unifrog

Year 7 PSHE 2026-2027
Key lesson information

Unifrog's PSHE curriculum

Unifrog's PSHE lesson pack has been designed to meet the following:

- Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education

- PSHE Association's Key Stage 3, Key Stage 4, and Key Stage 5 learning objectives

What is diversity?

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the lesson, students will: • Define the similarities, differences, and diversity among different people • Understand the benefits of diversity and inclusion of people, regardless of their differences • Identify the nine protected characteristics in the Equality Act 2010
Main student tasks	1. Describe themselves in five words and name their favourite things 2. Create a mind map of different examples of food, celebrations, and dance from a mix of cultures 3. Make plans for a 'diversity festival' at school 4. Identify the protected characteristics 5. Spot examples of discrimination in provided examples 6. Explain what diversity means 7. Make a promise about celebrating diversity
Keywords	Diversity, diverse, people, culture, community.

Growing up: physical and mental changes

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify the physical and mental changes that happen during puberty • Explain why puberty can be a challenging time for young people • Describe strategies to overcome the mental and physical challenges of puberty
Main student tasks	1. Identify true and false statements about puberty, correcting any false statements if possible. 2. Discuss why puberty can be a challenging time for young people 3. Identify strategies to overcome the challenges of puberty 4. Complete true or false quizzes on genital hygiene and learn how best to stay clean 5. Use today's learning to give advice to a fictional young person
Keywords	Puberty, hormones, vulva, vagina, penis, menstruation, oestrogen, testosterone

Understanding menstruation

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Describe the menstrual cycle • Evaluate period product options, explaining the pros and cons of each method • Identify which period symptoms are “normal” and when to seek help
Main student tasks	1. Use prior knowledge to explain how images link to menstruation. 2. Fill in the gaps to describe the menstrual cycle. 3. Discuss the pros and cons of period products. 4. Decide upon the suitability of period products for different individuals. 5. Identify which period symptoms require medical advice.
Keywords	Menstruation, periods, tampon, menstrual cup, pad, endometriosis

What is mental health?

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify myths and misconceptions about mental health • List strategies that build resilience and respond to difficulties • Evaluate which strategies to manage mental health are most useful to them and others
Main student tasks	1. List things that make them feel happy when they're sad 2. Choose which mental health statements are true and false 3. Explore five strategies for managing our mental health, and identify which one(s) the student in the scenario should use 4. Practise one breathing exercise and one grounding exercise (optional)
Keywords	Mental health, mental illness, mental wellbeing, health.

Social media and mental health

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain how social media can impact how people think about themselves including body image, physical and mental health • List the positives and negatives of using social media, and how to use social media in a positive way.
Main student tasks	1. Answer a series of questions on social media use 2. Evaluate a student's evening as they interact with social media apps and the consequences on her mental health 3. Debate the pros and cons of posting photos online and the issues of photo editing 4. Analyse advice about using social media in a more positive way 5. List reasons why social media can be good and why it can be bad
Keywords	Social media, apps, mental health, doom scrolling, influencers.

Smoking and vaping: risks and consequences

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of this lesson, students should be able to: • Identify the short- and long-term risks associated with smoking and vaping • Evaluate myths, misconceptions, social norms, and cultural values relating to smoking and vaping • Develop strategies to manage peer pressure
Main student tasks	1. Write down whether they agree or disagree with five statements about consuming tobacco products 2. List the risks associated with consuming tobacco products 3. Evaluate a range of facts and scenarios about vaping 4. Decide on the most effective method of managing peer pressure 5. Evaluate methods to quit smoking/vaping
Keywords	Smoking, tobacco, substances, addiction, vaping, e-cigarettes

Healthy lifestyles: maintaining a balanced diet

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain the role of a balanced diet as part of a healthy lifestyle • Identify the impact of unhealthy food choices • Explain what might influence decisions about eating a balanced diet • Describe strategies to manage eating choices
Main student tasks	1. Describe what a balanced diet might look like 2. Discuss why balance is important – thinking about the consequences of eating only salad or only junk food 3. Identify influences on food and drink choices 4. Challenge myths about healthy eating habits 5. Consider why eating a wide variety of plants is important 6. Spot bad food advice
Keywords	Diet, healthy eating, healthy lifestyles, food, balanced diet

Female genital mutilation (FGM): facts and risks

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Define FGM • Describe the risks of FGM and explain how they affect a victim's wellbeing and relationships • Describe the laws relating to FGM • Identify the most appropriate sources of help for victims.
Main student tasks	1. Identify myths and facts about FGM 2. Identify the risks of FGM 3. Explain the impact of FGM on victims 4. Explore the laws relating to FGM and the penalties for breaking them 5. Identify the most appropriate sources of help for those at risk of FGM, and those who have already become victims of it 6. Explain why it's important to talk about this sensitive topic
Keywords	Female genital mutilation, cutting, honour-based abuse, violence, child abuse, laws, risks

Recognising and preventing bullying

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain why it's important to treat people with respect • Recognise the different types of bullying (including cyberbullying) • Explain the long-term and short-term impact of bullying • Describe the responsibilities of bystanders to report bullying and how and where to get help
Main student tasks	1. Identify bullying behaviours and explain why bullying is wrong 2. Decide whether statements about bullying are true or false 3. Review a case study about cyberbullying 4. Discuss the differences between banter and bullying and how this term can sometimes be misused to disguise bullying 5. Explore the long term and short-term effects of bullying through a case study 6. Use the information they've learned to explain how they could help someone who is being bullied
Keywords	Bullying, relationships, healthy relationships, unhealthy relationships.

Developing your leadership skills

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify characteristics of effective leadership • Set short-term goals for a group • Set themselves a short-term goal relating to leadership skills
Main student tasks	1. Identify leadership skills and identify their own use of these skills 2. Reflect on the actions of a good leader in their own life 3. Reflect on effective and ineffective approaches to leadership in a school-based scenario 4. Analyse goals using the RAM goal-setting criteria 5. Compare different approaches to goal monitoring and adjusting 6. State a short-term goal relating to developing leadership skills
Keywords	Leadership, collaboration, teamwork, goals, communication

Managing risk: travelling safely

Coming soon

What makes a healthy relationship?

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain the differences between healthy and unhealthy relationships • Identify how to have healthy relationships with a variety of people, including families, friendships, or romantic relationships
Main student tasks	1. List the types of relationships people have 2. Order a range of relationship descriptors into healthy, unhealthy and abusive 3. Read four messages and identify what makes them healthy or unhealthy 4. Think about a positive relationship from a movie and explain what makes it healthy
Keywords	Relationship, friendship, families, connection.

Coping with change: bereavement, divorce, and separation

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • List examples of emotions associated with the grieving process • Recognise the difference between helpful an unhelpful questions if faced with parental separation/divorce • Identify some healthy coping strategies to manage the emotions of grief • Name sources of support that can help the management of grief
Main student tasks	1. Reflect on quotes about change by Benjamin Franklin and Greek philosopher, Heraclitus 2. Match emotions to the five stages of grief (Kübler-Ross model) 3. Outline healthy/unhealthy coping strategies 4. Reflect on emotions and outlooks on changing families 5. Explain the usefulness of a method to manage grief 6. Design a 'resilience shield' to help cope with change in the future 7. Offer advice and support to a friend who is experiencing grief
Keywords	Bereavement, divorce, separation, loss, grief, change, symptoms

Media literacy: staying safe online

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify risks and benefits of using the internet. • Assess the potential risks of posting personal information on social media platforms. • Suggest ways that young people can protect their safety whilst using the internet. • Name sources of support suitable for online safety concerns.
Main student tasks	1. Decide who they would share personal information with and identify the risks of doing so. 2. Discuss the risks and benefits of using the internet. 3. Assess the risks of different social media posts/messages and suggest ways to make the young people in the scenarios safer. 4. Create a checklist of dos and don'ts for posting online. 5. Match relevant sources of support to varied online safety issues.
Keywords	Online safety, internet, social media, personal information

Media literacy: becoming a responsible digital citizen

Coming soon