KNOW YOURSELF. CONNECT WITH OTHERS. SHAPE YOUR FUTURE.

# Your learning journey

PSHE / RSE + FutureME

Read down each year, then move right. P = PSHE / RSE F = FutureME

THE FUTURES PROGRAMME

YEARS 7–13

Confidence for life. Direction for what comes next.

| | Year 7<br>Begin & belong | Year 8<br>Explore & connect | Year 9<br>Choose & contribute | Year 10<br>Build & challenge | Year 11<br>Prepare & progress | Year 12<br>Lead & grow | Year 13<br>Step into your future |
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| TERM 1 | P Starting secondary school; emotions, mental wellbeing, self-worth and positive relationships.<br>F Character traits, goals, YOUHQ, self-awareness, Wellbeing Warrior, careers quiz and future planning. | P Mental health, mindset and identity; diet and exercise; alcohol and legal/illegal drugs.<br>F Possible careers and a future plan; choices, consequences and personal direction. | P Self-regulation, complex emotions and mindset; drug emergencies, public safety, criminal exploitation and body image.<br>F My Choices, My Direction; Lead Your Own Future. | P Coping, low mood and self-esteem; healthier lifestyles; stopping smoking/vaping; drugs and alcohol safety.<br>F Ambition and goals; Plan It, Don't Just Hope It; skills employers value. | P Pressure, resilience and addiction; exploitation and radicalisation; cosmetic choices, female health and parenthood.<br>F Lead Yourself, Support Others; planning and Futures Lead; meet a sixth-former and explore careers. | P Friendship change, conflict and safe endings; worldviews and sex; consent, boundaries, safety and advice; honour-based violence.<br>F My Personal Brand; getting comfortable with discomfort; My 18-Month Plan. | P New relationships; sex, intimacy and power; manipulation, coercion and unhealthy dynamics; reporting harmful sexual behaviour and getting support.<br>F Who Am I Without School? The Life I Want to Build; handling setbacks. |
| TERM 2 | P Hygiene and teeth; smoking and vaping; safety and first aid; physical and emotional changes in puberty.<br>F Future attributes and goals; healthy character; global goals and citizenship; goal review and tutor careers work. | P Risk-taking, body acceptance and FGM; vaccinations, healthcare and sexual-health choices.<br>F Respect and positive self-talk; liberty, pressure and consequences; identity, stereotypes, communication and self-management. | P Hormonal cycles, health checks and donation; STIs; vulnerability and avoiding pressure in relationships.<br>F Empathy and self-worth; strengths and challenge; autonomy and informed choice; bias and discrimination; character case study and skills audit. | P Influence and first aid; media and body image; pregnancy and foetal development; contraception and respectful conflict.<br>F Values and self-respect; healthy habits; liberty, risk and responsibility; discrimination and harassment; ethical decisions, resilience and self-management. | P Fertility, infertility and miscarriage; pregnancy choices; healthcare and STI protection; friendship and connection.<br>F Integrity, resilience and judgement; sustainable habits; autonomy and adulthood; post-16 equality and decisions; employability evidence. | P Online boundaries and privacy; beauty standards; ethical/legal/social implications; misinformation, deepfakes and pornography.<br>F Empathy and independence; sustainable performance; autonomy and consent; equality in sixth form, higher education and work; reputation and professional communication. | P Wellbeing, change and loss; AI advice; health services and GP registration; healthy eating on a budget; resilience and wisdom.<br>F Character for adulthood; transition and uncertainty; autonomy, duty and consequences; equality beyond school; adult principles and professional transition. |
| TERM 3 | P Healthy friendships, needs and boundaries; privacy and bodily rights; challenging bullying.<br>F Respect, tolerance, fairness and belonging; relationship wellbeing; friendship repair and teamwork. | P Relationship roles and families; friendship conflict, power, active bystanders and kind endings.<br>F Trust, boundaries and reciprocity; law, prejudice and allyship; collaboration and teamwork. | P Peer influence, change and consent; online cultures; bystanders and sexual harassment.<br>F Power, trust, support and boundaries; consent, law and safety; discrimination; peer influence, collaboration and leadership. | P Friendship boundaries; marriage and civil partnerships; communicating consent; technology, sexual behaviour online and gendered violence.<br>F Power, trust and repair; communication under pressure; consent, law and safeguarding; equality; restorative conversations and workplace teamwork. | P Friendship and connection; grief and loss; sex and intimacy expectations; rejection; online support for goals.<br>F Adult trust and reciprocity; conflict and repair; consent, employment and law; workplace harassment and culture; difficult conversations. | P Mental health; anxiety and depression; eating disorders, self-harm and substance misuse; reliable support and work-life balance.<br>F Adult consent, power and reciprocity; dignified endings; law and workplace conduct; discrimination and professional culture; relationship cases, networking and teamwork. | P Online extremism and unregulated AI; pornography and sexual harm; travel safety, aggression, conflict and reporting violence.<br>F Intimacy, power and mutuality; difficult conversations and repair; adult law and safeguarding; inclusive professional boundaries; relationship dilemmas and workplace culture. |
| TERM 4 | P Preventing sexual harassment; identity, stereotypes, belonging and healthy communities.<br>F Meaning, liberty and boundaries; identity and difference; personal contribution. | P Romantic feelings, pornography and intimacy; sexism, harms and preventing sexual harassment.<br>F Identity, culture and belonging; worldviews and respectful disagreement; intersecting identities; belonging audit. | P Unhealthy sexual behaviour, domestic abuse, identity and belonging; stereotypes, hate and profit.<br>F Personal, social and digital identity; belief, culture and evidence; plural Britain; intersectionality and belonging dialogue. | P Sexual harassment; recognising abuse and seeking help; avoiding control; self-worth and gender norms.<br>F Values, roles and reputation; moral decisions and pluralism; stereotypes, structural barriers and opportunity; belonging and culture review. | P Goals and setbacks; workplace rights; power and consent; avoiding romantic/sexual pressure; alcohol, drugs and intimacy.<br>F Post-GCSE identity and values; ethical dilemmas and practical wisdom; respectful disagreement; identity, law and inclusion; values into action. | P Leaving unsafe situations; responsible driving, nights out, drink/vape spiking and weapon risks.<br>F Independent identity and possible selves; moral complexity; plural workplaces; intersectionality and opportunity; values-based leadership. | F Identity beyond school: values and change; practical wisdom; respect in a plural society; intersectionality, power and belonging; ethical leadership roundtable. |
| TERM 5 | P Discrimination, the Equality Act and sexism; device habits, online privacy, sharing and content.<br>F Equality and equity; connection, democracy and voice; challenging discrimination; inclusion, teamwork and communication. | P Controlling behaviour; heritage and British values; sexuality, disability, racism and internet wellbeing.<br>F Equality and opportunity; Equality Act; democratic participation and compromise; local/global action; inclusive teamwork and problem-solving. | P Healthy communities; sexism and anti-discrimination; respectful gender discussions, rights and digital footprints.<br>F Equity, access and inclusion; democratic voice; Sustainable Development Goals and local action; community pitch, problem-solving and communication. | P Tolerance and Britain; discrimination, disability, wealth and class; religion and beliefs; money and happiness.<br>F Equality Act in school/work; democracy, evidence and compromise; sustainability and ethical consumption; social action, leadership and problem-solving. | P Online culture and sexual relationships; anti-racism; healthy choices around gambling.<br>F Opportunity, privilege and agency; inclusive recruitment; civic participation; ethical work and consumption; student-led inclusion, networking and collaboration. | P First aid; misogyny and exploitation; partner communication and contraception; sexual health and menopause.<br>F Organisational equality; recruitment, progression and reasonable adjustments; democracy and accountable leadership; ethical careers, social impact and project skills. | F Equality, power and institutional culture; rights at work and in adult services; democracy and civic responsibility; global professional ethics; legacy project, collaboration, leadership and networks. |
| TERM 6 | P Who shapes online content; money online; aspirations for the world.<br>F Digital self and healthy habits; online liberty, law and democracy; truth, kindness, digital footprint and career skills. | P Online benefits and behaviour; intimate content; algorithms, division and spotting what is real.<br>F Digital reputation and persuasion; online rights and law; misinformation and source checking; positive culture and digital communication. | P Deepfakes, online influence and addiction; financial decisions, scams and exploitation.<br>F Digital permanence; algorithms and echo chambers; online law and democracy; misinformation, polarisation and empathy; digital dilemmas and employability. | P AI, online reputation and extremism; saving and budgeting.<br>F Professional digital identity; AI, algorithms and persuasion; expression, law and participation; verification and polarisation; online ethics and digital professionalism. | F Post-16 digital identity; AI, misinformation and cyber-wisdom. | P Study/work balance; self-examination; online medical advice; long-term effects of body enhancement.<br>F Professional digital identity; AI and judgement; expression, law and standards; misinformation, activism and influence; digital ethics board. | **Ready for your next chapter**<br>No further teaching content is listed in the supplied map. |

**THREADS THROUGH THE JOURNEY** Character • Wellbeing Warrior • Fundamental British Values • Protected characteristics • Futures Lead • Careers

Also included across the map: transition and induction, Black History Month, literacy, fire practice, attendance and rewards, knowledge organisers, revision and assessment.

Complete Years 7–13 term-by-term overview; related lessons are grouped into concise topic labels. Blank curriculum areas in the source have not been expanded.