FGM? (S)
- Peer influence and consent (S)
- Triggers for unhealthy coping strategies (S)
- Strategies to manage puberty (S)
- Gender and sexuality (S)
- Recognising bullying (S)

Sequence of lessons

- Taking responsibility for physical health (S)
- A balanced diet: part of a healthy lifestyle (S)
- Positive and negative uses of drugs (S)
- The Misuse of Drugs Act 1971 (S)
- Different types and patterns of work

Summary of each unit



8.01 - Building perspectives

This unit, **Building perspectives**, helps pupils to recognise the importance of seeking a variety of **perspectives** on issues and learn to **discuss and debate** topical issues respectfully. pupils learn about the impact of **stereotyping, prejudice and discrimination** on individuals and relationships, and develop strategies to build **resilience** to setbacks, as well as skills for maintaining **good self-esteem**. Finally, pupils will think about the positive effects of **goal setting, feedback and deadlines** on productivity and outlook.

8.02 - My place in the world

My place in the world picks up on the goal setting work of 8.01 by looking at longer term goals of **routes into work, training and other vocational and academic opportunities**. pupils then begin to consider **how social media can be used positively to engage with global and local issues**, and move on to thinking about the place they hold in others' worlds, learning about the importance of **trust** in relationships, as well as the importance of **challenging harmful social norms**. Finally, pupils build on their understanding of **boundary setting** by considering it in the context of **managing strong feelings in relationships**, including sexual attraction.

Sequence of lessons

- Seeking perspectives; assessing evidence
- Discussing issues respectfully (S)
- Stereotyping, prejudice, and discrimination (S)
- Building resilience
- Managing stress and emotional challenges (S)
- Goal setting

Sequence of lessons

- Routes into work and further education
- Social media: opportunities
- Building and undermining trust (S)
- Challenging harmful social norms (S)
- Strong feelings and boundaries (S)



8.03 - Intimate relationships

This unit, **Intimate relationships**, begins by emphasising the nature and importance of **stable, long-term relationships for family life and bringing up children**. pupils' increasing maturity means that this is an appropriate time to teach about the value of **delaying all kinds of sex**, as well as explicitly teaching **the legal age of consent**. pupils will learn about **consent in the context of intimate relationships**, including **legal and moral implications**, and will be given an **overview of the risks of unprotected sex**.

Sequence of lessons

- Stable, long-term relationships (S)
- Intimacy without sex (S) (W)
- Consent in intimate relationships (S) (W)
- Consent: legal and moral implications (S)
- Risks of unprotected sex (S) (W)

8.04 - Responding to risk

Responding to risk covers a range of risks that pupils may experience, beginning with those associated with the internet, namely that **features of the internet can amplify risks and opportunities**. The unit also covers the **different types of gangs**, and the **social, legal and physical consequences of gang behaviours**. **FGM** is covered again in this unit (it is covered each year as a safeguarding measure); the **signs that someone is at risk** are covered, as is more **detailed information about what FGM constitutes**. pupils learn about how their **aspirations can be limited by stereotypes and family or cultural expectations**, and how to recognise and manage **internal and external influences** on decisions which affect health and wellbeing.

Sequence of lessons

- The internet: risks and opportunities (S)
- Factors that contribute to young people joining gangs (S)
- Risks and facts associated with FGM (S)
- Cultural expectations that may limit aspirations (S)
- Internal and external influences on health decisions

Summary of each unit



8.05 - Making good decisions

Making Good Decisions begins by looking at **access to different health services** and the **differences between the services** provided by 999, 111, the GP, the hospital and the pharmacist. pupils learn about **factors that can influence decisions on eating a balanced diet and taking part in physical exercise**, as well as **strategies** to manage these. The unit also covers the **benefits of physical exercise**. pupils learn about the risks of **drugs and alcohol** and **carrying a weapon**, as well as how to mitigate these. As part of water safety training more broadly, **inland water safety** is delivered in this unit, though coastal schools may decide to deliver the coastal water safety lesson here instead.

8.06 - Risks, attitudes and influences

pupils build on their knowledge of first aid by learning about CPR and the use of defibrillators in this unit, **Risks, attitudes and influences**. They learn about **evaluating the validity of misconceptions around drugs, alcohol and tobacco** and that **substance use and misuse, including occasional use, can have a range of personal and social consequences**. We teach strategies to **manage a range of influences** on drug, alcohol and tobacco use, including **direct and indirect peer pressure**. Finally, pupils continue their financial education by learning about **different attitudes and values relating to finance and debt**, and **strategies to assess and manage risk in relation to financial decisions**.

Sequence of lessons

- How to access health services (S)
- Factors that influence decisions about diet
- Benefits of exercise (S)
- The effect of drugs and alcohol (S)
- Inland water safety
- Consequences of carrying a weapon

Sequence of lessons

- CPR and the use of defibrillators (S)
- Drugs, alcohol, and tobacco: misconceptions (S)
- Consequences of substance misuse (S)
- Strategies to manage influences on drug, alcohol and tobacco use (S)
- Different attitudes to finance and debt
- Assessing and managing risk in relation to financial decisions

Summary of each unit



9.01 - Viewpoints and responsibilities

Viewpoints and responsibilities begins by looking at how to **actively promote inclusion and challenge discrimination**, teaching pupils about **laws pertaining to equality, inclusion and discrimination**. pupils build upon what they learned about **extremism** in 7.01 by considering the **strategies used by extremist recruiters**. pupils deepen their understanding of the responsibility we all have for taking care of our health, learning more about the **science of sleep**. pupils will revisit how they can recognise **when they or others need help with mental health**, including looking for **warning signs of suicide in others**. pupils of both sexes will learn about **self-examination of breasts and testicles**.

9.02 - Lifelong learning

In this unit, **Lifelong learning**, pupils learn **that being a lifelong learner is essential in today's fast-paced and ever-changing world**. They will learn about the **skills and attributes that employers value**, and begin to recognise that **engaging in enterprise requires a combination of skills, qualities, and attitudes**. pupils will learn **strategies to manage emotions** in relation to key elements of adult life, **namely future employment and finances**. They will learn about **young people's employment rights and responsibilities** and the additional protections in place. There will be space to explore the **options available to them at the end of Key Stage 3**.

Sequence of lessons

- Promoting inclusion and challenging discrimination (S)
- Extreme views (S)
- Seeking help with mental health (S)
- Responsibility for health: sleep quality and routines (S)
- Responsibility for health: self-examination of breasts and testicles (S)

Sequence of lessons

- Continuous learning in a digital age
- Skills and attributes needed for employment and enterprise
- Emotions and finances
- Young people's employment rights and responsibilities (S)
- Post-Key Stage 3 options

Summary of each unit



9.03 - Risks and opportunities

In this unit, **Risks and opportunities**, pupils learn about the **risks associated with gambling and chance-based transactions**, as well as **strategies to manage peer and other influences**. They learn about the differences between **dependence and addiction** and how to seek help to manage these. pupils will learn about **financial exploitation**, including concepts like **money and drug mules, online scams, phishing, elder abuse and exploitative lending practices**. They will build on the work in 8.03 on **gangs, learning more about exit strategies and appropriate support**. They will also build upon the work done in 8.02 on the **positive use of social media**, looking at how it can offer **opportunities to engage with a wide variety of views on different issues**.

9.04 - Intimacy and consent

This unit, **Intimacy and consent**, reflects pupils' developing maturity and builds upon the work on consent and intimate relationships explored throughout previous units. The exploration of media representations and how these can shape our perceptions considers the more mature theme of **pornography** and how it can **shape people's perceptions and expectations of relationships and sex**. **Expectations of males and females within relationships**, shared responsibilities irrespective of sex/gender and stereotypes are all tackled in this unit. pupils' understanding of marriage is deepened as they look at the facts and implications of **forced marriages**. Consent work focuses on helping pupils to **gauge when they are ready for intimacy**, remembering that it is not appropriate or legal to engage in sexual activity before the legal age of consent, which is 16. pupils are helped to understand the **implications of different types of intimacy**, including **sexual intimacy**.

Sequence of lessons

- Risks of gambling and chance-based interactions (S)
- Dependence and addiction
- Financial exploitation
- Pressure to join a gang; exit strategies (S)
- Risks and opportunities of social media (S)

Sequence of lessons

- The media (including pornography) and our perceptions (S) (W)
- Expectations of gender roles in intimate relationships (S) (W)
- Forced marriage (S)
- Consent and gauging readiness for intimacy (S) (W)
- Emotional and physical consequences of sexual intimacy (S) (W)

Summary of each unit



9.05 – Safe sex

This unit, **Safe sex**, is designed to give space in the curriculum to allow pupils to have access to **contraception workshops**. Further guidance on accessing these is available in the Teacher Pack for this unit. In this unit, pupils will also learn about the **communication and negotiation skills necessary for contraceptive decision-making** in healthy relationships.

Sequence of lessons

- Communication and negotiation skills necessary for contraceptive decisions (S) (W)
- Different forms of contraception; access, advantages and disadvantages (S) (W)

9.06 - Changing relationships

Changing relationships explores the ways relationships, including intimate relationships, can change and end. The unit begins by building upon 9.05, looking at **unintended pregnancy and its potential consequences**. pupils consider the idea that **loss and change in relationships are an important part of emotional development**, and that seeking support during challenging times is important. pupils will recognise that **cultural and religious beliefs may influence how individuals experience and cope with change, separation, divorce and bereavement** and build upon the work on **identifying unhealthy coping behaviours** that they touched upon in 7.05. As they finish their Key Stage 3 PSHE and RSE, pupils will take time **to reflect upon their own personal values by self-reflecting and exploring values** that are the most important to them.

Sequence of lessons

- The consequences of unintended pregnancy (S)
- Loss and change in relationships (S)
- Changing and ending relationships (S)
- Unhealthy coping behaviours (S)
- Clarifying and developing personal values in relationships (S)

Summary of each unit



10.01 - Reflect and respond

pupils begin this unit, **Reflect and respond**, by reflecting on the **principles and ideals that guide their behaviours in evolving relationships** and recognising the importance of **considering alternative perspectives**. pupils continue their education on prejudice by learning that **long-held beliefs can take time to change**, and that you are unlikely to get someone to abandon their prejudicial views immediately. pupils will deepen their understanding of the **Equality Act 2010** and learn about **workplace stereotyping in specific fields**. This unit supports pupils to draw upon their reflections by considering how they can be a **role model to younger people**, finishing the unit by **reflecting upon their own strengths, weaknesses, opportunities and threats to future employability success**.

10.02 - Personal safety

In **Personal safety**, pupils continue their understanding of staying safe by learning about the differences between **manipulation, coercion and persuasion**, working to recognise situations where they may be **adversely influenced or at risk** due to being part of a particular group or gang. pupils will learn to make informed lifestyle choices regarding **sleep, diet and exercise** based on robust research, in order to stay safe and well. This unit picks up on **FGM** as part of a lesson on **identifying risk**, and then helps pupils to consider the impact of **power dynamics on intimacy, consent and sharing images**. Finally, pupils should have the opportunity to continue to develop their confidence in **administering first aid**, ideally in a practical session led by experts.

Sequence of lessons

- Challenging evolving relationships, beliefs and values as we grow (S)
- Challenging long-held beliefs and prejudices (S)
- The Equality Act 2010 (S)
- Career-related stereotypes (S)
- Becoming a positive role model
- Employability skills and self-reflection

Sequence of lessons

- Manipulation, persuasion and coercion (S)
- Recognising situations of undue influence (S)
- Making informed lifestyle choices (S)
- Managing risk, including around FGM (S)
- Circumstances around intimacy and the sharing of sexual images (S) (W)
- Increasing confidence in administering first aid (S)

Summary of each unit



10.03 - Making choices

In this unit, **Making choices**, pupils learn about the purpose of blood, organ and stem cell donation. pupils build upon work done in previous units on addiction and dependence by **learning about common signs of addiction** and the **importance of recognising patterns** of behaviour that have negative consequences on physical or mental health. pupils learn about **common STIs and their treatment**, learning to about the importance of **overcoming barriers, including embarrassment and misconceptions, about sexual health and the use of sexual health services**. This unit helps pupils to build upon their understanding of the impact of unplanned pregnancy by teaching about **responses to unplanned pregnancy** (such as abortion) in more detail.

10.04 - Building resilience

pupils work on **Building resilience** by learning about **thinking errors associated with gambling**, such as gamblers' fallacy and a range of gambling related harms. pupils continue to engage with the **characteristics of mental and emotional health**, learning about **the role that the media plays in promoting a narrow and unrealistic definition of beauty for males and females and how this can impact us**. pupils learn that social media may **disproportionately feature exaggerated or inaccurate** information. pupils are encouraged to engage with the **benefits and disadvantages of spending time online**, thinking about opportunities for **positive online content creation**. Finally, pupils consider the role played by resilience alongside factors that contribute to young people becoming involved in **serious organised crime**.

Sequence of lessons

- Blood, organ and stem cell donation (S)
- Addressing addiction
- Common STIs and treatment (S) (W)
- Barriers to sexual health (S) (W)
- Unplanned pregnancy and choices (S)

Sequence of lessons

- Gambling-related harms
- Common mental health concerns; the media and body standards (S)
- Social media: inaccuracy and extreme viewpoints (S)
- Benefits and disadvantages to spending time online (S)
- Positive online content creation
- Involvement in serious organised crime (S)

Summary of each unit



10.05 - Developing personal values

In this unit, **Developing personal values**, pupils will learn about the **opportunities and potential risks of establishing and conducting relationships online**. They will consider to explore the **potentially damaging representations constructed by pornography** and the **differences between pornography and healthy, consensual relationships**. pupils learn about **victim-blaming and its impact** and that **alcohol and drugs can impair a person's judgment and decision-making abilities**, which can lead to risky or regrettable sexual behaviour. Finally, pupils learn about how **external influences affect financial values and behaviour**, including in relation to **budgeting and saving**.

10.06 - Future choices

pupils finish Year 10 by thinking about their **Future choices**, beginning by considering the **importance of stable, committed relationships**, and the **reasons that families might have for fostering or adopting children**. Recognising that there can be **strong emotions associated with the different stages of relationships**, pupils will learn and **revisit strategies to cope and thrive**. Finally, pupils will look ahead to their future, thinking about the **financial advantages, disadvantages and risks associated with different models of contractual terms**. The unit culminates with an opportunity to look at the **range of opportunities available to them for career progression**, including in education, training and employment.

Sequence of lessons

- Opportunities and risks of online relationships (S)
- The differences between pornography and healthy, consensual relationships (S) (W)
- Victim-blaming
- Influences of drugs and alcohol (S)
- Budgeting and saving
- External influences on financial behaviour

Sequence of lessons

- The importance of stable, committed relationships (S)
- Choosing to adopt or foster (S)
- Different stages of relationships (S)
- Different employment contract types
- Opportunities for education and career progression

Summary of each unit



11.01 - My identity

This unit, **My identity**, begins by helping pupils to **recognise when they or others need help with mental health and well-being**, understanding that **early intervention and support** is important. They will learn a range of **strategies for promoting their own emotional well-being**. Next, pupils will learn about **financial goal-setting** and **cultivating a career identity**, exploring how **online opportunities** can help with this. Finally, pupils consider the impact of the internet on their identity, looking at **how personal data is generated** and learning how to be discerning when looking for **bias in online content**.

Sequence of lessons

- Behaviour and mood changes; self-esteem (S)
- Financial goal-setting
- Developing a career identity
- Cultivating career opportunities online
- Generation of personal data (S)
- Bias in online content

11.02 - Discrimination and abuse

In this unit, **Discrimination and abuse**, pupils deepen their understanding of discrimination and harassment by learning the **different forms of discrimination and harassment** and **legal protection** against them. pupils will learn about **the ethical and legal obligations associated with workplace confidentiality** and develop the work they have done on intolerance throughout Key Stage 3 and 4 by considering **how extremist ideologies develop and spread** through factors such as indoctrination, radicalisation processes, echo chambers, online propaganda and recruitment tactics used by extremist groups. Further to this, pupils will consider their **responses to discriminatory and unwanted behaviours like harassment or stalking** before learning to identify the **signs of abusive relationships** and learning about **the laws pertaining to abuse in relationships**.

Sequence of lessons

- Discrimination and harassment; rights and responsibilities in the workplace (S)
- Workplace confidentiality
- Intolerance and extremism (S)
- Responding to intolerance, extremism, harassment and stalking (S)
- The signs of an abusive relationship (S)
- Abuse and the law (S)

Summary of each unit



11.03 - Complex relationships

In **Complex relationships**, pupils build upon their work in 11.02 by learning about the **challenges associated with getting help in domestic abuse situations** of all kinds. They will learn the skills to **challenge or seek support for financial exploitation** in different contexts, and learn about the **laws pertaining to 'honour'-based violence and forced marriage**. They will understand the **complex relationship between FGM and 'honour'-based violence**. pupils will learn about the **complex interplay between faith, culture and sex**, before revisiting and developing their understanding of **contraceptive choices in different contexts** and think about **behaviours as a young parent**.

11.04 - Adult health

As pupils come to the end of their Key Stage 4 PSHE and RSE, they will consider the **role of pleasure in intimate relationships**, including orgasms (though this is taught as an example of pleasure and is not instructive). pupils will learn about the importance of **maternal health during pregnancy**, and about **miscarriage, fertility and infertility** more generally. pupils are prepared for adult life with lessons on **accessing different health services as a young adult**, before looking at the importance of only using licenced and reputable professionals when considering **aesthetic procedures**. Finally, pupils learn about the **risks associated with sunbed use**, including increased risk of skin cancer, premature ageing and sun skin damage.

Sequence of lessons

- Seeking help in abusive relationships (S)
- Responding to financial exploitation
- 'Honour'-based violence and forced marriage (S)
- FGM and 'honour'-based violence (S)
- Young parenthood (S)
- Faith, culture and sexual relationships (S) (W)
- Choosing appropriate contraception (S) (W)

Sequence of lessons

- The role of pleasure in intimate relationships(S) (W)
- Pregnancy: healthy lifestyle and the effect on the foetus (S)
- Miscarriage (S)
- Fertility and infertility (S)
- Accessing health services (S)
- Aesthetic procedures and sunbed use

Overview of George Eliot Academy PSHE for Year 8 onwards from September 2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Careers Essential skill link – Aiming High	Health and Wellbeing Essential skill link – Staying Positive	Sex & Relationships Essential skill link – Speaking & Listening	Sex & Relationships Essential skill link – Speaking & Listening	Living in the wider world Essential skill link – Teamwork	Citizenship Essential skill link – Creativity
Year 9	Sex & Relationships Essential skill link – Speaking & Listening	Health and Wellbeing Essential skill link – Staying Positive	Health and Wellbeing Essential skill link – Staying Positive	Careers Essential skill link – Aiming High	Sex and Relationships Essential skill link – Speaking & Listening	Citizenship Essential skill link – Creativity
Year 10	Careers Essential skill link – Aiming High	Health and Wellbeing Essential skill link – Staying Positive	Health and Wellbeing Essential skill link – Staying Positive	Finance Essential skill link – Problem Solving	Sex and Relationships Essential skill link – Speaking & Listening	Sex and Relationships Essential skill link – Speaking & Listening
Year 11	Careers Essential skill link – Aiming High					